From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 7 April 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of the minutes of the 3-10-09 Faculty Senate meeting, which have been posted on the Faculty Senate Web site: http://www.cofc.edu/~senate

3. Reports

   The Provost
   The Speaker
   Larry Krasnoff, chair of the *ad hoc* Committee on Faculty Governance
   Laura Penny, chair of the Faculty Welfare Committee
   Richard Nunan, chair of the Advisory Committee on Tenure, Promotion, and Third-Year Review

4. New Business

   Election of Senate Committees (Budget, Academic Planning, By-Laws)
   Faculty Committee on Graduate Education, Continuing Education, and Special Programs
   Faculty Curriculum Committee
   Faculty General Education Committee

5. Old Business

   Committee on By-Laws and *Fac/Admin. Manual*
   --Motion to change Article I, Section 1 of the By-laws: Membership in the College Faculty, Regular Faculty
   --Motion to change Article IV, Section 2 of the By-laws: Faculty Senate, Composition and Election
   --Motion to change By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures
   --Motion to change Article IV, Section 1 of the By-laws: Faculty Senate, Functions
   --Motion to change *Faculty/Administration Manual (FAM)*, VI.D.7: Reporting Procedures of Departmental Evaluation Panel

6. New Business
6. New Business

Committee on By-Laws and *Fac/Admin. Manual*
-- Language on annual/merit evaluation to go in the *FAM*, VI.E and VI.F
-- Motion to change *FAM*, VIII.A: add statement on religious accommodation for students
-- Motion to change *FAM*, VI.A, VI.B, VI.D, and VI.H: address reporting requirements and change deadlines in tenure, promotion, third-year, and post-tenure review processes
-- Motion to change *FAM*, VI.H.2: change number of letters required for those seeking a satisfactory rating in their post-tenure review.
-- Motion to change *FAM*, X.A.2: benefits when on unpaid leave

Advisory Committee on Tenure, Promotion, and Third-Year Review
-- Motion to change *FAM*, VI.A: amend language governing “Exemplary area”
-- Motion to change *FAM*, VI.A: eliminate the “Exemplary Teaching Effectiveness” standard for promotion to Professor
-- Motion to endorse workload relief recommendation for faculty serving on the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review

7. Constituents’ Concerns

8. Adjournment
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for Faculty Senate April 7, 2009 Meeting

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Proposals for a New Graduate Course in MAT in Middle Grades:

EDMG 698: Transition to the Profession
EDMG 699: Middle Grades Clinical Internship

Proposal for a New Graduate Certificate in MS in Computer Science and Information Science:

Service-Oriented Computing (Certificate Program Proposal)

This packet also includes Proposals for a New Graduate Course:

CSIS 633: Semantic Web Principles
CSIS 659: Service-Oriented Computing

and a Proposal to Change a Graduate Course:

CSIS 636: Name change
   From -- Information Technology Policy and Strategy
   To -- Information Technology Policy, Strategy and Governance
Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

International Studies

- New Major—International Studies
- New Course—INTL 100
- New Course—INTL 300
- New Course—INTL 495

English

- New Course—ENGL 110 Introduction to Academic Writing
- New Course—ENGL 344

Criminal Studies Minor

- Change Minor—Crime, Law and Society Minor
- New Course—CRLS 310
- New Course—CRLS 311

Physics

- Change Minor—BS in physics
- Change Major—Physics

Neuroscience (Biology/Psychology)

- Change Minor—Neuroscience (Add PHYS 296 to electives)
- Change Course—BIOL/PSYC 351 Neuroscience I
- Change Course—BIOL/PSYC 352 Neuroscience II
- Change Minor—Neuroscience (Add ANTH 342 as an elective)

Sociology and Anthropology

- Change Course—ANTH 491
- New Course—ANTH 109
- New Course—ANTH 290
- New Course—ANTH 306
- New Course—ANTH 307
- New Course—SOCY 290
- New Course—SOCY 492
Women’s and Gender Studies

- New Course—WGST 401
- New Major—Women’s and Gender Studies

**Honors**

- Change Course—HONS 158 and lab
- Change Course—HONS 151 and lab
- Change Course—HONS 152 and lab
- Change Course—HONS 153 and lab
- Change Course—HONS 154 and lab
- Change Course—HONS 212
- Change Course—HONS 211
- Change Course—HONS 155 and lab
- Change Course—HONS 156 and lab
- Change Course—HONS 157 and lab
- New Course—HONS 110

**Linguistics**

- Change Minor—Linguistics Minor

**Environmental Studies**

- New Course  ENV 355

**Math**

- Change Course—Math 320 History of Mathematics

**Hispanic Studies**

- New Course—Portuguese 291 Portuguese for Spanish Speakers
- New Course—Portuguese 291C Portuguese for Spanish Speakers

**Urban Studies**

- Change Major—Urban Studies

**Russian Studies**

- New Course—RUSS 295
- Change Minor—Russian Studies
Marketing and Supply Chain Management

- Change Course—MGMT 409
- Change Course—MGMT 322
- Change Course—DSCI 314
- Change Major—International Business
- Change Minor—Global Logistics Concentration/minor
- New Course—MGMT 402

Jewish Studies

- New Course—JWST 250
- New Course—JWST 280
- Change Minor—Jewish Studies

Arts Management

- Change Course—ARTM 370
Faculty General Education Committee  
College of Charleston

List of Proposals Recommended by the Committee  
March 26, 2009

Committee Members: Levi Cromer (SGA representative), Dan Mackin (SGA representative), Claire Curtis (HSS), Tom Langley (SOEHHP), Chris Starr, Committee Chair (SSM), Tricia Thelen (SOA), Felix Vasquez (SOLCWA), James Williams (Library), Jeff Yost (SB&E), Myra Whittemore (ex-officio, AAPA), Kay Smith (ex-officio, Academic Affairs)

English

Proposal to replace the current required coursework of English 101 and English 102 with English 110 to satisfy General Education Goals I.1 and I.2.

History

Change departmental distribution requirement in history to goal-based, history requirement.

Jewish Studies

Proposal to allow Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present).
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and assistant and associate deans
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-credit-hour rule
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time¹ tenured, and tenure-track, Instructor, and Senior Instructor employees of the institution who normally teach at least six three contact hours² of college credit courses or the equivalent in assigned academic research in their academic

¹ For the purpose only of interpreting Art I., Sect. 1, a “full-time” employee of the College of Charleston shall be defined as an employee receiving a salary and fringe benefits from the College in return for 40 hours or more of labor per regular work week. Any employee holding a title customarily associated with regular faculty membership is presumed to be a full-time employee unless the Provost stipulates in writing that the employee in question has part-time status. The determination of full-time status is not linked to the type or nature of the work assignment for each individual faculty member.

² When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.
fields each semester; (2) full-time instructor, instructor and Senior Instructor employees; (3) (2) full-time professional librarians; and (4) (3) _ex officio_, the President of the College, the Provost, the Vice-President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of the Graduate School, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

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3 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:

- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-contact-hour rule
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured, or tenure-track, Instructor, or Senior Instructor employee of the College who has completed at least three years of service at the College, and who normally teaches at least six three contact hours per semester or the equivalent in assigned research or who is a full-time Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved App. April 2005) Administrators, Administrative officers, including Deans of Schools and the Dean of Libraries, the Dean of the Graduate School, the Academic Deans, and the Dean of the Honors College are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.

C. Election
1. **Without regard to teaching load, all** and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, **excluding all those qualifying as ex officio regular faculty members under provision (3),** are eligible to vote in Senate elections.
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except election of faculty committees and approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To specify how election of faculty committees will take place
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.
Section 2. **Special Extraordinary Faculty Meetings**

A. **Special Extraordinary** meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special **extraordinary** meetings the College faculty may review any Faculty Senate action.

B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article Art. I) present at such special **extraordinary** meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a **special** an **extraordinary** meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special **extraordinary** College faculty meetings shall be a simple majority of regular College faculty members.

E. **Special Extraordinary** meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of **Robert's Rules of Order** will govern the conduct of special **extraordinary** meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. **Presiding Officer**

The Speaker of the Faculty shall preside at all regular and special **ordinary and extraordinary** meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

...
A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required full faculty meetings, and place it under Faculty Senate meetings instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.
**EF.** The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

**FG.** The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Committee on the By-Laws and the *Faculty/Administration Manual*

**Action:** Change to *Faculty/Administration Manual*, VI.D.7, Reporting Procedures of Departmental Evaluation Panel.

**Status:** Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

**Intent:**
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

**Motion:**

VI, Sect. D, *Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty*

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15. (Editorial Note: This last sentence will subsequently be revised by another motion addressing deadlines in the tenure and promotion process.)
Language on Annual/Merit Evaluation to Go in the FAM

E. Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty

1. Introduction

In keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College’s established standards and criteria and with established procedures.

Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of each faculty member within their departments. In the exceptional case that a faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly,

- each regular faculty member of the College of Charleston will be evaluated annually on the basis of performance over the last calendar year at the College.

In addition,

- each faculty member with at least one full calendar year of service at the College will be assigned a merit category on the basis of performance over the last three calendar years (or the time since hire if this is less than three years) as one factor to be considered in the determination of any salary increase.

Newly hired faculty members will not be assigned a merit category. Instead, normally each will receive an “average” raise determined by the relevant dean and based on the percentage of the salary pool allocated to the faculty member’s school for raises.

Each annual performance evaluation should include strengths, weaknesses, and specific recommendations for improvement. Probationary faculty should be rigorously evaluated each year in preparation for third-year and tenure reviews. In the case of a tenured faculty member or a Senior Instructor, the assessment may
be less detailed. A faculty member, Chair, Dean or Provost can request that a more extensive evaluation be conducted in any given year. A faculty member may make a request for a more detailed evaluation at any time. A Chair, Dean or Provost should make a request by October 1 of the calendar year for which performance is to be evaluated in order to provide time for a faculty member to assemble required materials.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries will provide an appraisal letter addressing teaching effectiveness, research and professional development, and professional service (for teaching faculty) and professional competency, professional growth and development, and professional service (for library faculty). Notification to the faculty member of the merit category assigned, which may take place separately from the discussion of the annual evaluation, should include a brief justification of the category assigned. Departments and schools may develop additional rating instruments.

It is the responsibility of the individual faculty member to ensure that he/she is making progress toward meeting the criteria published in the Faculty/Administration Manual for other evaluations (tenure and promotion) as well as any additional criteria approved by the school and/or department, and to seek the advice of the Chair or Dean of Libraries and other department faculty toward that end.

A tenure and/or promotion review requires additional evidence beyond that required for an annual review of performance or assignment of merit category, as well as assessment over a different time frame. For instance, a department may conduct a peer review of teaching or an external review of research, and graduate surveys are solicited, at the time of tenure and promotion decisions.

Annual performance and merit reviews constitute only one of many factors that are considered during the tenure and/or promotion decision-making process and in no way conclusively determine that outcome. Because tenure and promotion decisions often involve an assessment of career achievement and potential, as well as a demonstrated ongoing commitment to scholarship and to the mission of the institution, annual performance reviews and the assignment of merit categories to a faculty member for purposes of salary administration for one or several years are
insufficient, by themselves, to determine the outcome of such important decisions.

2. Standards, Criteria and Evidence for Annual Evaluation

Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.) In particular, teaching is the primary responsibility of faculty at the College of Charleston.

The Faculty Welfare Committee and an ad Hoc committee of past members of the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation. All approved school and department annual evaluation and merit review policies will be available to all College faculty members.

3. Annual Evaluation and Merit Review Process

Annual evaluations will normally be completed early in each calendar year. A calendar for the evaluation process will be posted on the website of the Office of Academic Affairs.

While specific policies may differ by school and department, all annual evaluations should provide sufficient information to allow for full, fair and constructive evaluation without being unnecessarily burdensome to faculty or Department Chairs. At a minimum, faculty members will provide

- a current *curriculum vitae*, and
- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last calendar year.
Schools and/or departments may require faculty to submit additional material, and required documentation may vary by tenure status and rank. Evidence of the sort typically provided for major evaluations should be requested of probationary faculty; schools may require less extensive documentation for tenured faculty and Senior Instructors. Schools and departments may require that the personal statement include goals for the next one-to-three years. The Department Chair or Dean of Libraries will conduct the annual evaluation and will have access to additional information, including the faculty member’s

- previous annual evaluations and personal statements,
- course evaluations, and
- information included in the Faculty Activity System.

To facilitate Chairs’ work in assigning merit categories, concurrent with the submission of materials for the annual evaluation of performance, any faculty member with at least one full calendar year of service at the College of Charleston will submit

- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last three calendar years, if employed by the College during that period of time, or, for a faculty member with fewer than three years of service at the College of Charleston, over the period since hire.

The Department Chair or Dean of Libraries will assign a merit category on the basis of this three-year summary and the annual evaluations over the same three calendar years. In the case of the Department Chair, this assignment will normally be tentative until discussed with the Dean. Newly hired faculty members need not submit any additional materials.

In the case of a faculty member undergoing a major evaluation (Third-Year Review, tenure and/or promotion, post-tenure review, or renewal as Senior Instructor), an evaluation of performance over the last calendar year will not be conducted. A merit category for the purposes of salary administration will be assigned. Normally, the documentation provided by the faculty member in the major evaluation will be sufficient to allow the Chair to assign a merit category. (Since major evaluation packets are completed early in the fall semester, documentation of activities through the end of
the calendar year could reasonably be added for this assignment.) This assignment of a merit category will consider the faculty member’s performance during the same three-year window used for other faculty.

The Department Chair may consult with a faculty committee in conducting the annual evaluation or assigning a merit category.

The faculty member must present the requested documents in accordance with the established format for his/her department or school and the published schedule. Any faculty member who fails to submit the required documentation for his/her annual evaluation and assignment of merit category will receive a merit rating of “does not meet the merit threshold” and will be ineligible for a salary increase that year.

In the case of library faculty who are supervised by department heads and/or assistant Deans, these supervisors will provide written comments on the performance of the librarians. These comments are forwarded to the Dean of Libraries who uses them as he/she writes the final evaluation narrative. The librarian receives the comments from all supervisors in addition to the Dean’s final evaluation.

After reviewing materials submitted by the faculty member, the Department Chair or the Dean of Libraries shall provide the faculty member with a signed and dated evaluation.

4. Chair’s Interview with the Faculty Member

By the date designated on the evaluation calendar, the Chair or Dean of Libraries shall conduct an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair’s or Dean of Libraries’ narrative assessment of strengths and weaknesses and suggestions for improvement. Records of the evaluation will be on file in the office of the Department Chair.

At the evaluation interview, the faculty member and the Chair or Dean of Libraries will discuss the evaluation narrative. The faculty member will sign the form to indicate that he or she has met with the Chair or Dean of Libraries. If there is disagreement about any part of the evaluation, the Chair or Dean of Libraries and the faculty member shall seek to resolve those differences. If a resolution is reached, the Chair shall change the evaluation document accordingly if appropriate.
5. Appeal of Annual Evaluation

A faculty member may appeal his/her annual evaluation to the appropriate Academic Dean by submitting a written request for an appeal hearing to the Dean within 10 working days of the evaluation interview. The Dean will arrange and chair a meeting with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean will reach a decision and inform all parties in writing. The faculty member may appeal the Dean’s decision to the Provost who will receive all written material pertaining to the case. After consultation with the faculty member, the Department Chair and the Dean, the Provost will render the final decision in writing to all parties concerned.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost, who will render the final decision.

6. Dean’s and Provost’s Role in the Assignment of Merit Categories

The Dean plays an active role in the development of departmental and school criteria and standards for annual evaluation and the assignment of merit categories. The Dean is responsible for ensuring that these standards and criteria are applied by chairs equitably across departments in his or her school. The Provost is responsible for ensuring that these standards and criteria are applied by Deans across schools. Normally a Dean and Chair will discuss the assignment of merit categories before a faculty member is notified of such. Notification to the faculty member of the assignment of a merit category may occur separately from the annual evaluation.

7. Appeal of Merit Category Assigned

A faculty member may appeal the assignment of a merit category to his or her performance by following the procedure outlined in Section 5, Appeal of Annual Evaluation, above. Chair, Dean and provost will proceed as in Section 5. However, the Provost’s role in this appeal is limited to ensuring, through discussion with the Dean and/or Chair, that the assignment of the merit category is consistent with criteria and standards at the Department, School
and College level and with the assignment of merit categories to others in the Department or School, as appropriate.

F. Merit categories and Salary Increases

Eligibility for any salary increase will be based on merit. The assignment of a merit category will indicate whether the faculty member is eligible for any salary increase. Eligibility for any salary increase requires satisfying the merit threshold. The merit threshold is defined as demonstrating professional competence in all three evaluation areas (teaching, research and professional development, service) according to criteria and standards articulated by schools and departments. Criteria and standards may vary by school, department, tenure status and rank.

The description of additional merit categories will be available on the Academic Affairs website during 2008-09 and included in the Faculty/Administration Manual thereafter.

In addition to merit ratings, market factors may contribute to a salary increase. Market factors will contribute to any salary increase only when the faculty member has met the merit threshold. Market factors may include:

- Data collected in comparative salary studies;
- Internal (College, school, departmental) equity, including gender equity, salary compression and/or inversion.

The respective roles of merit and market factors in salary reviews may vary each year and by school and department and should be communicated annually to faculty as appropriate.
Report to the Faculty Senate
Committee on By-Laws and Faculty/Administration Manual, continued

Action: Change to Faculty/Administration Manual, VIII.A, Faculty Responsibilities to Students, to add a statement on religious accommodation for students.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To add a statement of religious accommodation for students

Motion:

In VIII, Sect. A, Faculty Responsibilities to Students, insert new #11 and renumber current #11-16 as #12-17.

Insertion:

11. Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Committee on the By-Laws and the *Faculty/Administration Manual*

**Action:** Change to *Faculty/Administration Manual*, VI.A, VI.B, VI.D, and VI.H, addressing reporting requirements and deadlines in tenure, promotion, review, and post-tenure review processes.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To clarify deadline for President’s decisions and notifications in tenure, promotion, review, and post-tenure review processes.
- To keep August 15 and March 15 deadlines in the *Faculty/Administration Manual* but remove all other explicit deadlines, replacing explicit dates with more general references and referring readers to the annual calendars distributed for these two review processes.
- To replace many instances of “will” with “should” or “shall”.

**Motion:**

**DEADLINES IN TENURE, PROMOTION, AND THIRD-YEAR REVIEWS**

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the *Faculty-Administration Manual* (FAM).

**FAM, pg 104, applicable to promotion reviews of all instructional faculty:** Normally, a petition nominating a faculty member to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made. The faculty member will then be evaluated under the provisions outlined in Art. VI.D entitled “Procedures for Third-Year Evaluation, Tenure and Promotion of Instructional and Library Faculty.”

**FAM, pg 109, applicable to instructors’ third-year evaluation and review for promotion:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered.

**FAM, pg 118, applicable to promotion reviews of library faculty:** Deadline for Nomination. Normally, a petition nominating a library faculty member for promotion to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made.

**FAM, pg 120, applicable to all reviews of instructional and library faculty:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered. The Dean of Libraries will should provide a list of eligible library faculty members to the Provost.
FAM, pg 110, applicable to instructors’ third-year evaluation and review for promotion: A faculty member will shall submit to the chair of the departmental evaluation panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met.

FAM, pg 120, applicable to all reviews of instructional and library faculty: A faculty member will shall submit to the Chair of the Departmental Evaluation Panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met. The review process begins once the faculty member’s contribution to the packet has been formally submitted for departmental evaluation.

FAM, pg 123, applicable to all reviews of instructional and library faculty: The evaluation panel chair will shall forward the panel’s recommendation(s) to the appropriate Academic Dean or Dean of Libraries by the announced deadline. In the case of tenure and promotion recommendation, this must be done by November 1. Deadline is typically at the end of October. In the case of third-year reappointment recommendations, this must be done by January 15 deadline is typically near mid-January.

FAM, pg 124, applicable to third-year evaluations of instructional and library faculty: The appropriate Dean will shall review the faculty member’s packet and the departmental evaluation panel’s recommendation, interview each candidate, and notify the candidate in writing of his/her recommendations. The recommendation of the Dean will be submitted in writing to the Provost by February 1. The Dean shall forward all packets, including those prepared for third-year review, to the Provost’s Office. The Dean shall submit his/her recommendations in writing to the Provost and forward all materials to the Provost’s Office by the announced deadlines, which are typically at the end of January.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The appropriate Dean will review the evaluation panel recommendations and the candidate’s packet and may choose to interview candidates. The Dean will notify the candidate in writing of his/her recommendations. The Dean will forward these materials to a designated room for review by the Provost and the Advisory Committee on Tenure and Promotion review by December 1. The Dean will provide his/her recommendation to the Provost by December 1. The Dean shall provide his/her recommendations in writing to the Provost and forward all materials to a designated room for review by the Provost and the Advisory Committee on Tenure, Promotion, and Review by the announced deadlines, which are typically at the end of November.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The Provost will shall make packets of all candidates for tenure and promotion available to the members of the Advisory Committee on Tenure, Promotion and Third-Year Reappointment. The Faculty Advisory Committee will shall notify each candidate in writing of its recommendation by the announced deadlines.

FAM, pg 124, applicable to third-year reviews of instructional and library faculty: The Committee will shall also review third-year candidates on all negative departmental recommendations or if requested to do so by the candidate, any member of the departmental
panel, the appropriate Dean or the Provost. In cases where the Dean’s decision is different from the departmental evaluation panel or the departmental evaluation panel vote is negative, he/she will refer the case to the Provost and the Faculty Advisory Committee for their recommendations. The Provost and the Faculty Advisory Committee will interview each candidate for third-year reappointment when the departmental panel or the appropriate Academic Dean or Dean of Libraries recommendation is different from the departmental evaluation panel or the departmental evaluation panel vote is negative. The Provost’s and the Faculty Advisory Committee’s recommendation will be submitted in writing to the President.

NEW PARAGRAPH to be added just after the preceding paragraph: The Provost’s recommendations for all reviews and the Faculty Advisory Committee’s recommendations in cases where they act shall be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to tenure and promotion reviews of instructional and library faculty: After the Faculty Advisory Committee has made its written recommendation to the President, the Provost may interview the candidate as part of his/her independent evaluation of the candidate. The Provost’s recommendation will be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to all reviews: Upon receipt of the recommendations of the departmental evaluation panel, appropriate Dean, the Faculty Advisory Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Dean, and the evaluation panel chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations, whichever comes later. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the departmental evaluation panel, the appropriate Dean, the Faculty Advisory Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year.\(^4\) In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the evaluation panel chair, in writing, of her/his decision.

\(^4\) Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
DEADLINES IN POST-TENURE REVIEW

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 128: A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include A faculty member shall submit to his/her Department Chair by the announced deadline a packet of material that must include:

FAM, pg 130: The department chair (or the departmental panel) will shall forward to the candidate’s dean by December 18 the announced deadline, typically mid-December, the candidate’s packet with either a brief letter of acknowledgement of the chair’s (or panel’s) concurrence with the candidate’s self-evaluation or a detailed negative letter to the candidate’s dean. At this time a copy of the letter will shall be forwarded to the candidate.

FAM, pg 130: The Post-Tenure Review Committee shall review and forward its recommendations to the Provost by the end of February announced deadline, typically at the end of February. Normally, the committee will not review a "satisfactory" recommendation unless the candidate requests the committee to do so. The Provost may make a recommendation and will shall forward all recommendations to the President by the announced deadline.

FAM, pg 130: Upon receipt of the recommendations of the department chair (or the departmental panel), and any or all of the following: the appropriate dean, the Post-Tenure Review Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Post-Tenure Review Committee, the dean, and the department chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the department chair (or the departmental panel chair), the appropriate Dean, the Post-Tenure Review Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the department chair (or departmental panel chair), in writing, of her/his decision.

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5 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
Committee on the By-Laws and Faculty/Administration Manual

Action: Change to Faculty/Administration Manual, VI.H.2, Post-tenure Review, Preparation and Submission of the Faculty Member’s Packet.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of their two April meetings.

Intent:
- To remove the requirement of two letters from intra- and/or extra-departmental peers for candidates seeking a “satisfactory” rating
- To still require two letters from candidates seeking a “superior” rating

Motion:

VI, Sect. H, Post-tenure Review

2. Preparation and Submission of the Faculty Member’s Packet

a. A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include:

(1) A letter from the candidate indicating the rating for which he/she wishes to be considered.
(2) Curriculum vitae.
(3) Statement from the candidate on teaching, research and service addressing accomplishments since the last review and future plans and goals.
(4) Computer-generated student teaching evaluations (summary pages with numbers) for all evaluated courses taught by the candidate during the period under review.
(5) Annual performance evaluations by the department chair during the period under review. In the event that a department chair is being evaluated, the dean's annual evaluations of the chair will be included instead.
(6) Two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate's teaching (or, for librarians, professional competency).
(7) (6) Candidates seeking a "superior" rating must also furnish clear evidence of exemplary teaching effectiveness (exemplary professional competency in the case of librarians), leadership in service, and continuing quality scholarship. This evidence must include two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate’s teaching (or, for librarians, professional competency). Peer refereeing is one criterion of scholarly quality; therefore, the evidence must also include at least two scholarly articles and/or books (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). Candidates must provide evidence that the scholarly material submitted is peer reviewed, juried or professionally evaluated. Evidence is to be compiled for the intervening period between promotion evaluation and/or post-tenure reviews.
(8) (7) A late packet will not be considered for a superior rating except in extraordinary circumstances. A letter must accompany the packet to explain these circumstances.
Committee on the By-Laws and *Faculty/Administration Manual*

**Action:** Change to *Faculty/Administration Manual, X.A.2, Leave of Absence*.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To remove a false suggestion that a faculty member can avoid paying for benefits while on leave without pay

**Motion:**

FAM X.A.2. Leave of Absence:

Any member of the tenured or untenured faculty may apply to the Provost for a leave of absence without pay for a period of up to two years. Such leaves commonly are granted to complete the doctoral dissertation, to enable a professor to return to graduate school, to accept a post-doctorate fellowship, to pursue research or to participate in a faculty exchange or internship program. When granted to an untenured faculty member, a scholarly leave of absence of one year or less will count as part of the probationary period as though it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

Normally a leave without pay will not be for longer than two years. Any agreement to the contrary will be fully outlined in the leave of absence document given to the faculty member.

A faculty member on leave may petition the Provost for an extension of his or her leave period. Such a request should be made at least three months before the date of termination of the authorized leave. The Provost will consult with the Dean and Department Chair, and after consideration, rule on the extension.

In the case of a leave of absence without pay, faculty members must pick up funded portions of any health and/or life insurance plans plus the payroll deduction amount if they desire to continue this coverage. However, participants do have the option to terminate all coverage until such time as they return to an active pay status. Faculty members considering a request for leave without pay should consult with Human Resources regarding benefits.

The President of the College has the sole discretion to accept or reject the Provost’s recommendation concerning the faculty member’s request for a leave of absence.
Advisory Committee on Tenure, Promotion, & Third-Year Review

Motions for Recommendations to Amend Standards Governing Tenure and Promotion in Faculty-Administration Manual

Page numbers refer to pagination in the current on-line pdf copy of the FAM.

Motion 1
Recommendation to Amend Language Governing ‘Exemplary area’

VI.A (p. 93), second paragraph of Preamble to section on Tenure, Promotion, and Third-year Review:

"Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research and professional development, and service. In addition, evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[Last sentence of above paragraph currently reads: “In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.a (p. 102), last sentence in first paragraph of section enumerating specific criteria for tenure and promotion to Associate Professor should read:

“Evidence of either exemplary performance in at least one of the specified professional competency areas or significant achievement in all three areas is required.”

[That sentence currently reads: “Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.b (p. 103), second sentence of paragraph enumerating specific criteria for tenuring candidates who were hired at the rank of Associate Professor should read:

Evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[That sentence currently reads: “Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]
VI.A.4.c (p. 103), last sentence of first paragraph enumerating specific criteria for promotion to the rank of Professor should read:

“Evidence of **either** exemplary performance in at least one of the specified professional competency areas or **significant achievement in all three areas** is required.”

[That sentence currently reads:
“Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]
Advisory Committee on Tenure, Promotion, & Third-Year Review

Motion 2
Recommendation to Eliminate ‘Exemplary Teaching Effectiveness’ Standard for Promotion to Professor

VI.A.4.c(1) on p. 103, characterizing criterion for promotion to the rank of Professor in the area of teaching should read:

(1) Promotion to the rank of Professor requires sustained effectiveness in teaching.

[That sentence currently reads:
(1) Promotion to the rank of Professor requires exemplary teaching effectiveness.

[The proposed change would replace the ‘exemplary teaching effectiveness’ standard with the same language currently used for tenure & promotion to Associate Professor in VI.A.4.a(1) on p. 102.]
Advisory Committee on Tenure, Promotion, & Third-Year Review

Motion 3
Recommendation for workload relief for all regular members of the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review

Whenever the total number of tenure, promotion, and renewal cases before the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review exceeds 25 in a single academic year, the five regular members of the Committee should be granted extra workload relief in the form of a teaching reduction of one course section for the spring semester of that year.
From: Terence Bowers, Faculty Secretary
To: Faculty and Staff

The Faculty Senate met last night (Tuesday, 7 April 2009). Here are the highlights of the meeting. Full minutes will follow later.

--The Senate elected the members of next year’s Senate Committees (Budget, Academic Planning, By-Laws).

--All proposals from Faculty Committee on Graduate Education, Continuing Education, and Special Programs passed.

--All proposals from the Faculty Curriculum Committee passed.

--All proposals from the Faculty General Education Committee passed.

--The Faculty Senate will re-convene in two weeks (Tuesday, 21 April 2009 at 5 P.M. in the Beatty Center) in a continuation of last night’s meeting to work through the remaining items on the agenda.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and assistant and associate deans
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-credit-hour rule
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time1 tenured, and tenure-track, Instructor, and Senior Instructor employees of the institution who normally teach at least three contact hours2 of college credit courses or the equivalent in assigned academic research in their academic

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1 For the purpose only of interpreting Art I., Sect. 1, a “full-time” employee of the College of Charleston shall be defined as an employee receiving a salary and fringe benefits from the College in return for 40 hours or more of labor per regular work week. Any employee holding a title customarily associated with regular faculty membership is presumed to be a full-time employee unless the Provost stipulates in writing that the employee in question has part-time status. The determination of full-time status is not linked to the type or nature of the work assignment for each individual faculty member.

2 When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.
fields each semester; (2) full-time Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of the Graduate School, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

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3 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Report to the Faculty Senate, Committee on By-Laws and Faculty/Administration Manual, continued

**Action:** Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election.

**Status:** Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

**Intent:**
- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-contact-hour rule
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

**Motion:**

**Article IV, Faculty Senate**

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured, or tenure-track, Instructor, or Senior Instructor employee of the College who has completed at least three years of service at the College, and who normally teaches at least six contact hours per semester or the equivalent in assigned research or who is a full-time instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005) Administrators, including Deans of Schools, and the Dean of Libraries, the Dean of the Graduate School, the Academic Deans, and the Dean of the Honors College are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.
C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (3), are eligible to vote in Senate elections.

Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:

- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except election of faculty committees and approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- **To specify how election of faculty committees will take place**
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary
faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.

B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article 1) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. 1) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special Extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order shall govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

...
Article VI. Amending Procedures

Section 1. Amending Procedures

A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.

Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:

- To take the requirement that the President and Provost report to the faculty, which was part of the required full faculty meetings, and place it under Faculty Senate meetings instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the
Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

F. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

G. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:

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**Action:** Change to *Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel.*

**Status:** Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

**Intent:**

- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean
Motion:

VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15. (Editorial Note: This last sentence will subsequently be revised by another motion addressing deadlines in the tenure and promotion process.)
Report to the Faculty Senate, Committee on By-Laws and Faculty/Administration Manual, continued

**Action:** Change to *Faculty/Administration Manual, VIII.A, Faculty Responsibilities to Students*, to add a statement on religious accommodation for students.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To add a statement of religious accommodation for students

**Motion:**

In VIII, Sect. A, *Faculty Responsibilities to Students*, insert new #11 and renumber current #11-16 as #12-17.

**Insertion:**

11. Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Report to the Faculty Senate, Committee on By-Laws and Faculty/Administration Manual, continued

**Action:** Change to *Faculty/Administration Manual*, VI.A, VI.B, VI.D, and VI.H, addressing reporting requirements and deadlines in tenure, promotion, review, and post-tenure review processes.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To clarify deadline for President’s decisions and notifications in tenure, promotion, review, and post-tenure review processes.
- To keep August 15 and March 15 deadlines in the *Faculty/Administration Manual* but remove all other explicit deadlines, replacing explicit dates with more general references and referring readers to the annual calendars distributed for these two review processes.
- To replace many instances of “will” with “should” or “shall”.

**Motion:**

**DEADLINES IN TENURE, PROMOTION, AND THIRD-YEAR REVIEWS**

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the *Faculty-Administration Manual* (FAM).

**FAM, pg 104, applicable to promotion reviews of all instructional faculty:** Normally, a petition nominating a faculty member to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made. The faculty member will then be evaluated under the provisions outlined in Art. VI.D. entitled “Procedures for Third-Year Evaluation, Tenure and Promotion of Instructional and Library Faculty.”

**FAM, pg 109, applicable to instructors’ third-year evaluation and review for promotion:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered.

**FAM, pg 118, applicable to promotion reviews of library faculty:** Deadline for Nomination. Normally, a petition nominating a library faculty member for promotion to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made.

**FAM, pg 120, applicable to all reviews of instructional and library faculty:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered. The Dean of Libraries will should provide a list of eligible library faculty members to the Provost.
FAM, pg 110, applicable to instructors’ third-year evaluation and review for promotion: A faculty member will shall submit to the chair of the departmental evaluation panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met.

FAM, pg 120, applicable to all reviews of instructional and library faculty: A faculty member will shall submit to the Chair of the Departmental Evaluation Panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met. The review process begins once the faculty member’s contribution to the packet has been formally submitted for departmental evaluation.

FAM, pg 123, applicable to all reviews of instructional and library faculty: The evaluation panel chair will shall forward the panel’s recommendation(s) to the appropriate Academic Dean or Dean of Libraries by the announced deadline. In the case of tenure and promotion recommendation, this must be done by November 1. Deadline is typically at the end of October. In the case of third-year reappointment recommendations, this must be done by January 15. Deadline is typically near mid-January.

FAM, pg 124, applicable to third-year evaluations of instructional and library faculty: The appropriate Dean will shall review the faculty member’s packet and the departmental evaluation panel’s recommendation, interview each candidate, and notify the candidate in writing of his/her recommendations. The recommendation of the Dean will be submitted in writing to the Provost by February 1. The Dean shall forward all packets, including those prepared for third-year review, to the Provost’s Office. The Dean shall submit his/her recommendations in writing to the Provost and forward all materials to the Provost’s Office by the announced deadlines, which are typically at the end of January.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The appropriate Dean will shall review the evaluation panel recommendations and the candidate’s packet and may choose to interview candidates. The Dean will notify the candidate in writing of his/her recommendations. The Dean will forward these materials to a designated room for review by the Provost and the Advisory Committee on Tenure and Promotion review by December 1. The Dean will provide his/her recommendation to the Provost by December 1. The Dean shall provide his/her recommendations in writing to the Provost and forward all materials to a designated room for review by the Provost and the Advisory Committee on Tenure, Promotion, and Review by the announced deadlines, which are typically at the end of November.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The Provost will shall make packets of all candidates for tenure and promotion available to the members of the Advisory Committee on Tenure, Promotion and Third-Year Reappointment. The Faculty Advisory Committee will shall notify each candidate in writing of its recommendation by the announced deadlines.

FAM, pg 124, applicable to third-year reviews of instructional and library faculty: The Committee will shall also review third-year candidates on all negative departmental recommendations or if requested to do so by the candidate, any member of the departmental panel, the appropriate Dean or the Provost. In cases where the Dean’s decision is different
from the departmental evaluation panel or the departmental evaluation panel vote is negative, he/she will refer the case to the Provost and the Faculty Advisory Committee for their recommendations. The Provost and the Faculty Advisory Committee will interview each candidate for third-year reappointment when the departmental panel or the appropriate Academic Dean or Dean of Libraries recommendation is different from the departmental evaluation panel or the departmental evaluation panel vote is negative. The Provost’s and the Faculty Advisory Committee’s recommendation will be submitted in writing to the President.

NEW PARAGRAPH to be added just after the preceding paragraph: The Provost’s recommendations for all reviews and the Faculty Advisory Committee’s recommendations in cases where they act shall be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to tenure and promotion reviews of instructional and library faculty: After the Faculty Advisory Committee has made its written recommendation to the President, the Provost may interview the candidate as part of his/her independent evaluation of the candidate. The Provost’s recommendation will be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to all reviews: Upon receipt of the recommendations of the departmental evaluation panel, appropriate Dean, the Faculty Advisory Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Dean, and the evaluation panel chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations, whichever comes later. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the departmental evaluation panel, the appropriate Dean, the Faculty Advisory Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the evaluation panel chair, in writing, of her/his decision.

4 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
DEADLINES IN POST-TENURE REVIEW

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 128: A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include

FAM, pg 130: The department chair (or the departmental panel) will shall forward to the candidate’s dean by December 18 the announced deadline, typically mid-December, the candidate’s packet with either a brief letter of acknowledgement of the chair’s (or panel’s) concurrence with the candidate’s self-evaluation or a detailed negative letter to the candidate’s dean. At this time a copy of the letter will shall be forwarded to the candidate.

FAM, pg 130: The Post-Tenure Review Committee shall review and forward its recommendations to the Provost by the end of February announced deadline, typically at the end of February. Normally, the committee will not review a "satisfactory" recommendation unless the candidate requests the committee to do so. The Provost may make a recommendation and will shall forward all recommendations to the President by the announced deadline.

FAM, pg 130: Upon receipt of the recommendations of the department chair (or the departmental panel), and any or all of the following: the appropriate dean, the Post-Tenure Review Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Post-Tenure Review Committee, the dean, and the department chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the department chair (or the departmental panel chair), the appropriate Dean, the Post-Tenure Review Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the department chair (or departmental panel chair), in writing, of her/his decision.

5 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
Report to the Faculty Senate, Committee on By-Laws and Faculty/Administration Manual, continued

**Action:** Change to *Faculty/Administration Manual, VI.H.2, Post-tenure Review,* Preparation and Submission of the Faculty Member’s Packet.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of their two April meetings.

**Intent:**
- To remove the requirement of two letters from intra- and/or extra-departmental peers for candidates seeking a “satisfactory” rating
- To still require two letters from candidates seeking a “superior” rating

**Motion:**

**VI, Sect. H, Post-tenure Review**

2. Preparation and Submission of the Faculty Member’s Packet

   a. A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include:

   (1) A letter from the candidate indicating the rating for which he/she wishes to be considered.
   (2) Curriculum vitae.
   (3) Statement from the candidate on teaching, research and service addressing accomplishments since the last review and future plans and goals.
   (4) Computer-generated student teaching evaluations (summary pages with numbers) for all evaluated courses taught by the candidate during the period under review.
   (5) Annual performance evaluations by the department chair during the period under review. In the event that a department chair is being evaluated, the dean's annual evaluations of the chair will be included instead.
   (6) Two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate's teaching (or, for librarians, professional competency).
   (7) Candidates seeking a "superior" rating must also furnish clear evidence of exemplary teaching effectiveness (exemplary professional competency in the case of librarians), leadership in service, and continuing quality scholarship. This evidence must include two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate’s teaching (or, for librarians, professional competency). Peer refereeing is one criterion of scholarly quality; therefore, the evidence must also include at least two scholarly articles and/or books (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). Candidates must provide evidence that the scholarly material submitted is peer reviewed, juried or professionally evaluated. Evidence is to be compiled for the intervening period between promotion evaluation and/or post-tenure reviews.
A late packet will not be considered for a superior rating except in extraordinary circumstances. A letter must accompany the packet to explain these circumstances.

**Action:** Change to *Faculty/Administration Manual, X.A.2, Leave of Absence.*

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To remove a false suggestion that a faculty member can avoid paying for benefits while on leave without pay

**Motion:**

FAM X.A.2. Leave of Absence:

Any member of the tenured or untenured faculty may apply to the Provost for a leave of absence without pay for a period of up to two years. Such leaves commonly are granted to complete the doctoral dissertation, to enable a professor to return to graduate school, to accept a post-doctorate fellowship, to pursue research or to participate in a faculty exchange or internship program. When granted to an untenured faculty member, a scholarly leave of absence of one year or less will count as part of the probationary period as though it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

Normally a leave without pay will not be for longer than two years. Any agreement to the contrary will be fully outlined in the leave of absence document given to the faculty member.

A faculty member on leave may petition the Provost for an extension of his or her leave period. Such a request should be made at least three months before the date of termination of the authorized leave. The Provost will consult with the Dean and Department Chair, and after consideration, rule on the extension.

In the case of a leave of absence without pay, faculty members must pick up funded portions of any health and/or life insurance plans plus the payroll deduction amount if they desire to continue this coverage. However, participants do have the option to terminate all coverage until such time as they return to an active pay status. Faculty members considering a request for leave without pay should consult with Human Resources regarding benefits.

The President of the College has the sole discretion to accept or reject the Provost’s recommendation concerning the faculty member’s request for a leave of absence.
E. Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty

1. Introduction

In keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College’s established standards and criteria and with established procedures.

Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of each faculty member within their departments. In the exceptional case that a faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly,

• each regular faculty member of the College of Charleston will be evaluated annually on the basis of performance over the last calendar year at the College.

In addition,

• each faculty member with at least one full calendar year of service at the College will be assigned a merit category on the basis of performance over the last three calendar years (or the time since hire if this is less than three years) as one factor to be considered in the determination of any salary increase.

Newly hired faculty members will not be assigned a merit category. Instead, normally each will receive an “average” raise determined by the relevant dean and based on the percentage of the salary pool allocated to the faculty member’s school for raises.

Each annual performance evaluation should include strengths, weaknesses, and specific recommendations for improvement. Probationary faculty should be rigorously evaluated each year in preparation for third-year and tenure reviews. In the case of a tenured faculty member or a Senior Instructor, the assessment may be less detailed. A faculty member, Chair, Dean or Provost can request that a more extensive evaluation be conducted in any given
A faculty member may make a request for a more detailed evaluation at any time. A Chair, Dean or Provost should make a request by October 1 of the calendar year for which performance is to be evaluated in order to provide time for a faculty member to assemble required materials.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries will provide an appraisal letter addressing teaching effectiveness, research and professional development, and professional service (for teaching faculty) and professional competency, professional growth and development, and professional service (for library faculty). Notification to the faculty member of the merit category assigned, which may take place separately from the discussion of the annual evaluation, should include a brief justification of the category assigned. Departments and schools may develop additional rating instruments.

It is the responsibility of the individual faculty member to ensure that he/she is making progress toward meeting the criteria published in the Faculty/Administration Manual for other evaluations (tenure and promotion) as well as any additional criteria approved by the school and/or department, and to seek the advice of the Chair or Dean of Libraries and other department faculty toward that end.

A tenure and/or promotion review requires additional evidence beyond that required for an annual review of performance or assignment of merit category, as well as assessment over a different time frame. For instance, a department may conduct a peer review of teaching or an external review of research, and graduate surveys are solicited, at the time of tenure and promotion decisions.

Annual performance and merit reviews constitute only one of many factors that are considered during the tenure and/or promotion decision-making process and in no way conclusively determine that outcome. Because tenure and promotion decisions often involve an assessment of career achievement and potential, as well as a demonstrated ongoing commitment to scholarship and to the mission of the institution, annual performance reviews and the assignment of merit categories to a faculty member for purposes of salary administration for one or several years are insufficient, by themselves, to determine the outcome of such important decisions.
2. Standards, Criteria and Evidence for Annual Evaluation

Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.) In particular, teaching is the primary responsibility of faculty at the College of Charleston.

The Faculty Welfare Committee and an ad Hoc committee of past members of the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation. All approved school and department annual evaluation and merit review policies will be available to all College faculty members.

3. Annual Evaluation and Merit Review Process

Annual evaluations will normally be completed early in each calendar year. A calendar for the evaluation process will be posted on the website of the Office of Academic Affairs.

While specific policies may differ by school and department, all annual evaluations should provide sufficient information to allow for full, fair and constructive evaluation without being unnecessarily burdensome to faculty or Department Chairs. At a minimum, faculty members will provide

- a current *curriculum vitae*, and
- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last calendar year.

Schools and/or departments may require faculty to submit additional material, and required documentation may vary by
tenure status and rank. Evidence of the sort typically provided for major evaluations should be requested of probationary faculty; schools may require less extensive documentation for tenured faculty and Senior Instructors. Schools and departments may require that the personal statement include goals for the next one-to-three years. The Department Chair or Dean of Libraries will conduct the annual evaluation and will have access to additional information, including the faculty member’s

- previous annual evaluations and personal statements,
- course evaluations, and
- information included in the Faculty Activity System.

To facilitate Chairs’ work in assigning merit categories, concurrent with the submission of materials for the annual evaluation of performance, any faculty member with at least one full calendar year of service at the College of Charleston will submit

- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last three calendar years, if employed by the College during that period of time, or, for a faculty member with fewer than three years of service at the College of Charleston, over the period since hire.

The Department Chair or Dean of Libraries will assign a merit category on the basis of this three-year summary and the annual evaluations over the same three calendar years. In the case of the Department Chair, this assignment will normally be tentative until discussed with the Dean. Newly hired faculty members need not submit any additional materials.

In the case of a faculty member undergoing a major evaluation (Third-Year Review, tenure and/or promotion, post-tenure review, or renewal as Senior Instructor), an evaluation of performance over the last calendar year will not be conducted. A merit category for the purposes of salary administration will be assigned. Normally, the documentation provided by the faculty member in the major evaluation will be sufficient to allow the Chair to assign a merit category. (Since major evaluation packets are completed early in the fall semester, documentation of activities through the end of the calendar year could reasonably be added for this assignment.) This assignment of a merit category will consider the faculty
member’s performance during the same three-year window used for other faculty.

The Department Chair may consult with a faculty committee in conducting the annual evaluation or assigning a merit category.

The faculty member must present the requested documents in accordance with the established format for his/her department or school and the published schedule. Any faculty member who fails to submit the required documentation for his/her annual evaluation and assignment of merit category will receive a merit rating of “does not meet the merit threshold” and will be ineligible for a salary increase that year.

In the case of library faculty who are supervised by department heads and/or assistant Deans, these supervisors will provide written comments on the performance of the librarians. These comments are forwarded to the Dean of Libraries who uses them as he/she writes the final evaluation narrative. The librarian receives the comments from all supervisors in addition to the Dean’s final evaluation.

After reviewing materials submitted by the faculty member, the Department Chair or the Dean of Libraries shall provide the faculty member with a signed and dated evaluation.

4. Chair’s Interview with the Faculty Member

By the date designated on the evaluation calendar, the Chair or Dean of Libraries shall conduct an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair’s or Dean of Libraries’ narrative assessment of strengths and weaknesses and suggestions for improvement. Records of the evaluation will be on file in the office of the Department Chair.

At the evaluation interview, the faculty member and the Chair or Dean of Libraries will discuss the evaluation narrative. The faculty member will sign the form to indicate that he or she has met with the Chair or Dean of Libraries. If there is disagreement about any part of the evaluation, the Chair or Dean of Libraries and the faculty member shall seek to resolve those differences. If a resolution is reached, the Chair shall change the evaluation document accordingly if appropriate.

5. Appeal of Annual Evaluation

3/12/09 This draft is being edited for inclusion in the FAM for next academic year but the 1/9/09 draft is in place for the evaluation process in Spring 09.
A faculty member may appeal his/her annual evaluation to the appropriate Academic Dean by submitting a written request for an appeal hearing to the Dean within 10 working days of the evaluation interview. The Dean will arrange and chair a meeting with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean will reach a decision and inform all parties in writing. The faculty member may appeal the Dean’s decision to the Provost who will receive all written material pertaining to the case. After consultation with the faculty member, the Department Chair and the Dean, the Provost will render the final decision in writing to all parties concerned.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost, who will render the final decision.

6. Dean’s and Provost’s Role in the Assignment of Merit Categories

The Dean plays an active role in the development of departmental and school criteria and standards for annual evaluation and the assignment of merit categories. The Dean is responsible for ensuring that these standards and criteria are applied by chairs equitably across departments in his or her school. The Provost is responsible for ensuring that these standards and criteria are applied by Deans across schools. Normally a Dean and Chair will discuss the assignment of merit categories before a faculty member is notified of such. Notification to the faculty member of the assignment of a merit category may occur separately from the annual evaluation.

7. Appeal of Merit Category Assigned

A faculty member may appeal the assignment of a merit category to his or her performance by following the procedure outlined in Section 5, Appeal of Annual Evaluation, above. Chair, Dean and provost will proceed as in Section 5. However, the Provost’s role in this appeal is limited to ensuring, through discussion with the Dean and/or Chair, that the assignment of the merit category is consistent with criteria and standards at the Department, School and College level and with the assignment of merit categories to others in the Department or School, as appropriate.

3/12/09 This draft is being edited for inclusion in the FAM for next academic year but the 1/9/09 draft is in place for the evaluation process in Spring 09.
F. **Merit categories and Salary Increases**

Eligibility for any salary increase will be based on merit. The assignment of a merit category will indicate whether the faculty member is eligible for any salary increase. Eligibility for any salary increase requires satisfying the **merit threshold**. The merit threshold is defined as **demonstrating professional competence in all three evaluation areas (teaching, research and professional development, service)** according to criteria and standards articulated by schools and departments. Criteria and standards may vary by school, department, tenure status and rank.

The description of additional merit categories will be available on the Academic Affairs website during 2008-09 and included in the Faculty/Administration Manual thereafter.

In addition to merit ratings, market factors may contribute to a salary increase. Market factors will contribute to any salary increase only when the faculty member has met the merit threshold. Market factors may include:

- Data collected in comparative salary studies;
- Internal (College, school, departmental) equity, including gender equity, salary compression and/or inversion.

The respective roles of merit and market factors in salary reviews may vary each year and by school and department and should be communicated annually to faculty as appropriate.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VI.H.2, Post-tenure Review, Preparation and Submission of the Faculty Member’s Packet.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of their two April meetings.

Intent:
- To remove the requirement of two letters from intra- and/or extra-departmental peers for candidates seeking a “satisfactory” rating
- To still require two letters from candidates seeking a “superior” rating

Motion:

VI, Sect. H, Post-tenure Review

2. Preparation and Submission of the Faculty Member’s Packet

a. A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include:

(1) A letter from the candidate indicating the rating for which he/she wishes to be considered.
(2) Curriculum vitae.
(3) Statement from the candidate on teaching, research and service addressing accomplishments since the last review and future plans and goals.
(4) Computer-generated student teaching evaluations (summary pages with numbers) for all evaluated courses taught by the candidate during the period under review.
(5) Annual performance evaluations by the department chair during the period under review. In the event that a department chair is being evaluated, the dean's annual evaluations of the chair will be included instead.
(6) Two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate's teaching (or, for librarians, professional competency).
(7) Candidates seeking a "superior" rating must also furnish clear evidence of exemplary teaching effectiveness (exemplary professional competency in the case of librarians), leadership in service, and continuing quality scholarship. This evidence must include two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate’s teaching (or, for librarians, professional competency). Peer refereeing is one criterion of scholarly quality; therefore, the evidence must also
include at least two scholarly articles and/or books (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). Candidates must provide evidence that the scholarly material submitted is peer reviewed, juried or professionally evaluated. Evidence is to be compiled for the intervening period between promotion evaluation and/or post-tenure reviews. 

(8) (7) A late packet will not be considered for a superior rating except in extraordinary circumstances. A letter must accompany the packet to explain these circumstances.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VI.A, VI.B, VI.D, and VI.H, addressing reporting requirements and deadlines in tenure, promotion, review, and post-tenure review processes.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To clarify deadline for President’s decisions and notifications in tenure, promotion, review, and post-tenure review processes.
- To keep August 15 and March 15 deadlines in the Faculty/Administration Manual but remove all other explicit deadlines, replacing explicit dates with more general references and referring readers to the annual calendars distributed for these two review processes.
- To replace many instances of “will” with “should” or “shall”.

Motion:

DEADLINES IN TENURE, PROMOTION, AND THIRD-YEAR REVIEWS

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 104, applicable to promotion reviews of all instructional faculty: Normally, a petition nominating a faculty member to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made. The faculty member will then be evaluated under the provisions outlined in Art. VI.D. entitled “Procedures for Third-Year Evaluation, Tenure and Promotion of Instructional and Library Faculty.”

FAM, pg 109, applicable to instructors’ third-year evaluation and review for promotion: By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered.

FAM, pg 118, applicable to promotion reviews of library faculty: Deadline for Nomination. Normally, a petition nominating a library faculty member for promotion to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made.
FAM, pg 120, applicable to all reviews of instructional and library faculty: By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered. The Dean of Libraries will should provide a list of eligible library faculty members to the Provost.

FAM, pg 110, applicable to instructors’ third-year evaluation and review for promotion: A faculty member will shall submit to the chair of the departmental evaluation panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met.

FAM, pg 120, applicable to all reviews of instructional and library faculty: A faculty member will shall submit to the Chair of the Departmental Evaluation Panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met. The review process begins once the faculty member’s contribution to the packet has been formally submitted for departmental evaluation.

FAM, pg 123, applicable to all reviews of instructional and library faculty: The evaluation panel chair will shall forward the panel’s recommendation(s) to the appropriate Academic Dean or Dean of Libraries by the announced deadline. In the case of tenure and promotion recommendation, this must be done by November 1. deadline is typically at the end of October. In the case of third-year reappointment recommendations, this must be done by January 15. deadline is typically near mid-January.

FAM, pg 124, applicable to third-year evaluations of instructional and library faculty: The appropriate Dean will shall review the faculty member’s packet and the departmental evaluation panel’s recommendation, interview each candidate, and notify the candidate in writing of his/her recommendations. The recommendation of the Dean will be submitted in writing to the Provost by February 1. The Dean shall forward all packets, including those prepared for third-year review, to the Provost’s Office. The Dean shall submit his/her recommendations in writing to the Provost and forward all materials to the Provost’s Office by the announced deadlines, which are typically at the end of January.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The appropriate Dean will review the evaluation panel recommendations and the candidate’s packet and may choose to interview candidates. The Dean will notify the candidate in writing of his/her recommendations. The Dean will forward these materials to a designated room for review by the Provost and the Advisory Committee on Tenure and Promotion review by December 1. The Dean will provide his/her recommendation to the Provost by December 1. The Dean shall provide his/her recommendations in writing to the Provost and forward all materials to a designated room for review by the Provost and the Advisory Committee on Tenure, Promotion, and Review by the announced deadlines, which are typically at the end of November.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The Provost will shall make packets of all candidates for tenure and promotion available to the members of the Advisory Committee on Tenure, Promotion and Third-Year
Reappointment. The Faculty Advisory Committee will notify each candidate in writing of its recommendation by the announced deadlines.

FAM, pg 124, applicable to third-year reviews of instructional and library faculty: The Committee will also review third-year candidates on all negative departmental recommendations or if requested to do so by the candidate, any member of the departmental panel, the appropriate Dean or the Provost. In cases where the Dean’s decision is different from the departmental evaluation panel or the departmental evaluation panel vote is negative, he/she will refer the case to the Provost and the Faculty Advisory Committee for their recommendations. The Provost and the Faculty Advisory Committee will interview each candidate for third-year reappointment when the departmental panel or the appropriate Academic Dean or Dean of Libraries recommendation is different from the departmental evaluation panel or the departmental evaluation panel vote is negative. The Provost’s and the Faculty Advisory Committee’s recommendation will be submitted in writing to the President.

NEW PARAGRAPHS to be added just after the preceding paragraph: The Provost’s recommendations for all reviews and the Faculty Advisory Committee’s recommendations in cases where they act shall be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to tenure and promotion reviews of instructional and library faculty: After the Faculty Advisory Committee has made its written recommendation to the President, the Provost may interview the candidate as part of his/her independent evaluation of the candidate. The Provost’s recommendation will be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to all reviews: Upon receipt of the recommendations of the departmental evaluation panel, appropriate Dean, the Faculty Advisory Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Dean, and the evaluation panel chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations, whichever comes later. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the departmental evaluation panel, the appropriate Dean, the Faculty Advisory Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the evaluation panel chair, in writing, of her/his decision.

1 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
DEADLINES IN POST-TENURE REVIEW

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 128: A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include A faculty member shall submit to his/her Department Chair by the announced deadline a packet of material that must include:

FAM, pg 130: The department chair (or the departmental panel) will shall forward to the candidate’s dean by December 18 the announced deadline, typically mid-December, the candidate’s packet with either a brief letter of acknowledgement of the chair’s (or panel’s) concurrence with the candidate’s self-evaluation or a detailed negative letter to the candidate’s dean. At this time a copy of the letter will shall be forwarded to the candidate.

FAM, pg 130: The Post-Tenure Review Committee shall review and forward its recommendations to the Provost by the end of February announced deadline, typically at the end of February. Normally, the committee will not review a "satisfactory" recommendation unless the candidate requests the committee to do so. The Provost may make a recommendation and will shall forward all recommendations to the President by the announced deadline.

FAM, pg 130: Upon receipt of the recommendations of the department chair (or the departmental panel), and any or all of the following: the appropriate dean, the Post-Tenure Review Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Post-Tenure Review Committee, the dean, and the department chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the department chair (or the departmental panel chair), the appropriate Dean, the Post-Tenure Review Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the department chair (or departmental panel chair), in writing, of her/his decision.

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2 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VIII.A, Faculty Responsibilities to Students, to add a statement on religious accommodation for students.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To add a statement of religious accommodation for students

Motion:

In VIII, Sect. A, Faculty Responsibilities to Students, insert new #11 and renumber current #11-16 as #12-17.

Insertion:

11. Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a
student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, X.A.2, Leave of Absence.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To remove a false suggestion that a faculty member can avoid paying for benefits while on leave without pay

Motion:

FAM X.A.2. Leave of Absence:

Any member of the tenured or untenured faculty may apply to the Provost for a leave of absence without pay for a period of up to two years. Such leaves commonly are granted to complete the doctoral dissertation, to enable a professor to return to graduate school, to accept a post-doctorate fellowship, to pursue research or to participate in a faculty exchange or internship program. When granted to an untenured faculty member, a scholarly leave of absence of one year or less will count as part of the probationary period as though it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

Normally a leave without pay will not be for longer than two years. Any agreement to the contrary will be fully outlined in the leave of absence document given to the faculty member.

A faculty member on leave may petition the Provost for an extension of his or her leave period. Such a request should be made at least three months before the date of termination of the authorized leave. The Provost will consult with the Dean and Department Chair, and after consideration, rule on the extension.

In the case of a leave of absence without pay, faculty members must picked up funded portions of any health and/or life insurance plans plus the payroll deduction amount if they desire to continue this coverage. However, participants do have the option to terminate all coverage until such time as they return to an active pay status. Faculty members considering a request for leave without pay should consult with Human Resources regarding benefits.

The President of the College has the sole discretion to accept or reject the Provost’s recommendation concerning the faculty member’s request for a leave of absence.
International Studies
- New Major International Studies
- New Course INTL 100
- New Course INTL 300
- New Course INTL 495

English
- New Course ENGL 110 Introduction to Academic Writing
- New Course ENGL 344

Criminal Studies Minor
- Change Minor Crime, Law and Society Minor
- New Course CRLS 310
- New Course CRLS 311

Physics
- Change Minor BS in physics
- Change Major Physics

Neuroscience (Biology /Psychology)
- Change Minor Neuroscience (Add PHYS 296 to electives)
- Change Course BIOL/PSYC 351 Neuroscience I
- Change Course BIOL/PSYC 352 Neuroscience II
- Change Minor Neuroscience (Add ANTH 342 as an elective)

Sociology and Anthropology
- Change Course ANTH 491
- New Course ANTH 109
- New Course ANTH 290
- New Course ANTH 306
- New Course ANTH 307
- New Course SOCY 290
- New Course SOCY 492

Women’s and Gender Studies
- New Course WGST 401
- New Major

Honors
- Change Course HONS 158 and lab
- Change Course HONS 151 and lab
- Change Course HONS 152 and lab
- Change Course HONS 153 and lab
- Change Course HONS 154 and lab
- Change Course HONS 212
- Change Course HONS 211
• Change Course     HONS 155 and lab
• Change Course     HONS 156 and lab
• Change Course     HONS 157 and lab
• New Course        HONS 110

Linguistics
• Change Minor Linguistics Minor

Environmental Studies
• New Course        ENVT 355

Math
• Change Course     Math 320 History of Mathematics

Hispanic Studies
• New Course        Portuguese 291- Portuguese for Spanish Speakers
• New Course        Portuguese 291C- Portuguese for Spanish Speakers

Urban Studies
• Change Major Urban Studies

Russian Studies
• New Course        RUSS 295
• Change minor Russian Studies

Management and Entrepreneurship
• Change Course     MGMT 409
• Change Course     MGMT 322
• Change Course     DSCI 314
• Change major      International Business
• Change minor      Global Logistics Concentration/minor
• New Course        MGMT 402

Jewish Studies
• New Course        JWST 250
• New Course        JWST 280
• Change Minor Jewish Studies

Arts Management
• Change Course     ARTM 370
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **ANTH491 Research Methods**

3. Semester and year when the course change(s) will go into effect: **Fall 2010**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   - **change to number of credits**
     - from: 3
     - to: 3-4

   - **change description**
     - from: This course reviews a variety of ways in which anthropological research is conducted.
     - to: This course reviews a variety of ways in which anthropological research is conducted because this department supports the four field approach to the study of anthropology. Particular topics and approaches that will be emphasized may vary.

5. Justification for Change(s):

   **change to number of credits** will allow for additional flexibility such that additional "hands-on" or service learning could be incorporated as appropriate
   
   **change to the description** informs the students that the course may vary from semester to semester.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   __________

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   __________

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

   Name: [signature]
   Date: 2/1/09

9. Signature of Dean of School:

   Name: [signature]
   Date: 2/1/09

10. Signature of Curriculum Committee Chair:

    Name: [signature]
    Date: 3/26/09

11. Signature of Faculty Senate Secretary:

    Name: [signature]

    Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposition to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology and Psychology (Neuroscience Program)

2. Course Number and Title: BIOL/PSYC351 - Neuroscience I

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

Prerequisites: Please change from "PSYC103, BIOL 111, 112, 211 " to "PSYC103, BIOL 111, 112, and BIOL211 or PSYC214"

5. Justification for Change(s):

We would like to open up the Neuroscience I course to students from any major interested in the Neuroscience program and a more advanced course in neuroscience. While Biology students may have had BIOL211, students from other disciplines are unlikely to have had this course. We propose the addition of PSYC214 as a gateway course that will adequately prepare students from many disciplines/majors for BIOL/PSYC351 course.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☐ yes ☒ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. Biology and Psychology. Letters of support will be provided.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   Mark W. Hand 2/23/09
   Date: 2/23/09

9. Signature of Dean of School:
   Date: Feb 24, 09

10. Signature of Curriculum Committee Chair:
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:

    Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar.
After implementation, information concerning the passed course and program changes
will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
To: Bob Perkins, Chair: Faculty Curriculum Committee  
From: Thomas P. Ross, Chair: Department of Psychology  
Re: PSYC214 as an alternative pre-requisite for BIOL/PSYC351

The Department of Psychology enthusiastically supports the addition of PSYC214 (Physiological Psychology) as an alternative pre-requisite for BIOL/PSYC351 – Neuroscience I in the interdisciplinary Neuroscience minor. Physiological Psychology examines the anatomical and physiological correlates of behavior. Students that take this course will be well prepared for the BIOL/PSYC351 which focuses on the cellular and molecular function of neurons and the effects on behavior. I do not anticipate any significant changes in our enrollments in PSYC214 as a result of this change that would necessitate additional staffing.

Thomas P. Ross, Ph.D.  
Associate Professor and Chair,  
Psychology Department  
953-3339  
ross@cofc.edu
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology and Psychology (Neuroscience Program)**

2. Course Number and Title: **BIOL/PSYC352 - Neuroscience II**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Prerequisites: Please change from "BIOL/PSYC351" to "BIOL/PSYC351 or PSYC214"**

5. Justification for Change(s):

   **We would like to open up the Neuroscience II course to Psychology students (as well as students from other disciplines) interested in a more advanced course in Neuroscience. PSYC214 will adequately prepare students for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **Neuroscience Program**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   [Signature]
   Date: 16-Feb-2009

9. Signature of Dean of School:
   [Signature]
   Date: Feb. 18, 2009

10. Signature of Curriculum Committee Chair:
    [Signature]
    Date: 3/24/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
February 16, 2009

To: Bob Perkins, Chair: Faculty Curriculum Committee
From: Thomas P. Ross, Chair: Department of Psychology
Subject: PSYC214 as an alternative pre-requisite for BIOL/PSYC352

The Department of Psychology supports the addition of PSYC214 (Physiological Psychology) as an alternative pre-requisite for BIOL/PSYC352 – Neuroscience II in the Neuroscience minor. Physiological Psychology examines the anatomical and physiological correlates of behavior. Students who take this course will be well prepared for the BIOL/PSYC352 which examines sensory and motor systems, neural regulatory systems, functional neuroanatomy and behavioral/cognitive aspects of neuroscience. I do not anticipate any significant changes in our enrollments in PSYC214 or need for additional instructional resources as a result of this change.

Thomas P. Ross, Ph.D.
Associate Professor and Chair
Psychology Department
953-3339
rosstp@cofc.edu
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: *Marketing and Supply Chain Management*

2. Course Number and Title: *DSCI 314: Management of Global Technology*

3. Semester and year when the course change(s) will go into effect: **FALL 09**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change course designation to INTB 314**

5. Justification for Change(s):

   **Course number change is intended to support the proposed change in course designation for the International Business Major. INTB 314 is the International Business major designated prerequisite for INTB 409. Course is currently being taught by a faculty member who is part of the Marketing and Supply Chain Management department, the department who has been serving this course. This course was designed for the major only. Other business majors must take both DSCI 300 and DSCI 304 instead of INTB 314.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [x] yes  [ ] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      **International Business**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **N/A**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   Date: 1-19-09

9. Signature of Dean of School:
   
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    
    Date: 3/26/09

11. Signature of Faculty Senate Secretary:

   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **MGMT & ENTR**

2. Course Number and Title: **MGMT 322 International Business**

3. Semester and year when the course change(s) will go into effect: **FALL 09**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change course designation to INTB 322**

5. Justification for Change(s):

   **Course number change is a natural complement of the major and is being renumbered to offer some clarity and consistency for the goals, objectives and assessment under AACSB accreditation since this course is International Business discipline/specific. The course is currently being taught by faculty members who were part of the Management and Entrepreneurship department but are now assigned to the Marketing and Supply Chain department. This course is available as an elective to all majors.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ✗ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      **Global Logistics Concentration/Minor**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **Marketing and Supply Chain Management**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: __________

9. Signature of Dean of School:
   
   [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. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **MGMT & ENTR**

2. Course Number and Title: **MGMT 409 Global Strategic Management**

3. Semester and year when the course change(s) will go into effect: **FALL 09**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change course designation to INTB 409**

5. Justification for Change(s):

   **Course number change is intended to support the proposed change in course designation for the International Business Major. INTB 409 is the International Business major required capstone course that has INTB-specific prerequisites (INTB314 and MKTG 326). Course is currently being taught by a faculty member who is part of the Management and Entrepreneurship department, which will continue providing this course for the INTB major. Other majors can take this course as an elective if they have met the prerequisites.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       **International Business**

       **All other majors**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **N/A**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 1/18/09

9. Signature of Dean of School:

[Signature]

Date: 2/13/09

10. Signature of Curriculum Committee Chair:

[Signature] 2/16/09 Provost

Date: 3/26/09

11. Signature of Faculty Senate Secretary:

________________________________________

Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **PSYCHOLOGY and BIOLOGY**

2. Course Number and Title: **PSYC351/BIOL351 Neuroscience I**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Please change the title of the course from "Neuroscience I" to "Principles of Neurobiology"

5. Justification for Change(s):

   We would like to change the title to more accurately reflect the course content.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **Neuroscience Program**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director: [Signature] 2/24/09
   Date: ____________________________________________

9. Signature of Dean of School:
   [Signature] 2/24/09
   Date: [Signature] 2/24/09

10. Signature of Curriculum Committee Chair:
    [Signature] 2/24/09
    Date: 3/26/09

11. Signature of Faculty Senate Secretary:
    ____________________________________________
    Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology and Psychology (Neuroscience Program)**

2. Course Number and Title: **BIOL/PSYC352 - Neuroscience II**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Prerequisites: Please change from "BIOL/PSYC351" to "BIOL/PSYC351 or PSYC214"**

5. Justification for Change(s):

   **We would like to open up the Neuroscience II course to Psychology students (as well as students from other disciplines) interested in a more advanced course in Neuroscience. PSYC214 will adequately prepare students for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **Neuroscience Program**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   Date: 16-Feb-2009 2/16/09 2/18/09

9. Signature of Dean of School:

   Date: Feb. 18, 2009 2/24/09

10. Signature of Curriculum Committee Chair:

   Date: 3/24/09

11. Signature of Faculty Senate Secretary:

   Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
February 16, 2009

To: Bob Perkins, Chair: Faculty Curriculum Committee
From: Thomas P. Ross, Chair: Department of Psychology
Subject: PSYC214 as an alternative pre-requisite for BIOL/PSYC352

The Department of Psychology supports the addition of PSYC214 (Physiological Psychology) as an alternative pre-requisite for BIOL/PSYC352 - Neuroscience II in the Neuroscience minor. Physiological Psychology examines the anatomical and physiological correlates of behavior. Students who take this course will be well prepared for the BIOL/PSYC352 which examines sensory and motor systems, neural regulatory systems, functional neuroanatomy and behavioral/cognitive aspects of neuroscience. I do not anticipate any significant changes in our enrollments in PSYC214 or need for additional instructional resources as a result of this change.

Thomas P. Ross, Ph.D.
Associate Professor and Chair
Psychology Department
953-3339
ross tp@cofc.edu
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Marketing and Supply Chain Management**

2. Degree: **BS in International Business**

3. Semester and year in which degree change(s) will go into effect: **FALL 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Creation of an INTB course designation and changing major requirement from MGMT 409 to INTB 409, and DCSI 314 to INTB 314.

5. Justification for Change(s):
   The International Business is the second largest program in the School of Business and Economics (averaging 70 graduates a year) as well as one of the largest in the College; because of its minor requirement in language based disciplines, it is also a key contributor of students (FTEs) to LCWA language and areas studies programs.

   We are proposing to introduce the INTB course designation for International Business major specific courses (currently MGMT 409 - Global Strategic Management and DSCI 314 - Global Operation and Technology Management; and for future courses that will be developed for the major) and other International Business service courses (MGMT 322 - International Business). All other current core International Business courses (MKTG 326 – International Marketing, FINC 382 – International Financial Markets, MGMT 325 – International Management) will remain unchanged. This would be consistent with other programs within the SBE (TRAN, REAL, ENTR, MKTG, etc).

   All INTB courses at or above the 300 level are electives for other business majors.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):  
   [Signature]  
   Date: 1-16-09  

7. Signature of Dean(s) of School:  
   [Signature]  
   Date: 2-13-09  

8. Signature of Provost:  
   [Signature]  
   Date: 2/16/2009  

9. Signature of Curriculum Committee Chair:  
   [Signature]  
   Date: 3/26/09  

10. Signature of Budget Committee Chair:  
    Date:  

11. Signature of Planning Committee Chair:  
    Date:  

12. Signature of Faculty Senate Secretary:  
    Date approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
MEMORANDUM

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

To: School of Business & Economics Curriculum Committee

Subject: INTB Course Designation

Date: October 21, 2008

The Department of Marketing & Supply Chain Management voted unanimously to support the adoption of INTB course designations for courses unique to the International Business major.
September 25, 2008

To: Curriculum Committee, School of Business and Economics
Faculty Curriculum Committee, College of Charleston
Faculty Senate, College of Charleston

From: Kelly Shaver, Chair
Department of Management and Entrepreneurship

Subject: Proposal to create INTB designation for International Business Courses

On behalf of the Department of Management and Entrepreneurship, I am pleased to support the proposal to create the designation INTB for required courses in International Business. However, we ask that two of the specific courses to be affected (International Business and Global Strategic Management), be cross-listed respectively as MGMT 322 and MGMT 409 (their current designations) so that they might remain available to BSBA students and might be teaching options open to faculty from the Department of Management and Entrepreneurship. (MGMT 409, to be cross-listed with INTB 409, is currently taught by a member of the M&E department; MGMT 322 used to be taught by a member of the department who has since moved to the MKTG department.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Physics and Astronomy**

2. Degree: **BS in physics**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   add phys296, "Biophysical Modelling of Excitable Cells" to the list of courses satisfying the BS requirements in physics.

   To be added under the heading of "15 additional hours chosen with department approval from:"

   Note: To be added only upon successful addition of the phys296 course, the paperwork for which accompanies this form.

5. Justification for Change(s):
   Recent years have seen the addition of two biophysics-oriented faculty in our department. Their research, and the department's participation in the interdisciplinary neuroscience minor encourages us to offer our students classroom access to this branch of physics. This course will be a formal component of the neuroscience minor program, in addition to being a component of the physics major for students desiring to pursue it.

(From was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   
   [Signature]
   Date: 2-10-09
   Date: 

7. Signature of Dean(s) of School:
   
   [Signature]
   Date: FEB. 11, 2009
   Date: 

8. Signature of Provost:
   
   [Signature]
   Date: 2/16/2009

9. Signature of Curriculum Committee Chair:
   
   [Signature]
   Date: 2/14/09

10. Signature of Budget Committee Chair:
    
    Date: 

11. Signature of Planning Committee Chair:
    
    Date: 

12. Signature of Faculty Senate Secretary:
    
    Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
1. DEPARTMENT: URST  Urban Studies, an interdisciplinary major, but not a department

2. DEGREE: BA

3. SEMESTER AND YEAR IN WHICH CHANGE[S] WILL GO INTO EFFECT: FALL 2009

4. Changes Desired:

   a) Replace POLS 381 [Urban Government and Politics] with POLS 305 [Urbanization and Urban Geography] as the Core Course in POLS for all URST majors.

   b) Replace POLS 305 with POLS 381 as a choice in URST's Urban Policy and Social Problems Concentration.


5. Justification for Change[s]:

a) This change in the Core course in POLS for URST majors reflects changes in staffing in the POLS Department [Jane McCollough's retirement and hiring Catherine Veninga as her successor]. It also reflects changes in emphasis for URST majors approved by the Urban Studies Advisory Committee.

b) See first justification. It also reflects that POLS 305 will be taught more often than POLS 281.

c) POLS 251 is the more appropriate Applied Statistics course in POLS for URST majors.

d) SOCY 272 is the more appropriate Applied Statistics course in SOCY for URST majors.

George W. Hopkins

Director, Urban Studies
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   
   Signature: George W. Hopkins
   Date: 3/16/09

7. Signature of Dean(s) of School:
   
   Signature:
   Date: 3/17/09

8. Signature of Provost:
   
   Signature: Susan J. Morrison
   Date: 3/17/2009

9. Signature of Curriculum Committee Chair:
   
   Signature:
   Date: 3/26/07

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: ____________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Memorandum

Date: February 4, 2009

To: Dean Lowenthal, Provost Jorgens, Business Affairs and Professor Bob Perkins

From: Heath C. Hoffmann, Director, Crime, Law and Society Program

Subject: Faculty Curriculum Committee Forms for Changes to the Crime, Law and Society Program

Enclosed are several Faculty Curriculum Committee forms reflecting the creation of two new courses in the Crime, Law and Society (CRLS) program and the change to the minor adding three new courses to the list of approved electives for the CRLS program.

I am proposing the creation of two new courses, CRLS 310: Policing in a Modern Society and CRLS 311: Community Policing: Issues and Strategies. Both of these courses have been taught several times as CRLS 300: Special Topics. To conform to the College’s policy that special topics courses can be taught no more than three times within five years, I am making these permanent courses in the minor.

The change to the minor will add these two courses to the list of approved electives. In addition, the change to the minor will add WGST 350: Gender and Violence to the list of approved electives. The latter addition has been approved by Professor Piepmeier, Director of the Women’s and Gender Studies Program.

The post-it notes indicate the pages that require your signatures as the application makes its way to the Faculty Curriculum Committee by February 25, 2009, the deadline for the final Faculty Curriculum Committee meeting of the semester.

Please do not hesitate to contact me (hoffmannh@cofc.edu, 953-8182) if you have any questions or concerns about the proposed changes to the CRLS program.
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): School of Humanities and Social Sciences

2. Name of the Minor/Concentration: Crime, Law and Society Minor

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Add the following to the list of approved electives courses:

   WGST 350: Gender and Violence (see letter of support from Dr. Piepmeier, Director of the Women's and Gender Studies Program)

   CRLS 310: Policing and Society (New Course proposed in conjunction with this application)

   CRLS 311: Community Policing (New Course proposed in conjunction with this application)

5. Justification for Change(s):

   As an interdisciplinary minor, our goal is to assemble a program that encapsulates a broad range of relevant courses from divergent disciplines. WGST 350 contributes to this goal. CRLS 310 and CRLS 311 are courses that have been offered as Special Topics courses (CRLS 300) in the past--this action merely formalizes the unique and long-term importance of these courses to the minor.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   
   ________________________________
   Heath C. Hoffman, Director, CELS Program
   
   Date: 1/29/09

7. Signature of Dean of School:
   
   ________________________________
   [Signature]
   
   Date: 2/6/07

8. Signature of Provost:
   
   ________________________________
   Susan J. Morrison
   
   Date: __________________________

9. Signature of Curriculum Committee Chair:
   
   ________________________________
   [Signature]
   
   Date: 3/24/09

10. Signature of Faculty Senate Secretary:

   ________________________________

   Date Approved by Senate: _________________________

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

   (Form was approved by FCC on 9/22/08 and replaces all others.)
March 10, 2008

Heath Hoffman
Crime, Law, and Society Program
Department of Sociology and Anthropology

Dear Heath:

I wanted to let you know that the Women’s and Gender Studies Program is fully in support of our course, WGST 350: Gender and Violence, being an elective for the Crime, Law, and Society minor. Many of your minors have taken the course in the past and have found it useful, and I’m happy that we can collaborate in this way.

Sincerely,

Alison Plebmem	 
Director, WGS
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Marketing and Supply Chain Management

2. Name of the Minor/Concentration: Global Logistics Concentration/Minor

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   **Change required course MGMT 322 to INTB 322**

5. Justification for Change(s):
   
   Course designation was changed to support International Major new designation (INTB). Course content does not change.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: 

[Signature]

Date: 1-19-09

7. Signature of Dean of School: 

[Signature]

Date: 2-13-09

8. Signature of Provost: 

[Signature]

Date: 2/16/2009

9. Signature of Curriculum Committee Chair: 

[Signature]

Date: 3/26/09

10. Signature of Faculty Senate Secretary: 

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Hello everyone,

My concern was that the INTB courses 322 and 409 remain open as electives to non-INTB students in the School of Business and Economics who met the course prerequisites. That is now accomplished by the addition of wording that shows the courses to be open as electives; cross-listing is not necessary. I did not change my supporting letter because it was the original sent to the School Curriculum Committee, and is part of the package just approved by the School. I'm happy to have this email attached to the proposal as it goes forward, or if need be I can write a second letter clarifying the issue. Please let me know which course of action is preferable.

Thanks,

Kelly Shaver

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

I've just reviewed the proposals to institute INTB as a course designation. Kelly Shaver mentions in his supporting letter that they want MGMT 409 and 322 to be cross listed. However, this needs to come through as an official request with the endorsement of the Dean and School Curriculum Committee rather than in this form.

Susan

Susan J. Morrison, Ph.D.
Associate Provost for Academic
Operations & Administration
Office of Academic Affairs
College of Charleston

e-mail: MorrisonS@cofc.edu
Phone: (843) 953-5527
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Jewish Studies

2. Name of the Minor/Concentration: Jewish Studies

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Add courses to the list approved for the minor:
   JWST 250: Jewish Mysticism
   JWST 280: Southern Jewish History

5. Justification for Change(s):
   Adding new permanent courses in Jewish Studies

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: 

Date: 2/13/09

7. Signature of Dean of School: 

Date: 2/23/09

8. Signature of Provost: 

Date: 2/24/2009

9. Signature of Curriculum Committee Chair: 

Date: 3/26/09

10. Signature of Faculty Senate Secretary: 

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **Biology and Psychology**

2. Name of the Minor/Concentration: **Neuroscience**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   Please add the course ANTH 342 (Human Behavior and Evolution) as an elective for the Neuroscience Program.

5. Justification for Change(s):
   
   We would like to diversify the course offerings within Neuroscience to include additional courses from other departments. Our goal is to offer students a variety of elective courses and support the interdisciplinary nature of the program. ANTH342 will be an ideal addition to the list of electives.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
[Signature]
Date: 16-Feb-2009
[Signature]
Date: 21/10/09

7. Signature of Dean of School:
[Signature]
Date: 19-Feb-2009
[Signature]
Date: 27/02/09

8. Signature of Provost:
[Signature]
Date: 31/02/09

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. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
To: Bob Perkins, Chair: Faculty Curriculum Committee
From: Maureen Hays, Chair: Department of Sociology and Anthropology
Date: February 16, 2009
Subject: ANTH342 Addition to Neuroscience Minor

The department of Sociology and Anthropology enthusiastically supports the proposal to add ANTH342 Human Behavior and Evolution to the list of electives in the Neuroscience minor. Human Behavior and Evolution examines human behavioral diversity from an evolutionary perspective including topics such as human behavioral ecology, parental investment, paternal certainty, menopause, senescence, health and illness, and religion. As such, it would be an excellent addition to this interdisciplinary minor.

Maureen A. Hays
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Physics and Astronomy

2. Name of the Minor/Concentration: Physics

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   add phys296, "Biophysical Modelling of Excitable Cells" (3 credits) to the list of courses satisfying the requirements for a minor in physics.

   Note: To be added only upon successful addition of the phys296 course, the paperwork for which accompanies this form.

5. Justification for Change(s):
   
   This course is proposed to satisfy the physics BS major, and is suitable for the minor, especially due to its broad nature, and its potential to draw minors from the fields of biology, psychology, mathematics and discovery informatics.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

[Signature]

Date: 2-10-09

7. Signature of Dean of School:

[Signature]

Date: Feb. 11, 2009

8. Signature of Provost:

[Susan J. Morrison]

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/24/09

10. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **German and Slavic Studies**

2. Name of the Minor/Concentration: **Russian Studies Minor**

3. Semester and year in which degree change(s) will go into effect: **FALL 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   **After the new course is approved, the change listed below to be made in the catalog Description of the minor:**

   **New required courses:**
   **Under electives:**
   **Add RUSS 290 001 Russian for Mass Media**

5. Justification for Change(s):

   **The course represents an expansion of the program to meet the needs and changing requirements of students.**
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   ________________________________
   Nancy Nelson
   Date: 3/11/09

7. Signature of Dean of School:
   ________________________________
   Paul J.
   Date: __________________________

8. Signature of Provost:
   ________________________________
   Susan J. McConnell
   Date: 3/18/2009

9. Signature of Curriculum Committee Chair:
   ________________________________
   ________________
   Date: 3/24/09

10. Signature of Faculty Senate Secretary:
    ____________________________________________
    ________________________________
    Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: ARTM

2. Course Number and Title: ARTM 370 Building Participation in the Arts

3. Semester and year when the course change(s) will go into effect: 097

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

Add ARTM 310: Advanced Arts Management as a prerequisite for ARTM 370: Building Participation in the Arts

5. Justification for Change(s):

Information the students need to have a foundation in for ARTM 370 is covered in ARTM 310.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      n/a

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   No

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 2/18/09

9. Signature of Dean of School:

[Signature]

Date: 2/25/09

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/26/09

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 110 Honors Academic Writing
   Number of Credits: 4  Total hrs/week: 4
   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 2009

4. Catalog Description (please limit to 50 words):
   An accelerated introduction to the practices necessary for successful college writing at the quality expected of Honors College students. This course satisfies the requirements for ENGL 110. A student may not receive credit for both HONS 110 and ENGL 110. Taken during student's first year. Grade of "C" or better required to fulfill the General Education requirement.

5. 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):
   ______

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   Goals of HONS 110
   Successful HONS 110 students will be able to do the following:

   Process
   • Understand a writing assignment as a series of tasks, including invention.
COURSE GOALS
Honors 110 is designed for your transition from high school to the rigorous requirements of the C of C Honors College. You are required to maintain a GPA that is higher than that required of other C of C students, and are expected to conduct more of your research and writing independently. Honors 110 is designed to prepare you for these challenges by asking you to analyze and lead discussions of challenging reading assignments, to write numerous short assignments, and to write formal essays requiring library research.

Successful HONS 110 students will be able to do the following tasks, each a component of successful academic writing:

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text's argument

COURSE POLICIES, PROCEDURES, AND SYLLABUS

THE COURSE WebCT SITE
You will be able to access the HONS 110 WebCT site through CougarTrail. We will use WebCT primarily to share papers for workshops, but we may also be using some of WebCT's other functions as well, such as surveys, discussion boards, etc.

ASSIGNMENTS
Grades on individual assignments will be based on criteria that I will announce a sufficient time in advance of assignment due dates. As a general rule, I try to be as forthcoming as possible about my expectations for assignments. I am also always willing to discuss grades and grading criteria with students in person. If you need clarification, you should never hesitate to ask.
The major assignments in this class (3 portfolios, described below) form a sequence that will help you assimilate some of the key genres and techniques of academic writing: summary, rhetorical analysis, critique, research, analysis and categorization of questions/issues, and synthetic argumentation. Each portfolio is a collection of writing that includes short informal pieces, short formal assignments, and a draft and final version of a longer formal assignment. Your grades on these assignments will make up approx. 85% of the final course grade (approx. 20% for portfolio I, 30% for II, and 35% for III).

The remaining 15% of the course grade will be derived from a combination of miscellaneous writing assignments (in and out of class, informal and formal), class participation, and an activity journal recording your independent work throughout the semester.

Conferences and Other Work Done Outside the Classroom

Over the course of the semester you will be required to attend three writing conferences in my office, in which you'll discuss your writing-in-progress with me and a small group of your classmates. These conferences will be held during the 4th hour of our week (Friday at 10 AM). During those weeks when you’re not scheduled to conference with me, the 4th hour will be spent completing an out-of-class activity relevant to the work of the course. You may, but are not required to, satisfy this requirement by doing one of the following:

- Working with a consultant in the Writing Lab on an example of your writing
- Attending a workshop sponsored by Writer’s Group
- Attending a study skills seminar sponsored by the Center for Student Learning
- Attending a College-sponsored cultural event—i.e., a public lecture, a play, an event sponsored by a student or cultural organization (a maximum of two events can be used to satisfy the requirement)
- Scheduling and participating in a research session at Addlestone Library
- Organizing and running self-initiated peer writing sessions

At the end of September, October, and November you will submit to me your Activity Journal, in which you document and reflect on the activities you completed. For each week, write an entry in which you describe the activity you completed and explain what you learned from it. Each month’s journal entries will earn a $\sqrt{}$, $\sqrt{+}$, or $\sqrt{+}$, and these grades will be factored into your Participation grade for the course.

For example, if you worked with a consultant in the Writing Lab, describe what you and the consultant discussed about your essay. Explain how you used the consultant’s comments to revise your essay. If you attended a cultural event, describe this event and your reaction to it. If you attended a conference with me, explain what we discussed and how you incorporated the feedback you received from me and your classmates into your writing.

Attendance & Timeliness

*You should attend all classes this semester.* Of course, there may be emergencies, illnesses, and so forth that from time to time make attendance impossible, so you are allowed to miss up to *three* classes, for whatever reason ("excused" or "unexcused"). But after your fourth absence from class, each additional absence will affect your final grade in the class at the rate of one percentage point for each day missed thereafter. After *five* absences, I may drop you from the class role.
Please note: you are responsible, regardless of the nature of an absence, for the material covered in class on the day you are absent. Please make arrangements with a fellow student or students to get information and notes should you miss a class.

You should come to class on time and stay for the entire session.
If some outside obligation or set of circumstances will make it difficult for you to attend class or arrive on time and stay for the full class every time, I urge you to eliminate or otherwise manage those obligations/circumstances or to drop this class.
Also note: I count late arrivals and early departures as half-day absences.

Attendance and punctuality is particularly important for the small-group conferences that are scheduled during the fourth hour of our class. On days that you are not scheduled for a small-group conference, you should use the fourth hour to complete another activity that will improve your writing, as described below.

Late Assignment Policy
You should turn in assignments on time, as specified in the assignment instructions.
Late assignments will be penalized.
- major assignments: 10% of the value per calendar day
- minor assignments at a rate to be determined on a case-by-case basis. Some late minor assignments I may not accept for credit.

ACADEMIC DISHONESTY AND PLAGIARISM
I treat plagiarism and other forms of academic dishonesty with utmost seriousness. If I suspect an assignment to be plagiarized or in some other way not the student's own work, I assign the grade of zero for the assignment and will likely report the violation to the Honor Board for further review and action.
Please see “Honor Code and Academic Integrity” (attached) and consult The Honor System at the College of Charleston, available online at <http://www.cofc.edu/studentaffairs/general_info/honor_system/>, for a full statement on the college’s honor code. Also please see the attached statement on academic dishonesty by Dean of Students Jeri Cabot.

IMPORTANT HON 110 RESOURCES
Students in HON 110 may find useful the Writing Lab at the Center for Student Learning in the Addlestone Library (see <http://www.cofc.edu/~csl/writing/>). Trained consultants in the Writing Lab work one on one with students to help improve all aspects of their writing from drafting to corrections on grammar.
Also, you might consider enrolling in Writers Group (see the attachment for a full description) for additional feedback and experience to improve your writing. Far from a remedial program, Writers Group is a kind of ongoing workshop that gives students an additional opportunity to learn more about their own writing processes, practice strategies for invention, drafting, editing, and revising. Contact Dr. Chris Warnick in the English Department if you are interested in signing up.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The College makes reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. Should you have questions about disability services at the College of Charleston, please contact the Center for Disability Services at 953-1431 or visit their website at <http://www.cofc.edu/~cds/>.
PORTFOLIO ASSIGNMENTS

PORTFOLIO I: ACADEMIC DISCOURSE AND HIGHER EDUCATION
(20% of the final course grade)

<table>
<thead>
<tr>
<th>Key skills</th>
<th>Reading assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>- understand academic discourse as “conversation”</td>
<td>“Introduction,” <em>Composing Knowledge</em> [CK henceforth] (1-32)</td>
</tr>
<tr>
<td>- summarize argumentative texts in an accurate, objective fashion</td>
<td>Paolo Freire, “The ‘Banking’ Concept of Education” (CK 239-51)</td>
</tr>
<tr>
<td>- analyze written texts within their rhetorical situations and for rhetorical structure, moves, key terms, etc.</td>
<td>Gerald Graff, “Other Voices, Other Rooms” (CK 163-70)</td>
</tr>
<tr>
<td>- identify points of agreement and disagreement between texts and also between texts and you</td>
<td>Other readings, as necessary.</td>
</tr>
<tr>
<td>- put disparate texts into “conversation” with one another in an essay focused on analyzing concepts</td>
<td>* Reading assignments may be subject to change.</td>
</tr>
<tr>
<td>- quote and paraphrase accurately and effectively from a source text</td>
<td>Writing assignments</td>
</tr>
<tr>
<td>- format documents in MLA style and use MLA in-text citation style</td>
<td>- Miscellaneous short writing assignments</td>
</tr>
</tbody>
</table>

PORTFOLIO II: WAYS OF WRITING ABOUT ENVIRONMENTAL ISSUES
(30% of the final course grade)

<table>
<thead>
<tr>
<th>Key skills</th>
<th>Reading assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>- continue to develop skills from Portfolio I</td>
<td>- Literary essays on the environment by Rachel Carson, Janisse Ray</td>
</tr>
<tr>
<td>- analyze essays an articles written for a variety of audiences</td>
<td>- Articles on specific environmental issues, found in the Academic Search Premier database</td>
</tr>
<tr>
<td>- locate and evaluate reference works, books, articles, and web resources to address an issue</td>
<td>- Additional sources that you locate and evaluate on your own for your comparative analysis essay</td>
</tr>
<tr>
<td>- compile working and annotated bibliographies</td>
<td>Writing assignments</td>
</tr>
<tr>
<td>- assess sources for significance and usefulness</td>
<td>- Miscellaneous short writing assignments</td>
</tr>
<tr>
<td>- analyze the field of conversation and argument discovered in research</td>
<td>- Working and annotated bibliographies</td>
</tr>
<tr>
<td>- categorize the similarities and differences in your paper according to a reasonable scheme</td>
<td>- Drafts and peer critiques</td>
</tr>
<tr>
<td></td>
<td>- Essay analyzing three kinds of writing on an environmental issue (6-8 pages)</td>
</tr>
</tbody>
</table>
PORTFOLIO III: WRITING IN AN ACADEMIC DISCIPLINE OR PROFESSION  
(35% of the final course grade)

Key skills
- continue to develop skills from Portfolios I and II
- formulate a thesis synthesizing the most important features of written work that addresses your chosen academic discipline or profession
- support and develop this thesis with evidence and with illustrative examples
- use personal interviews as well as articles and books as evidence
- integrate these sources to support thesis and establish credibility

Reading assignments*
- various writing instruction pieces, TBA
- various sources that you develop on your own for your exploratory research paper
* Reading assignments may be subject to change.

Writing assignments
- Miscellaneous short writing assignments
- Working and annotated bibliographies
- Proposal and outline
- Research paper (6-8 pages)

Working Schedule

Week 1
W Course intro
F “Introduction,” Composing Knowledge [CK henceforth] (1-32)  
Conference with students 1-5

Week 2
M Introduce Paolo Freire, “The ‘Banking’ Concept of Education” (CK 239-51)
W Continue Freire
F In-class exercises from Style  Summary 1 due  
Conference with students 6-10

Week 3
M Gerald Graff, “Other Voices, Other Rooms” (CK 163-70); Workshop examples of Summary 1
W Continue discussion of Graff
F In-class exercises from Style  Summary 2 due  
Conference with students 11-15

Week 4
M Loewen, excerpts from Lies Across America (available on WebCT)  Response Essay 1 due
W Workshop examples of Response Essay 1
F Discuss organization and thesis statements for Portfolio 1 Essay  
Conference with students 16-20

Week 5
M Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)
W In-class peer review
F In-class peer review. Activity Journal Due  
Conference with students 1-5

Week 6
M In-class workshop on editing  
Final draft of Portfolio 1 essay due by 11:59 pm (via WebCT)
W Intro to Unit 2. Literary writing on environmental issues  
Rachel Carson, “Silent Spring” (on WebCT)  
Excerpt from Janisse Ray, Ecology of a Cracker Childhood (on WebCT)
F Academic research and reporting on environmental issues (find these essays in Academic Search Premier)
   Conference with students 6-10

Week 7
M Articles Written for an Informed Audience
F Articles Written for a Scholarly Audience
   Conference with students 11-15

Week 8
M Discuss comparative analysis (Portfolio 2 essay)
   Response Essay 2 due
W Workshop examples of Response Essay 2. Activity Journal Due
F Discuss thesis statements for comparative analysis
   Conference with students 16-20

Week 9
M Workshop drafts of comparative analysis
W Workshop drafts of comparative analysis
F Workshop drafts of comparative analysis
   Conference with students 1-5

Week 10
M Portfolio 2 (comparative analysis due). Introduce Portfolio 3: writing in your major.
W Discuss writing tasks in three upper-level courses.
F Response Essay 3 due. Upperclass Honors students discuss their writing
   Conference with students 6-10

Week 11
M Workshop examples from Response Essay 3
W Topic proposal due. Discuss plans for interviewing faculty in your prospective major.
F Class visit by faculty supervising undergraduate research and writing
   Conference with students 11-15

Week 12
M Response Essay 4 due. Upperclass Honors College students discuss their writing.
W Workshop examples of Response Essay 4. Activity Journal Due
F Discuss strategies for organizing Portfolio Essay 3
   Conference with students 16-20

Week 13
M Draft workshop, students 1-5
W Draft workshop, students 6-10
F Draft workshop, students 11-15
   Draft workshop, students 16-20

Week 14
M Upperclass Honors College students discuss their writing.
W Discuss editing techniques for Portfolio Essay 3 (style and mechanics)
F Portfolio 3 due; Activity Journal Due
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 151 and HONS 151L: Honors Biology I and Honors Biology I Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 151 from 4 to 3 and change credit for HONS 151L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member; this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ✓ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Biology

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 2-9-09

9. Signature of Dean of School:

[Signature]

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/26/09

11. Signature of Faculty Senate Secretary:

__________________________________________

Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Honors**

2. Course Number and Title: **HONS 152 and HONS 152L: Honors Biology II and Honors Biology II Lab**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):
   - Change credit for HONS 152 from 4 to 3 and change credit for HONS 152L from 0 to 1.

5. Justification for Change(s):
   - This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   - a) □ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   - **Biology**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 2-9-09

9. Signature of Dean of School:

[Signature]

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

_________________________

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Re: change in credit for Honors courses

Newell Jr., John H

From: Hillenius, Willem Jacob
Sent: Tuesday, February 17, 2009 1:13 PM
To: Newell Jr., John H; Perkins Jr., Robert F
Subject: Re: change in credit for Honors courses
Importance: High

Bob Perkins,
Chair, Curriculum Committee

Dear Bob,

The Department of Biology endorses the change of Honors Science Courses to three credit hours for the lecture and one credit hour for the corequisite laboratory course.

Thanks,
Jaap

-----
Willem J. Hillenius
Associate Professor and Chair
Department of Biology
College of Charleston
66 George Street
Charleston, SC 29424
USA

Tel: (843) 953-5504
Fax: (843) 953-5453
Email: hilleniusw@cofc.edu

From: "Newell Jr., John H" <NewellJ@cofc.edu>
Date: Mon, 9 Feb 2009 14:18:30 -0500
To: "Hillenius, Willem Jacob" <HilleniusW@cofc.edu>, "Deavor, James" <DeavorJ@cofc.edu>, "Hakkila, Jon E" <HakkilaJ@cofc.edu>, "Colgan, Mitchell W" <ColganM@cofc.edu>
Conversation: change in credit for Honors courses
Subject: change in credit for Honors courses

Dear Jaap, Jim Jon, and Mitch,

The Honors Committee has approved changing the awarding of credit for the introductory science classes and is ready to submit that change to the Curriculum committee. As you probably remember, that change will put the Honors science courses in line with your regular introductory science courses by giving 3 hours for the lecture and 1 for the lab. I need a letter from each of you supporting this change for the courses in your department. Please let me know if you have any questions. Bob Perkins, chair of the curriculum committee, says an email will be fine. Thank you!

Sincerely,
Dr. John H. Newell, Jr.
Dean of the Honors College
Professor of History
10 Green Way, Honors Center
College of Charleston
Charleston, SC 29424
Telephone: 843-953-7154
Fax: 843-953-7135
email: newellj@cofc.edu
website: www.cofc.edu/honorscollege <http:www.cofc.edu/honorscollege>
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Honors**

2. Course Number and Title: **HONS 153** and **HONS 153L: Honors Chemistry I and Honors Chemistry I Lab**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change credit for HONS 153 from 4 to 3 and change credit for HONS 153L from 0 to 1.**

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [ ] yes  [x] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **Chemistry**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   John Newell
   
   Date: 2-9-09

9. Signature of Dean of School:
   
   John Newell
   
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    
    Agree
    
    Date: 3/04/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 154 and HONS 154L: Honors Chemistry II and Honors Chemistry II Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):
   - Change credit for HONS 154 from 4 to 3 and change credit for HONS 154L from 0 to 1.

5. Justification for Change(s):
   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   Chemistry

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 2-9-09

9. Signature of Dean of School:
   
   [Signature]
   
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    
    [Signature]
    
    Date: 3/24/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Newell Jr., John H

From: Deavor, James
Sent: Monday, February 09, 2009 2:23 PM
To: Newell Jr., John H; Perkins Jr., Robert F
Subject: RE: change in credit for Honors courses

Bob Perkins,
Chair, Curriculum Committee

Dear Bob,

The Department of Chemistry & Biochemistry endorses the change of Honors Science Courses to three credit hours for the lecture and one credit hour for the corequisite laboratory course.

Thanks,
Jim

Dr. James P. Deavor
Professor and Department Chair
Department of Chemistry and Biochemistry
58 Coming Street Room 316
College of Charleston
Charleston, SC 29424

(843)-953-8095
(843)-953-1404 (Fax)

From: Newell Jr., John H
Sent: Monday, February 09, 2009 2:19 PM
To: Hillenius, Willem Jacob; Deavor, James; Hakkila, Jon E; Colgan, Mitchell W
Subject: change in credit for Honors courses
Importance: High

Dear Jaap, Jim Jon, and Mitch,

The Honors Committee has approved changing the awarding of credit for the introductory science classes and is ready to submit that change to the Curriculum committee. As you probably remember, that change will put the Honors science courses in line with your regular introductory science courses by giving 3 hours for the lecture and 1 for the lab. I need a letter from each of you supporting this change for the courses in your department. Please let me know if you have any questions. Bob Perkins, chair of the curriculum committee, says an email will be fine. Thank you!

Sincerely,

Dr. John H. Newell, Jr.
Dean of the Honors College
Professor of History
10 Green Way, Honors Center
College of Charleston
Charleston, SC 29424

2/9/2009
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 155 and HONS 155L: Honors Geology I and Honors Geology I Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 155 from 4 to 3 and change credit for HONS 155L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

Geology

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

    John Newell

    Date: 2-9-09

9. Signature of Dean of School:

    John Newell

    Date: 2-9-09

10. Signature of Curriculum Committee Chair:

    [Signature]

    Date: 3/26/09

11. Signature of Faculty Senate Secretary:

    ____________________________

    Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 156 and HONS 156L: Honors Geology II and Honors Geology II Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 156 from 4 to 3 and change credit for HONS 156L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ✗ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   Geology

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   \[\text{John Newell}\]
   Date: \[2 - 9 - 09\]

9. Signature of Dean of School:
   \[\text{John Newell}\]
   Date: \[2 - 9 - 09\]

10. Signature of Curriculum Committee Chair:
    \[\text{Signature}\]
    Date: \[3 - 24 - 09\]

11. Signature of Faculty Senate Secretary:

    \[\text{Signature}\]
    Date Approved by Senate: \[\text{Signature}\]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Newell Jr., John H

From: Colgan, Mitchell W
Sent: Monday, February 09, 2009 3:17 PM
To: Newell Jr., John H
Subject: Re: change in credit for Honors courses
Importance: High

Dear John,

The Department of Geology and Environmental Geoscience supports the change in credit structure for HONS 155/156 (Honors Geology) from the current 4 credits (lecture) + 0 credits (lab) to the proposed 3 credits (lecture) + 1 credit (lab).

Sincerely,
Mitchell
--
Chair
Department of Geology and Environmental Geosciences
College of Charleston
66 George St.
Charleston, SC 29424 843-953-5463
colganm@cofc.edu 843-953-5446 fax
for FedEx and Overnight Address
Department of Geology
58 Coming Street
Charleston, SC 29401

Director
South Carolina Space Grant Consortium http://www.cofc.edu/~scsgrant/
Department of Geology
College of Charleston
58 Coming Street
Charleston, SC 29424 843-953-5463
colganm@cofc.edu 843-953-5446 fax

2/19/2009
Proposal to Change a Course  2007-102

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Honors**

2. Course Number and Title: **HONS 155 and HONS 155L: Honors Geology I and Honors Geology I Lab**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change credit for HONS 155 from 4 to 3 and change credit for HONS 155L from 0 to 1.**

5. Justification for Change(s):

   **This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **Geology**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

John Newell

Date: 2-9-09

9. Signature of Dean of School:

John Newell

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 158 and HONS 158L: Honors Physics II and Honors Physics II Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 158 from 4 to 3 and change credit for HONS 158L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Physics and Astronomy

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

John Newell
Date: 2-9-09

9. Signature of Dean of School:

John Newell
Date: 2-9-09

10. Signature of Curriculum Committee Chair:

Date: 3/26/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Dr. Newell,

The Department of Physics and Astronomy supports the change in credit structure for HONS 157/158 (Honors Physics) from the current 4 credits (lecture) + 0 credits (lab) to the proposed 3 credits (lecture) + 1 credit (lab). These changes are in line with the credit structures of PHYS 101/102 and PHYS 111/112, which are our standard general education physics course offerings. The proposed credit structure also gives us more leeway in addressing recent changes made regarding the acceptance of International Baccalaureate transfer credits.

Sincerely,

Dr. Jon Hakkila, Chair
Department of Physics and Astronomy
College of Charleston
Charleston, SC 29424-0001
(843) 953-6387
hakkilaj@cofc.edu
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 211 Honors Economics

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change Hons 211: Honors Economics to HONS 211: Honors Economics II

   Also change the prerequisite from "calculus" to "Hons 200 or its equivalent"

5. Justification for Change(s):

   The Honors Economics courses used to be labeled as I and II, but that listing at some point was inadvertently removed. This restores it. With the change of numbering to be in line with Economics 200 and 201, labeling the course Honors Economics II will make it clear to students which course needs to be taken first and which Economics course may be substituted for which Honors course. The change in prerequisites reflects the new ordering of the courses.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Economics and Finance

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   [Signature: John Newell]
   Date: 2-9-09

9. Signature of Dean of School:
   
   [Signature: John Newell]
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    
    [Signature: ]
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:
    
    _______________________

    Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Newell Jr., John H

From: Newell Jr., John H  
Sent: Thursday, February 19, 2009 4:25 PM  
To: Perkins Jr., Robert F  
Subject: FW: support in change in Honors Economics

Dr. John H. Newell, Jr.  
Dean of the Honors College  
Professor of History  
10 Green Way, Honors Center  
College of Charleston  
Charleston, SC 29424  
Telephone: 843-953-7154  
Fax: 843-953-7135  
email: newelli@cofc.edu  
website: www.cofc.edu/honorscollege

From: Morgan, Mike  
Sent: Tuesday, February 10, 2009 5:00 PM  
To: Newell Jr., John H  
Cc: Clary, Betsy J  
Subject:  

John,

Jane Clary gave me your proposed course number changes for HONS Microeconomics (currently HONS 212) and HONS Macroeconomics (currently HONS 211). Since we changed our course numbering and sequencing so that now we offer Microeconomic Principles (ECON 200-formerly ECON 202) before Macroeconomic Principles (ECON 201-formerly ECON 201), I support the Honors College changing the numbering of your courses. HONS 200 (HONS Microeconomic Principles) will be HONS 210 and HONS 211 remains as it is. I hope this letter helps you as you pursue your change in the numbering.

J. Michael Morgan, Professor and Chair  
Department of Economics and Finance  
School of Business and Economics  
College of Charleston
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 212 Honors Economics

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change Hons 212: Honors Economics to HONS 200: Honors Economics 1

   Also change the prerequisite from "Hons 211 or its equivalent" to "calculus"

5. Justification for Change(s):

   This will put the Honors Economic courses in line with Economics 200 and 201, the ordering of which was changed last year. This will make it clear to students which course needs to be taken first and which Economics course may be substituted for which Honors course. The change in prerequisites reflects the new ordering of the courses.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes   □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. Economics and Finance

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 2-9-09

9. Signature of Dean of School:
   
   [Signature]
   
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    
    [Signature]
    
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:
    
    Date Approved by Senate: ______________

    Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Mathematics**

2. Course Number and Title: **Math 320 History of Mathematics**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):
   - **New prerequisite:** Math 295 Introduction to Abstract Math

5. Justification for Change(s):
   - The current prerequisite of 12 semester hours at the 200 level or above are not specific enough to adequately prepare students.
   - The two standard texts for History of Math contain proofs throughout, many of which appear as homework problems. It is assumed by both authors that students can understand moderately difficult proofs, as well as construct their own proofs of simpler results. Instructors teaching this course have experienced that students who have not taken Math 295 end up dropping, but not soon enough to pick up another course.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   - a) □ yes  □ no

   - b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   - Yes, our education students in the High School Mathematics track take this course. A letter of support is attached.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

Date: 2-20-2009

9. Signature of Dean of School:

Date: Feb. 23, 2009

10. Signature of Curriculum Committee Chair:

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
February 17, 2009

Dr. Elizabeth Jurisich  
Department of Mathematics  
College of Charleston  
66 George Street  
Charleston, SC 29424

Dear Dr. Jurisich:

I have read and studied the request that Math 295 become a required pre-requisite to Math 320. We, in education, have many students who take these courses on their path to becoming certified high school mathematics teachers. I read the comments that professors who teach the course make about the level and ability of writing proofs required for the Math 320 course. I have also interviewed some of our future math teachers and found that they concurred with the professors who teach the course. I fully support Math 295 as a prerequisite to Math 320.

Sincerely,

Meta Van Sickle, Ph.D.  
Department Chair
SAMPLE SYLLABUS

INST 300 Comparative Methodology in International Studies 1 Credit Hour

International research helps to unravel one's own hidden cultural preconceptions by showing alternative lines of action and concepts. In these times of so-called globalization, international comparative research is an almost natural match for current theoretical debates.

This course is designed to give International Studies majors a formal base in international comparative methodology and provide a means for weaving together the various disciplinary perspectives encountered in the multidisciplinary IS curriculum.

Required Texts: Books are available at the College of Charleston Bookstore; Reading Packet (*) is available as SAS/E on Calhoun Street

* Collier, David and James E. Mahoney, A Conceptual Stretching Revisited: Alternative Views of Categories in Comparative Analysis, @ American Political Science Review
* Tilly, Charles. 1997. Micro, Macro, or Megrim?

Research Design Assignment
Students will construct an international comparative research design for a project employing course work done in three different disciplines within their IS concentration.

I. Why compare?

What are the peculiarities of comparative research? Which advantages does comparative research offer to social scientists?


II. Compare What?

International comparative research frequently considers that national societies are the basic units of comparison. This seemingly innocent assumption creates unexpected theoretical problems.

III. Compare How?

With which criteria should we select cases for comparison?
IV. Concepts in International Comparison

How broadly should concepts be designed to enable comparisons across cultures? How narrow must the concepts remain to avoid excessive ambiguities?


V. Level of Analysis: Benefits of International Analysis

What makes international social research successful? How can macro phenomena and theories shed light on developments on the micro level?


--Readings. Students must read all assignments in a timely manner. Active participation in class discussion will depend on how carefully the reading is done. There will be a significant grade for class participation.

--Attendance. Regular attendance is expected. More than four absences will lead to a grade of F. Failure to attend does not excuse one from the assignments or responsibility for knowing what transpired (was discussed) in class.

EVALUATION
Final Exam 40%
Research Design Project 40%
Participation and preparation 20%

GRADERS
A 4.00  C 2.00
A- 3.67  C- 1.67
B+ 3.33  D+ 1.33
B 3.00  D 1.00
B- 2.67  D- 0.67
C+ 2.33  F 0.00
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **ANTH109 Special Topics in Anthropology**
   Number of Credits: 1-4 Total hrs/week: 1-6

   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 2010

4. Catalog Description (please limit to 50 words):
   Occasional courses offered at the introductory level on subjects of interest in anthropology to students and faculty that are not included in the regular course offerings.

5. 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):
   none

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

   a) What are the goals and objectives of the course?
      The goals and objectives focus on giving students, who might not otherwise take an anthropology course, exposure to the anthropological modes of thought and analysis through an examination of a more narrowly defined topic than they would encounter in the ANTH101 Introduction to Anthropology course.

   b) How does the course support the mission statement of the department and the
Proposal for a New Course

organizing principles of the major?
This course supports the mission of the Anthropology Program to foster the goals of a liberal arts and sciences education by developing in College of Charleston students the ability to understand an increasingly complex, diverse, and ever-changing world through application of the anthropological perspective.

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

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This course is meant to serve the social science general education requirement and provide a means for anthropology faculty to develop course topics suitable for freshman seminar courses. It also provides a means to develop courses that would work well for learning communities by being paired with complementary courses in 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.
   No

b) Please explain overlap with any existing courses.
   None

9. Method of teaching:
   The course specifically uses a seminar format rather than lecture and as appropriate may include a hands-on lab or service learning component

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    We do not anticipate any significant shift in enrollment patterns.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    The course would be offered such that it will not affect the ability of majors to complete required courses.

c) Frequency of offering:
   each fall: ☐
   every two years: ☐
   other ☒(Explain): when faculty have an interest in developing a course that meets these goals and objectives and when it is feasible given the
   each spring: ☐
   every three years: ☐

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

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

   **No new resources are needed. Existing program resources can be used to purchase any library books and/or videos that may be needed.**

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

   **A course like this has never been offered therefore the following syllabus is just an example of a 100-level special topics in anthropology that could be offered**

   **ANTH 109 Anthropology of Human Rights**

   **Dr. Patricia Mathews-Salazar**

   **This course brings the tools of anthropology to bear on the study of human rights. Where anthropology is committed to exploring the diversity of human experience, the human rights movement seeks the recognition of universal norms that transcend political and cultural difference. To what extent can these two goals be reconciled? What can anthropology tell us about the limits of the human rights movement?**

   **The course will examine how anthropology and anthropologists have dealt with human rights issues in the places they have worked and what effects their positions and actions have had on the understanding of the human rights movement in the world today. The course surveys cases from various parts of the world.**

   **GRADING:**
   **Five short reaction papers 20%**
   **One book review 20%**
   **At least one individual class presentation (10-15 minutes) 20%**
   **A research paper 20%**
   **Class participation 20%**

   **READINGS:**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course


Additional (Suggested) Readings:
Gourevitch, Philip. We Wish to Inform You that Tomorrow We will be killed with our families: Stories from Rwanda. 1998, Picador.

COURSE SYLLABUS:
Introduction

Human Rights and Anthropological Perspectives

Colonialism and the Internationalization of Human Rights.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Indigenous Peoples and European Law

Nation-States and Human Rights

State Terror and Human Rights Abuses: Central America

People on the Move: Transnationalism, Globalization and Human Rights

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
Gourevitch, Philip. We Wish to Inform You that Tomorrow We will be killed with our families: Stories from Rwanda. 1998. Picador.

Health and Human Rights

Race and Human Rights
Proposal for a New Course


Women and Human Rights & Children's Rights

Prisons

Death Penalty

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☐ yes  ☒ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 2-6-09

15. Signature of Dean of School:

   Date: 2/12/01

16. Signature of Provost:
   
   Date: 2-16-2009

17. Signature of Business Affairs Official

   Date:

18. Signature of Curriculum Committee Chair

   Date: 3/24/09

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **ANTH290 Anthropology Field Experience**
   Number of Credits: 1-3  Total hrs/week: 2-6

   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 2010

4. Catalog Description (please limit to 50 words):
   Anthropological field experience to be paired with appropriate course where the classroom study of anthropology will benefit from supplemental experiences outside the classroom or where more individualized instruction is necessary in a lab/field setting.

5. 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-requisites:** ANTH 290 will be a co-requisite course to anthropology courses when deemed appropriate by the instructor.
   **Pre-requisites:** Students must have the pre-requisites for the course paired with ANTH 290 or receive permission from the instructor. Note: Whether ANTH 290 is offered as a required or optional co-requisite course will be determined by the instructor. In some cases, students will have the option of enrolling in ANTH 290 as a co-requisite to an anthropology class but students enrolled in ANTH 290 will be expected to enroll in that anthropology class.

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

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

The purpose of this course is to allow faculty to provide students with a more in-depth, hands-on research experience.

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

This course supports the mission of the Anthropology Program to foster the goals of a liberal arts and sciences education by developing in College of Charleston students research skills that allow them to understand an increasingly complex, diverse, and ever-changing world through application of the anthropological perspective.

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

These additional research lab hours can enhance the beginning, middle, and/or end of the major depending upon the paired course. It might serve to introduce students on the 100 level to research methods early in their career such that they might begin independent research with faculty, but it may also reinforce research skills that the student has gained in foundation courses when paired with a 300 level course.

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

While this course could potentially be linked with ANTH101 and thus be useful to non-majors, for the most part it will serve majors.

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:

The course specifically uses a hands-on lab format

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

We do not anticipate any significant shift in enrollment patterns.

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

The course would be offered such that it will not affect the staffing of existing courses.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

c) Frequency of offering:
   each fall: □  each spring: □
   every two years: □  every three years: □
   other ☑ (Explain): when faculty have an interest in expanding
   the research portion of their course and providing students with additional
   hands-on training and individual instruction that could not be provided in a
   course meeting 3 hours per week.

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

   a) Staff:
      none

   b) Budget:
      none

   c) Library:
      none

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

   The attached syllabus is just one example of an anthropological research lab that
   could be paired with a 3 hour lecture course. In this case the example uses the
   existing ANTH202 Intro to Archaeology course.

   Anthropology Research Lab ANTH370

   Course Description: This field experience is designed to compliment the ANTH202
   Introduction to Archaeology course by providing hands-on understanding of
   archaeological laboratory and field procedure. Students will perform artifact
   processing, mapping, computer drafting, photography and (weather depending)
   field-testing and excavations. The main goal of this class is an understanding of
   the ways in which archaeological excavation and laboratory analysis work
   together to provide an understanding of ancient people and cultures.

   Evaluation: Grades in this class will be based on behavior.
   Class Participation 40%
   Lab Write-Ups 40%
   Final Lab Project 20%

   Laboratory work: Various exercises will be performed in lab, such as artifact
   cataloguing, virtual excavation, photography, and description, maps, etc. The
   written results of such laboratory work (maps, artifact sheets, etc.) will be
   collected and graded.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Field Excavations: We will have several opportunities to excavation on archaeological sites. These are real research sites and the utmost care must be taken. We will discuss in detail protocol and appropriate site behavior.

Reading Assignments: There is no textbook for the lab- reading assignments for ANTH202 Intro to Archaeology will be sufficient for what you need to do.

Field Trips: It is possible that we will have a field trip to visit or excavate a local archaeological site and or to the Charleston Museum.

Attendance: Attendance is mandatory. However, life happens. If the absence is "excused" alternative arrangements will be made. If the absence is "unexcused" you will forfeit 5% of your grade for each missed lab. If you miss a lab, please see me to work out a make-up day or an alternative assignment.

Grade Scale:
I do not discuss grades via e-mail. This is for your own protection. Your grades are private (yes, even form your parents) and protected by the Family Education Right to Privacy Act.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<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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<td>D</td>
<td>62-65</td>
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<tr>
<td>D-</td>
<td>59-61</td>
</tr>
<tr>
<td>F</td>
<td>0-58</td>
</tr>
</tbody>
</table>

Schedule:
Week 1 Introduction to Lab and Field Research Methods
Week 2 Mapping Archaeological Sites
Week 3 Lithic Analysis - Macroscopic
Week 4 Lithic Analysis - Microscopic
Week 5 Field Trip to Charleston Museum – Behind the Scenes
Week 6 Paleoenvironobotany
Week 7 Zooarchaeology
Week 8 Spring Break Volunteer Excavations at
Week 9 Ceramic Analysis
Week 10 Test excavations at
Week 11 Test excavations at
Week 12 Test excavations at
Week 13 Artifact processing and analysis
Week 14 Artifact processing and analysis
Week 15 Artifact processing and analysis

Schedule subject to change.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   _______
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 2-9-09

15. Signature of Dean of School:

Date: 2/12/09

16. Signature of Provost:

Date: 2/16/2009

17. Signature of Business Affairs Official

Date: 

18. Signature of Curriculum Committee Chair

Date: 3/6/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Sociology and Anthropology

2. Course Number and Title: ANTH 306 - Historical Archaeology
   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: ☐

3. Semester and year when course will first be offered:
   Fall 2010

4. Catalog Description (please limit to 50 words):
   An introduction to the archaeology of recent sites for which we have some written documentation, focusing upon how archaeologists interpret these sites using two separate but equal classes of information: archaeological artifacts (especially ceramics) and historical documents, with the goal of understanding past lifeways.

5. 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: N/A
   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):
   ANTH101 or ANTH202 or permission of the instructor

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

   a) What are the goals and objectives of the course?
      To provide a basis for understanding how historical sites are studied, and how and why the archaeological theory and methods used are sometimes (but not always) different from those used in prehistoric site archaeology. To provide a framework for understanding most of the archaeology encountered—and presented to the public—in and around Charleston, SC

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

Historical Archaeology is an important subfield of archaeology which is one of the "four quadrants" of the larger discipline of Anthropology. Our department takes the "four quadrants" approach to the teaching of anthropology, part of which involves coursework and fieldwork in prehistoric and historical archaeology of North America and elsewhere. Our 400-level summer field school in historical archaeology has for many years been the archaeological alternative to the 400-level Research Methods in (largely Cultural) Anthropology classroom course required for majors. The Historical Archaeology classroom course has been taught several times as a Special Topics course and, due to the importance of the basic material it covers, needs to be converted to a regular course offering.

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

Historical Archaeology, as a 300-level course, enhances the middle of our major coursework, the point at which students broaden out from ANTH 101 (Intro) and the required 200-level courses (which cover the basics of the "four quadrants" of anthropology) into areas that begin to reflect their individual interests. It is at this point that majors tend to develop a specific interest in one of the four quadrants of anthropology (including archaeology). Ideally, students interested in archaeology will take courses in both prehistoric and historical archaeology, and will also learn about archaeology in both North America and other regions of the world.

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

Archaeology in general, and historical archaeology as well, tends to attract its share of interested non-majors. Historical Archaeology contributes to the interdisciplinary archaeology minor program, and has especially close affinities with the department of history, the Avery Research Center, and the program in Historical Preservation.

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.

History

b) Please explain overlap with any existing courses.

Currently, as far as I am aware, there is no overlap with any existing course, inside or outside the department of Sociology and Anthropology

9. Method of teaching:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Lecture-discussion with in-class paleography practice (using English language documents), out-of-class exercises applying specific theories and methods, and four field trips to regional historical archives and museums.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   none, b/c has been taught as a Special Topics course

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   none, because same professor will continue teaching 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
   b) Budget:
      none
   c) Library:
      none

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

   HISTORICAL ARCHAEOLOGY
   Course Syllabus  Dr. Barbara Borg

   Faculty office: 88 Wentworth, Room101 (cream colored brick building on corner of St. Philip and Wentworth). Office hours: Tues. and Thurs. 3:10-4:00 p.m., and many MWF hours by special appointment; or e-mail me: borgb@cofc.edu.
   Phone: 953-5408 (my private office and answering machine), or 953-5738 (leave message with Soc./Anthro. secretary).  Items may also be left in my faculty mailbox, Soc/Anthro. main departmental office, 2nd floor, 19 St. Philip St.

   What is the study of Archaeology?
   Archaeology means the 'study of' the 'old' (from the Greek 'arkhaios' + 'logos'). It is part of the broader field of anthropology described as the study of human beings in all times and in all places. Archaeologists interpret the material record of patterned human behavior in the past. An archaeologist does not study "fossils"
Proposal for a New Course

such as sharks' teeth or dinosaur bones, although one special kind of archaeologist—the human paleontologist—excavates and studies the remains of our human "fossil" ancestors and their development over a 4-5 million year span. Prehistoric archaeology deals with the material remains of ancient human cultures worldwide for which no historical (written) records are available. This includes about 99% of human history. While the popular view of archaeologists is that they "dig" to recover ancient artifacts, archaeologists are primarily interested in collecting information about past human behavior. Portable artifacts such as pottery or projectile points, non-movable features such as burials, walls, and ancient agricultural fields, and environmental ecofacts (ecological clues that are not man-made or man-modified) such as plant parts, snail shells, or ancient pollen are just several of many different kinds of data collected. It is the vertical and horizontal relationships among all material remains found in an archaeological site that yield the vital information which takes us beyond the artifacts themselves. Archaeologists systematically measure, record, and photograph all of this information which together forms the archaeological context. It is this "context" (ultimately, interpretation) which is lost when looters focus only upon the objects and not on the relationships among them. In addition to excavation, archaeologists today utilize many sophisticated scientific methods to learn about archaeological sites. The popular view of archaeology presented in films like the Indiana Jones series, while entertaining, is very misleading. Archaeology is a fascinating scientific pursuit, but it virtually never resembles such thrilling and dangerous treasure hunts. Few archaeologists look for or find gold, jewels, tombs, or mummies. Many do discover a wealth of fascinating information about the cultures they study. Only 25% of archaeology is fieldwork (site location and excavation): 75% is laboratory research and writing.

What Is Historical Archaeology?

Historical archaeology is the other branch of archaeology which deals with more recent sites for which some kind of written record exists to aid in the interpretation of past human activities. These written records include such documents as early travelers' accounts, maps, letters, trading records, tax, census, and other administrative documents, missionary accounts, and written histories. Historical archaeologists must often master some of the skills of the historian (documents, often in foreign languages, and oral or "unofficial" histories), the architectural historian (early building techniques and structure styles), and the ceramic specialist (site dating using historically documented ceramics), and they must also know how to combine these with appropriate techniques from prehistoric archaeology. Much of the archaeology done here in Charleston is colonial period historical archaeology, which provides data for the reconstruction and public interpretation of historic houses, structures like the Old Powder Magazine, the Old Courthouse reconstruction, the Civil War submarine Hunley, the historic plantations, and the history of African Americans and other ethnic groups. The Charleston Museum employs two full-time...
Proposal for a New Course

historical archaeologists. In addition, preservation organizations, private consulting companies, and government agencies also employ archaeologists in our region.

The Charleston area is just one focus of historical archaeology across our nation and, of course, throughout the world. When you think of archaeology you may be most familiar with the ancient Egyptians or the Maya of Central America who built pyramids and developed high civilizations. Both of these cultures had forms of writing, however, which assists archaeologists in their study. Because such early writing provides only a partial record of elite behavior, prehistoric archaeological techniques are also employed to reconstruct the nature of the entire society—part of the holistic approach of the broader field of anthropology. Historical archaeology also has the potential to teach us about ourselves, since we are less far removed from the people who lived in more recent “historical” sites. Tracing the history of the Chinese in California, the Norse attempts to colonize Nova Scotia, the fishing exploits of sixteenth-century Basque whalers off the NE Canadian coast, and the process of the enslavement of African Americans (as well as the survival of elements of African culture) in the New World are just a few examples. Implicit in these examples is a concern for the “little guy” or the “common man” whose lifestyle was often not written about in historical documents.

Underlying the European colonial historical past of Charleston and the rest of the Western Hemisphere is the Native American past. Most Native Americans (except the Mayas of Central America) had no written language, and there were no historical accounts written about them until the arrival of Europeans. In this respect Native Americans are like many other peoples worldwide whose past sites, behaviors, and cultures must be studied largely in the absence of written records. Yet the most recent periods in Native American “history” are also accessible through the field of historical archaeology.

Our course begins with a beautiful, readable, and fascinating classic work in historical archaeology by James Deetz. We then progress to the Orser text and our two case studies. The Orser text will help us to trace the development of modern historical archaeology as a discipline, show how scientists explain the historical past, illustrate the intersection of culture, class, gender, ethnicity, and race with archaeology, and give us a feel for historical archaeology done worldwide. Our first case study deals with the colonial experience is historic Camden, SC, as reconstructed from documentary and archaeological evidence. The course concludes with a case study that pulls together everything you have learned, describing historical archaeological and documentary research at the Lighthouse Site (which was nowhere near the water! You will discover the significance of this name as you read.), and which includes the experience of “Whites”, “Blacks”, and “Native Americans” in a very unique frontier situation.

There are four field trips planned for this course—all to places where archaeological research, archival research, or both are conducted. The approximate dates have been placed in the syllabus, but this is subject to change. As you will see, Charleston has many resources and institutions that support historical

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Proposal for a New Course

archaeological research.

Reading Assignments (Read by class time listed) Daily Topic from readings and/or lecture
T6/21 No assignment. Introduction, textbooks, syllabus.
T8/23 DEETZ: Chapters 1 and 2
T8/28 DEETZ: Chapters 3 and 4
T8/30 DEETZ: Chapters 5 and 6
T9/4 DEETZ: Chapters 7, 8 & 9
T9/6 QUIZ #1 over all of DEETZ
T9/11 ORSER Preface (p. xiii), and Ch. 1 & 2

[IN CLASS FIELD TRIP: AVERY INSTITUTE OF AFRICAN AMERICAN CULTURE]
T9/13 ORSER Chapter 3 & 4
T9/18 ORSER Chapter 5
T9/20 EXAM #1 over Ch. 1-5 of Orser, all of Deetz, lectures, and videotapes.

[IN CLASS FIELD TRIP: THE CHARLESTON MUSEUM]
T9/27 ORSER Chapter 8
T10/2 ORSER Chapter 9
T10/4 ORSER Chapter 10
VIDEO: DIGGING FOR SLAVES
T10/9 ORSER Chapter 11, 12 & 13

T10/11 EXAM #2 over Orser Chapters 6-13, all lectures, videos.
T10/16 FALL BREAK!! NO CLASS. ENJOY!!
T10/18 LEWIS Chapter 1, 2 & 3
T10/23 LEWIS Chapter 4 & 5
T10/25 LEWIS Chapter 6 & 7

[IN CLASS FIELD TRIP TO THE SOUTH CAROLINA HISTORICAL SOCIETY]
T10/30 LEWIS Chapter 8, 9 & 10

TH11/1 QUIZ #2 over all of Lewis, lectures, and videos.

TH11/6 IN-CLASS PALEOGRAPHY PRACTICE WITH DOCUMENTS IN ENGLISH
TH11/8 IN-CLASS PALEOGRAPHY PRACTICE WITH DOCUMENTS IN ENGLISH

TH11/13 FEDER: Preface, Chapters 1 & 2
TH11/15 FEDER: Chapter 3, 4, 5 & 6
TH11/20 FEDER: Chapter 7 & 8
TH11/22 NO CLASS! THANKSGIVING BREAK ENJOY!!
TH11/27 FEDER: Chapter 9 & 10

[FIELD TRIP TO THE WARING LIBRARY AND MEDICAL/DENTAL ARCHIVE AT MUSC, OR AN IN-CLASS PRESENTATION ON COLONIAL DORCHESTER IN SUMMERVILLE, SC]

TH11/29 QUIZ #3 over all of FEDER and the practical documentary exercises

GENERAL COURSE INFORMATION
REQUIRED TEXTS (available at the College Bookstore on Calhoun St. and

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Proposal for a New Course

University Books on King St.)


VIDEOTAPES/SLIDES: Visual aids are an important way to bring archaeological and historical perspectives into the classroom, and are designed to broaden your understanding. The films useful in this course are considered important, there will be study questions for them, and there will be exam questions and quizzes which refer to them. Although it will be possible to make up some films by viewing them in the Video lab in room 207 ECTR, it will not be possible to make up some privately owned films which will also be shown in class. Therefore, film days are not good days to be absent!

UNIT EXAMS: There are 2 major exams in this course. These may be a combination of matching, multiple choice, and essay questions. The two major exams together will be worth 40% of your final grade.

SCHEDULED QUIZZES: There are three scheduled long quizzes, over Deetz, Lewis, and Feder. Each is worth 15% of the final grade, or a total of 45% of the final grade.

"POP" QUIZZES: At the discretion of the professor, and especially if students are not prepared for class discussion, there may be announced or unannounced quizzes. Quizzes will be given at the BEGINNING of class and if you miss them (by being absent or late to class) they CANNOT BE MADE UP. However, if necessary you may arrange to take a quiz a day or two early. There will also be some graded in-class projects and take-home assignments. The "pop" quizzes and other assignments together will be worth 10% of your final grade.

IN-CLASS ORAL REPORT: Each student will select an article of historical archaeological interest to present to the class. Written instructions will be provided about important categories to be included. The instructor will have a list/collection of articles from which to make selections. These will be brief (up to 15 minutes) and will be scheduled throughout the semester. This report is worth 5% of your final grade.

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MAKE-UP EXAMS: There will be no make-up exams given except under extraordinary circumstances. You will be asked to provide documentation (medical excuse, obituary of a close family member, etc.) to the Undergraduate Dean's office, and they will notify me that you have presented your evidence to them. ALSO, students who must miss an exam need to notify me BEFORE the exam is given. If you fail to do so I do not consider myself obligated to give you a make-up. Call 953-5408 to leave a message on my personal answering machine. Leave the date and time of your call, your circumstances, your phone number, and the best time to reach you. You may also e-mail me the same information. The form of any make-up exam will be at the professor's discretion, and the exam may be all essay.

ATTENDANCE: Attendance will be taken regularly. If you arrive after the roll has been read or circulated for your signature, it is your responsibility to see that I record your attendance at the end of class. Students are expected to attend class regularly. Two unexcused absences will be allowed without penalty; more than two will most likely hurt your performance. I must have written communication from the Office of the Undergraduate Dean to consider excusing an absence (Please note that going to see the dean, though required, does not automatically excuse you--only the professor can do that). Missing class due to a job or travel (unless for a recognized school activity with a note from your professor/coach) is an unexcused absence. More than three unexcused absences allows the professor to remove you from the course, in which case you will receive a grade of "WA", which is a failing grade. Do not simply drop out of class. Please notify me!

GRADING: To recap, the two major exams together will count as 40% of your grade, three large quizzes together as 45%, other assignments and "pop" quizzes 10%, and the oral report 5% of the final grade. If you are borderline, attendance may positively or negatively affect your final grade.

GRADE SCALE: I will adhere to the following grade scale. However, in borderline cases I reserve the right to consider other aspects of your performance in this class (attendance, punctuality, attitude, effort, participation) in order to assign the final grade.

FINAL GRADE SCALE: (This reflects the addition of the D+ and four "minus" grades-- and their GPR weighting--to the College's grade scale, which began in Fall 2006):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100 %</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92 %</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89 %</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86 %</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82 %</td>
</tr>
</tbody>
</table>

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Proposal for a New Course

C+ (2.3) 77-79 %
C  (2.0) 73-76 %
C- (1.7) 70-72 %
D+ (1.3) 67-69 %
D  (1.0) 63-66 %
D- (0.7) 60-62 %
F  (0) 59 % and below
XF [According to College regulations, the grade of XF is to be assigned when a student is caught cheating, plagiarizing, etc. in his/her academic work. The "X" signifies that the student was assigned an F in a course because of academic dishonesty. The "X" will remain on your transcript for at least 2 years; the F grade is permanent.]

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       will possibly be added later as an elective to the interdisciplinary archaeology
       minor. Form to be completed at a later date by the program director subject to
       approval of the steering committee.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:  
   ____________________________  
   Date: 2.6.09  

15. Signature of Dean of School  
   ____________________________  
   Date: 2.16.09  

16. Signature of Provost:  
   ____________________________  
   Date: 2.24.2009  

17. Signature of Business Affairs Official  
   ____________________________  
   Date:  

18. Signature of Curriculum Committee Chair  
   ____________________________  
   Date: 3.24.09  

19. Signature of Faculty Senate Secretary:  
   ____________________________  
   Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: SOCY

2. Course Number and Title: **ANTH 307 Southeastern Prehistoric Archaeology**
   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: ☐

3. Semester and year when course will first be offered: **Fall 2010**

4. Catalog Description (please limit to 50 words):
   The course examines prehistoric cultures of the Southeastern U.S. from the first migrations to European contact. The class proceeds in a traditional, chronological fashion from Paleo through Contact periods with an emphasis on recent archaeological discoveries and interpretations and current questions and controversies within each time frame.

5. 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):
   **ANTH 101 or ANTH 202 or permission of the instructor**

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   This course provides an in-depth, archaeologically based examination of the prehistory of the area in which we live. The Southeastern prehistoric record provides a unique opportunity to examine aspects of cultural diversity, adaptation, and change via archaeological research. The course is oriented around an exploration of some of the features of pre-state

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Proposal for a New Course

societies as exemplified by the Native American archaeological record, and
the mechanisms that underlie cultural change and adaptation.

b) How does the course support the mission statement of the department and the
organizing principles of the major?
This course supports the mission of the Anthropology Program to foster
the goals of a liberal arts and sciences education by developing in College
of Charleston students the ability to understand an increasingly complex,
diverse, and ever-changing world through application of the
anthropological perspective.

7. a) For courses in the major, how does the course enhance the beginning, middle,
or end of the major?
Anthropology majors will be able to apply theories and methods from other
courses regarding archaeological techniques, origins of agriculture, health
and disease, gender relations, and cultural change through an examination
of Native American prehistoric societies.

b) For courses used by non-majors, how does the course support the liberal arts
tradition including linkages with other disciplines:
The supports the liberal arts goal of a globally and historically aware
student who understands a range of non-Western cultural systems and
pre-state societies. Through the use of the archaeological record as the
primary source of knowledge rather than the historical record, students
learn new ways of examining material and reaching conclusions.

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.

9. Method of teaching:
Most of the material will be presented through class lectures and discussions.
In addition, several local archaeologists will present their latest research
findings from prehistoric sites in the region. Students will research a topic in
Southeastern archaeology, present the information to the class and submit
their conclusions in 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 has been offered several times as a special topics
course

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Proposal for a New Course

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   None - see 10 a

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

Southeastern Prehistoric Archaeology
Instructor: Dr. Dee Dee Joyce E-Mail: mailto:joyced@cofc.edu
Office: 88 Wentworth, Rm 103 Phone: 953-4863
Office Hrs: M, W 12:00 – 1:00, T, Th 3:00 – 4:00

Readings: Articles on library e-reserve (print all articles and place in a binder)

Course description: The course covers prehistoric cultures of the Southeastern U.S. from the first migrations over 12,000 years ago to contact with Europeans in the sixteenth century. The class proceeds in a traditional, chronological fashion from Paleo through Contact periods with an emphasis on recent archeological discoveries and interpretations and current questions and controversies within each time frame.

TESTS PAPER AND FINAL EXAM: Readings: You do not have a textbook for this course; instead, you have a series of required daily reading assignments listed on the library e-reserve system. You can link to the readings from your WebCT page (make sure you set your computer to allow pop-ups) using the Readings icon, or by going directly to e-reserve from the library home page. Your e-reserve password is: anth307. All readings in the daily folders must be completed before class. Although it is not a requirement, it is recommended that you print
Proposal for a New Course

the articles and place them in a three ring binder.

Daily Quizzes: Short quizzes will be given on the required readings using the quiz function on WebCT. Each quiz has ten questions covering the readings for each class meeting. I will drop the lowest 4 quizzes. There are no make-up quizzes. The combined quizzes are equal to 10% of the final grade. Each quiz will be viewable a minimum of 36 hours before class and must be taken by 11:00 PM the day of class. You will have approximately 10 minutes to take the quiz. The first quiz is a practice quiz and does not count for credit.

Tests: There will be two tests, each worth 20% of your final grade. Test dates are listed on the syllabus. Questions for tests will be obtained from reading assignments, videos, class lectures, and handouts. Missed tests cannot be rescheduled unless the absence is documented through the Undergraduate Studies Office. Missed tests must be rescheduled immediately upon the student's return to school. SNAP students must notify me one week prior to a test if they plan to take the test at an alternate location.

Research Paper: You will choose a paper topic of interest within the first two weeks of class. In order to assure timely progress on the paper, there will be small paper assignments to be completed at specific dates. More complete information on paper requirements will be distributed separately.

Presentations: You will present an overview of your research results in a 10 minute presentation at the end of the semester using powerpoint. In addition, you will present one side of a controversy in prehistoric archaeology as a member of a group on three occasions during the semester.

Final Exam: There will be a cumulative final exam. The exam date is

Attendance Policy: Your attendance is necessary in order to succeed in the course.

Email: All email messages will be sent through WebCT. If you normally use another account, make sure you forward your messages to your main email server.

Test 1 = 20%
Test 2 = 20%
Paper and Presentations = 30%
Final Exam = 30%

ATTENDANCE, PREPARATION, AND PARTICIPATION:

Lectures will provide students with considerable information beyond assigned articles; therefore, regular attendance is mandatory. All assigned readings are

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

expected to be completed before class and participation is essential for a satisfactory grade. Tests will be a combination of objective and subjective questions taken from readings, class lectures, guest presentations, student presentations and movies.

Violations of the College of Charleston Honor Code will be taken very seriously. Violations include lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. See your Student Handbook for a full discussion of Honor Code violations and penalties.

Grading Scale:

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Tentative Schedule

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<th>Topic</th>
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<tr>
<td>TH</td>
<td>Jan 10</td>
<td>Introduction, syllabus review, selection of paper topics</td>
</tr>
<tr>
<td>T</td>
<td>Jan 15</td>
<td>Overview of Southeastern prehistory from Paleo to Contact</td>
</tr>
<tr>
<td>TH</td>
<td>Jan 17</td>
<td>Early figures in SE archaeology and WPA projects</td>
</tr>
<tr>
<td>T</td>
<td>Jan 22</td>
<td>Climate, flora, and fauna in the Pleistocene-Holocene</td>
</tr>
<tr>
<td>TH</td>
<td>Jan 24</td>
<td>Multiple migration routes: Who, When, How and Where</td>
</tr>
<tr>
<td>TTH</td>
<td>Jan 29, 31</td>
<td>Pre-Clovis and Clovis: Evidence, Distribution, Population, and Important Sites</td>
</tr>
<tr>
<td>T</td>
<td>Feb 5</td>
<td>Late Paleo</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 7</td>
<td>Early Archaic</td>
</tr>
<tr>
<td>T</td>
<td>Feb 12</td>
<td>Test I</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 14</td>
<td>Middle Archaic</td>
</tr>
<tr>
<td>T</td>
<td>Feb 19</td>
<td>Late Archaic</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 21</td>
<td>Poverty Point</td>
</tr>
<tr>
<td>T</td>
<td>Feb 26</td>
<td>Early ceramics and shell rings in the coastal region</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 28</td>
<td>Early domestication</td>
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<td>T</td>
<td>March 11</td>
<td>Early Woodland</td>
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<tr>
<td>TH</td>
<td>March 13</td>
<td>Middle Woodland</td>
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<tr>
<td>T</td>
<td>March 18</td>
<td>Late Woodland</td>
</tr>
<tr>
<td>TH</td>
<td>March 20</td>
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<td>March 25</td>
<td>Emergent Mississippian</td>
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<tr>
<td>TH</td>
<td>March 27</td>
<td>Early Mississippian and Cahokia</td>
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<tr>
<td>T</td>
<td>April 1</td>
<td>Middle Mississippian and Etowah</td>
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(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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<td>T</td>
<td>April 22</td>
</tr>
<tr>
<td>TH</td>
<td>May 1</td>
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Final Exam

E-Reserve Reading List

January 15

Dating Techniques Web Link
Calibrated Dates
History SE Arch: Bense
C.B. Moore

January 17 Climate and Extinctions

Extinctions
Pleistocene Pollen Studies
Worldwide Pleistocene Extinctions
Ocean Current Changes

January 22--Pre-Pre Clovis

Vasequillo Footprints
African origins?
50,000 yr old Topper
Topper 50,000 website

January 24--South Amer Pre Clovis

First Americans, SciAmer
Overview S.Am sites
South American Sites
Mexican Skull

January 29- Pacific Migrations

Time 2006 Kennewick
Kennewick Man
Kenniwick Skeleton
DNA Tooth
Spirit Cave
Boat Travel
Genetics and Migrations

Jan 31--Pre-Clovis East and Midwest

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Proposal for a New Course

PreClovis in Eastern N.Amer
   Topper Artifacts
   Meadowcroft Rockshelter
   Soleutrean?

Feb 5--Clovis
   Rethinking Clovis
   Gault Web Link
   Clovis Underwater

Feb 7 End of Clovis
   End of Clovis
   Megafauna Extinctions
   Redstone
   Comet?
   Late Paleo Conditions
   Late Paleo: Dalton

Feb 12 Test 1

Feb 14
   Early Archaic Overview
   Early Archaic Georgia
   Early Archaic Sav River
   Windover Website
   Earliest gourd

Feb 19
   Middle Archaic Overviews
   Middle Archaic GA,SC,NC
   Watson Brake
   Women and gourds

Feb 21
   Late Archaic Overview, SC
   Poverty Point
   Assessment of Archaic Mounds

Feb 26
   Early Domesticates

Feb 28: Eric Poplin Guest Speaker
   Shell Rings SC and Florida
   Shell Rings--Sapelo

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Fig Island
Early Ceramics

March 11: Meet with Ref Lib

March 13: Keith Stephenson Guest Speaker
Deptford Pottery
March 18
Pinson Mounds
Marksville
Hopewell Culture
Overview of Woodland

March 20
Late Woodland in Georgia
Kolb Site
March 25 Test II

March 27
Cahokia Web Link
Cahokia
Baby Boom with Agric
Cahokia Drought

April 1
Moundville
Moundville Exchange

April 3
Etowah Overview
Etowah Statues

April 8
Late Mississipian Chiefdoms

April 10
Pardo, DeSoto expeditions
Social Impact

April 15: Presentation

April 17: Presentation

Presentation Notes and Final Review Sheet

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       will possibly be added later as an elective to the interdisciplinary archaeology
       minor. Form to be completed at a later date by the program director subject to
       approval of the steering committee.
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   ___________________________
   Date: 3-6-09

15. Signature of Dean of School:
   ___________________________
   Date: 3-13-09

16. Signature of Provost:
   ___________________________
   Date: 2/16/2009

17. Signature of Business Affairs Official
   ___________________________
   Date: ______________________

18. Signature of Curriculum Committee Chair
   ___________________________
   Date: 3/24/09

19. Signature of Faculty Senate Secretary:
   ___________________________
   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Crime, Law and Society Program

2. Course Number and Title: CRLS 310: Policing in a Modern Society
   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: ☐

3. Semester and year when course will first be offered:
   Fall 2009—this course has been offered in the past as a special topics course under the prefix of CRLS 300.

4. Catalog Description (please limit to 50 words):
   This course exposes students to the institutions, activities, and legal issues that are part of a law enforcement organization in contemporary America. Students will explore the functions of the police in society to understand how society's demands and expectations affect police operations, and how police operations affect society.

5. 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): None

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

   a) What are the goals and objectives of the course?
      The goal of this course is to challenge students to think critically about the role of law enforcement in contemporary society to challenge students to critically examine how social forces shape law enforcement and how policing practices shape society.

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

This course is an important component of the Crime, Law and Society minor. Police officers are the most recognizable representative of our legal system and the gateway through which most people are introduced into the legal system. By providing students with a liberal arts perspective on policing, the class makes an important contribution to this interdisciplinary minor.

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

This course will be one of approximately 20 permanent course offerings across six different disciplines from which students are required to complete three courses as electives for the minor. Expanding the interdisciplinary offerings in diverse disciplines enhances the entire minor program.

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

Without prerequisites, this course provides an opportunity for students from diverse academic backgrounds to be exposed to the research and scholarship of community policing and the theoretical and empirical basis for the adopting of community policing practices.

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.

There is no overlap with other courses.

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 enrollment shifts are expected.

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

No affects on staffing are expected.

c) Frequency of offering:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

11. Requirements for additional resources made necessary by this course:
   a) Staff:
      None

   b) Budget:
      None

   c) Library:
      None

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

See attached syllabus below

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      Crime, Law and Society Minor

Required Courses (9 hours):

POLS 220: Criminal Justice (No POLS 101 prerequisite as of Fall 2005)
SOCY 341: Criminology (prerequisites: SOCY 101 and a 200-level Sociology course; if you do not have the 200-level prerequisite, please see Prof. Heath Hoffmann, Director of the Crime, Law and Society Program)
CRLS 400: Internship in Crime, Law, and Society (Should be completed after taking POLS 220 & SOCY 341)
Proposal for a New Course

Electives (9 hours): Three courses selected from the following. No more than two electives may be taken from any one discipline except, with permission of director, those Special Topics courses designated with the course prefix, CRLS.

CRLS 300: Special Topics in Crime, Law, and Society
HIST 307: History of the U.S.: Cold War America, 1945-present
PHIL 206: Topics in Law and Morality
PHIL 270: Philosophy of Law, OR POLS 344: Jurisprudence
POLS 221: Law and Society
POLS 383: The Judiciary
POLS 342: Civil Liberties
POLS 352: Gender, Theory and Law: Sexual Harassment
POLS 353: Beginning Mock Trial OR POLS 354: Advanced Mock Trial
PSYC 307: Abnormal Psychology
PSYC 310: Social Psychology, OR SOCY 331: Society and the Individual
PSYC 388: Psych. of Substance Abuse, OR SOCY 348: Soc. of Alcohol and Drugs
SOCY 342: Juvenile Delinquency
SOCY 361: Child Welfare
SOCY 349: Special Topics in Social Problems (Some courses with the SOCY 349 prefix may count as an elective at the discretion of the program director)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: 

[Signature]

Date: ___________________

15. Signature of Dean of School: 

[Signature]

Date: 2/6/09

16. Signature of Provost: 

[Signature]

Date: 2/16/2009

17. Signature of Business Affairs Official 

[Signature]

Date: ___________________

18. Signature of Curriculum Committee Chair 

[Signature]

Date: 3/26/09

19. Signature of Faculty Senate Secretary: 

[Signature]

Date Approved by Senate: ___________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.) p. 5
College of Charleston
Crime, Law & Society
CRLS 300—"Policing in a Modern Society"

Adjunct Professor: Paul V. Verrecchia
Telephone: (843) 953-5615 (office)
E-mail: verrecchiap@cofc.edu


Course Hours and Meeting Times

Tuesday & Thursday, 4:00PM to 5:15PM
EDCTR 111

Course Description & Objectives
More than thirty years ago noted criminal justice scholar Jerome Skolnick posed the question, "For what social purpose do the police exist?" Skolnick’s question is very germane in today’s modern society. What purpose do the police serve? What are our expectations of the police? How do we want them to perform? Through this course students will study these basic questions, as well as other, in order to understand how society’s demands and expectations affect police operations, and how police operations affect society.

The focus of this course will be the exposure of students to the various institutions, activities, legal issues, and processes that are part of a law enforcement organization operating in our modern American society.

Method of Instruction
There will be many sources from which students are expected to draw upon. The text, periodicals, Internet and guest lecturers will serve as primary resources. Students will be expected to read all assigned chapters and will come to class prepared. This is not an option.

Attendance
Regular attendance and good grades are directly related.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.
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.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor 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 another's exam, fabricating data, and giving unauthorized assistance.

Remember, 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 professor.

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

Cell phones, pagers, PDA's, and other electronic devices
All cell phones, pagers, PDA's and other electronic devices must be either turned off or on silent mode during classes. Laptop computers or PDA's may be used for note taking only. The playing of video games, listening to music, or use of the internet during class is strictly prohibited.

Course requirements

Examinations
There will be two examinations. The format will be objective, i.e., multiple choice or true false. All students will take the two exams. If you miss an exam, there will be no make up.

Research Paper
Students will be required to submit a minimum 7 page research paper. The topic of the research paper may be on any law enforcement issue. A one-page prospectus describing the topic of the paper, along with a tentative bibliography is due by the fourth week of classes. Proper citations with footnotes and a bibliography are required. Plagiarism will be dealt with severely, and will result in an automatic failing grade. (Refer also to Honor Code and Academic Integrity, above)

RESEARCH PAPERS WILL BE DUE ON TUESDAY DECEMBER 2, 2007 BY 5:00 PM

(SEE ATTACHED SYLLABUS)

Issue papers
Students will be required to submit three issue papers. Issue papers will be limited to a maximum of three pages and may be on one of the topics listed below. The key to these papers is the student's demonstration of an understanding of the issue and her/his personal opinion or personal experience(s) with the topic at issue. In other words, Issue Papers are opinion based. Critical thinking is what counts for success in writing the papers. Example: an issue dealing with the police response to domestic violence and the student has been a victim of domestic violence and
experienced first hand a good police response or a bad police response. As a result of the experience the student would express his/her opinion of the police handling of the situation.

Suggested Topics (You only need to pick one topic for each paper):

Issue paper #1:
1. Role Debates Concerning Police
2. Community Policing as an effective tool for crime prevention

Issue paper #2
1. Comstat: should it be used or not
2. Police organizational design, good and bad
3. Selection criteria for a police officer

Issue paper #3
1. Police professionalism
2. Police use of force
3. Diversity in policing: necessary or not

Ride-a-long
Students will be required to participate in a ride-a-long with a police department. Students may opt to ride with one of the area police agencies or their hometown police department. Students must submit prior to November 25, 2008 a three-page report regarding their ride-a-long experience.

Mandatory issues to be addressed in the report:

• Type of law enforcement service provided to community.
• Officer's feelings and opinions regarding the type of service.
• General feelings of other department personnel regarding the type of service provided.
• Type of training department provided to agency personnel to explain department expectations in delivering the service. (Not police academy training.)
• Student's overall impression of the ride-a-long experience

(Hint: answer all questions and get an easy 20 points)

Students are encouraged to add any other issues or concerns they feel important to be included in the ride-a-long report.

Course Grading
Exams I & 2 @ 100 point each 200
3 Issues papers @ 20 points each 60
Ride-a-long 20
Research Paper 150
Class participation/attendance 40
Total Possible Points 470

Perfect attendance 15 bonus points 15*

*In order to receive the perfect attendance bonus points, students must have attended all classes. Excused absences will not count against the student for the class participation/attendance points; however excused absences are counted against the student in computing perfect attendance bonus points.
Only absence memos issued from the Associate Dean of Students Office will be accepted as excused absences.

Final grades will be assigned as follows:

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Students are strongly encouraged to speak to me before small issues become insurmountable problems!!!
## Syllabus and Course Outline

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<td>Chapter 3 &amp; 4</td>
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<tr>
<td></td>
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<td>7</td>
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<td>8</td>
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<td>FALL BREAK</td>
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<tr>
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**October 17 -- Mid-Term Grades available on Cougar Trail @ 8:00 AM**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Assignment/Examination</th>
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<tbody>
<tr>
<td>9</td>
<td>October 21/23</td>
<td>Chapter 9</td>
<td>Issue Paper #2 Due—10/21</td>
</tr>
<tr>
<td>10</td>
<td>October 28/30</td>
<td>Chapter 10</td>
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<td>11</td>
<td>November 4/6</td>
<td>Chapter 11</td>
<td>Exam Review—11/6/08</td>
</tr>
<tr>
<td>12</td>
<td>November 11/13</td>
<td>Chapter 12</td>
<td>Exam 2—11/11/08</td>
</tr>
<tr>
<td>13</td>
<td>November 18/20</td>
<td>Chapter 13</td>
<td>Issue paper #3 Due—11/18</td>
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<tr>
<td>14</td>
<td>November 25</td>
<td>Chapter 14</td>
<td>Ride-a-Long Papers Due</td>
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<td></td>
<td>November 27</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>14</td>
<td>December 2/4</td>
<td>Chapter 15</td>
<td>Final Papers Due 12/2</td>
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</table>

**December 23 Final Grades available on Cougar Trail @ 8:00 AM**

This is a tentative schedule. It may be subject to change.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Crime, Law and Society Program

2. Course Number and Title: CRLS 311: Community Policing: Issues and Strategies
   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: ☐

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   In this course, students will learn about the competing definitions and perspectives of community policing and how it influences police operations and policy-community relations. Students will also examine research on the effectiveness of community policing in preventing crime and enhancing community responses to criminal activity.

5. 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):
   None

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

   a) What are the goals and objectives of the course?
   The goal of this course is to challenge students to think critically about the nature of community policing and to deconstruct the faith that law enforcement, politicians and the general public put in community policing despite contradictory evidence regarding its efficacy.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

This course is an important component of the Crime, Law and Society minor. Police officers are the most recognizable representative of our legal system and the gateway through which most people are introduced into the legal system. By providing students with a liberal arts perspective on policing, the class makes an important contribution to this interdisciplinary minor.

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

This course will be one of approximately 20 permanent course offerings across six different disciplines from which students are required to complete three courses as electives for the minor. Expanding the interdisciplinary offerings in diverse disciplines enhances the entire minor program.

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

Without prerequisites, this course provides an opportunity for students from diverse academic backgrounds to be exposed to the research and scholarship of community policing and the theoretical and empirical basis for the adopting of community policing practices.

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.

There is no overlap with other courses.

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 enrollment shifts are expected.

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

No affects on staffing are expected.

c) Frequency of offering:

- each fall: [ ]
- each spring: [X]

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

   See attached syllabus below

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

   a) ☐ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       Crime, Law and Society Minor

       Required Courses (9 hours):

       POLS 220: Criminal Justice (No POLS 101 prerequisite as of Fall 2005)
       SOCY 341: Criminology (prerequisites: SOCY 101 and a 200-level Sociology course;
       if you do not have the 200-level prerequisite, please see Prof. Heath Hoffmann,
       Director of the Crime, Law and Society Program)
       CRLS 400: Internship in Crime, Law, and Society (Should be completed after taking
       POLS 220 & SOCY 341)
Proposal for a New Course
Electives (9 hours): Three courses selected from the following. No more than two electives may be taken from any one discipline except, with permission of director, those Special Topics courses designated with the course prefix, CRLS.

CRLS 300: Special Topics in Crime, Law, and Society
HIST 307: History of the U.S.: Cold War America, 1945-present
PHIL 206: Topics in Law and Morality
PHIL 270: Philosophy of Law, OR POLS 344: Jurisprudence
POLS 221: Law and Society
POLS 383: The Judiciary
POLS 342: Civil Liberties
POLS 352: Gender, Theory and Law: Sexual Harassment
POLS 353: Beginning Mock Trial OR POLS 354: Advanced Mock Trial
PSYC 307: Abnormal Psychology
PSYC 310: Social Psychology, OR SOCY 331: Society and the Individual
PSYC 388: Psych. of Substance Abuse, OR SOCY 348: Soc. of Alcohol and Drugs
SOCY 342: Juvenile Delinquency
SOCY 361: Child Welfare
SOCY 349: Special Topics in Social Problems (Some courses with the SOCY 349 prefix may count as an elective at the discretion of the program director)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

[Signature]

Date: 1/29/09

15. Signature of Dean of School:

[Signature]

Date: 2/6/09

16. Signature of Provost:

[Susan J. Morrison]

Date:

17. Signature of Business Affairs Official

[Signature]

Date:

18. Signature of Curriculum Committee Chair

[Signature]

Date: 3/2/09

19. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Adjunct Professor: Paul V. Verrecchia
Telephone: (843) 953-5615 (office)
E-mail: verrecchiap@cofc.edu


Course Hours and Meeting Times

Monday & Wednesday, 4:00PM to 5:15PM
RSS001

Course Description & Objectives

In 1829, Sir Robert Peel, the Father of Modern Policing, said, “the police are the public and the public are the police”. This statement reflects a key tenet of community policing: the police should not be separate from, but rather joined in partnership with, the community. A major impetus for the move away from traditional policing was the recognition that the police cannot control crime and disorder alone. (Fridell, “The Defining Characteristics of Community Policing” --1994) The concept of Community Policing was born through James Q.Wilson's and George Kelling's 1982 article “Broken Windows: The Police and Neighborhood Safety” published in Atlantic Monthly. However, in a 1993 speech, titled The New Policing: Confronting Complexity, Herman Goldstein expressed concern that the term “community policing” was being used widely, without regard for its meaning or substance. What exactly is Community Policing? Is it a method of policing, a philosophy of policing or just empty hype? Can the police and the community successfully partner in suppressing crime? What is a “community”? What works and what does not? Through this course, students will study these and other questions in order to understand the concept of Community Policing, how it effects police operations and police-community relations.

Method of Instruction

There will be many sources from which students are expected to draw upon. The text, periodicals, Internet and guest lecturers will serve as primary resources. Students will be expected to read all assigned chapters and will come to class prepared. This is not an option.

Attendance

Regular attendance and good grades are directly related.

Honor Code and Academic Integrity

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

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.
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.

It is important for students to remember that unauthorized collaboration--working together without permission--is a form of cheating. Unless a professor 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 another's exam, fabricating data, and giving unauthorized assistance.

Remember, 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 professor.

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

**Cell phones, pagers, PDA's, and other electronic devices**
All cell phones, pagers, PDA's and other electronic devices must be either turned off or on silent mode during classes. Laptop computers or PDA's may be used for note taking only. The playing of video games, listening to music, or use of the internet during class is strictly prohibited.

**Course requirements**

**Examinations**
There will be two examinations. The format will be objective, i.e., multiple choice or true false. All students will take the two exams. **If you miss an exam, there will be no make up.**

**Group Presentations**
The class will be separated into work groups. Each group will be responsible for choosing and researching a topic dealing with Community Policing/Problem Policing. Each group will have up to 30 minutes to present their topic to the class. Your will be graded on, 1) how well you communicate and define the nature of your topic/issue, 2) your description of what research says about how your topic and how well is works, 3) how well you tie you topic into the materials we have covered in class, and 4) how well you involved your audience in the presentation (ex: using a class activity, facilitating group discussion. **Be creative in choosing your topic and how you present. Think “out of the box!!”**
You may use PowerPoint; you may use video; etc., but it is not required. Any PowerPoint presentation or video should be to me via e-mail by 12:00 noon on the day of your presentation. I may have “guests” observing your presentation(s). An additional 5% of your grade will be based on how your group is evaluated by the “guest(s)” and how your group members evaluate your contribution to the development of the presentation. So you can actually earn more than the maximum points for this assignment.

Attendance is mandatory at each of the presentations, as you are expected to be in the audience to learn and support your peer's. If you are absent from any presentation you will lose 2 points from your total score for each day you miss.
Research Paper
Students will be required to submit a minimum 7 page research paper. The topic of the research paper may be on any law enforcement issue dealing with community policing and must present the issue followed by an analysis, with drawn conclusions based on the research and arguments presented. A one-page prospectus describing the topic of the paper, along with a tentative bibliography is due by the third week of classes. Proper citations with footnotes and a bibliography are required. Plagiarism will be dealt with severely, and will result in an automatic failing grade. (Refer also to Honor Code and Academic Integrity, above)

Topic ideas to get you thinking:
- Problems the Patriot Act Causes or Does Not Cause for Community Policing
- The Importance of a Racially/Ethnically Diverse Police Department
- Issues of Immigration and Community Policing
- ComStat as a Tool of Community Policing—Fact or Fiction
- Intelligence Led Policing—The new Tool for Community Policing Efforts
- Model Recruitment Efforts in a Community Policing Department
- Reno Model vs. San Jose Model of Field Training—Which is best suited to train officer in a Community Policing Environment

**RESEARCH PAPERS WILL BE DUE ON APRIL 23, 2009**
*(SEE ATTACHED SYLLABUS)*

Issue papers
Students will be required to submit three issue papers. Issue papers will be limited to a maximum of three pages and may be on one of the topics listed below. The key to these papers is the student's demonstration of an understanding of the issue and her/his personal opinion or personal experience(s) with the topic at issue. In other words, Issue Papers are opinion based. Critical thinking is what counts for success in writing the papers. Example: an issue dealing with the police response to domestic violence and the student has been a victim of domestic violence and experienced first hand a good police response or a bad police response. As a result of the experience the student would express his/her opinion of the police handling of the situation.

Suggested Topics (You only need to pick one topic for each paper):

Issue paper #1:
1. Role Debates Concerning Police
2. Community Policing as an effective tool for crime prevention

Issue paper #2
1. Comstat: How does it affect community policing?
2. Proper organizational design for successful community policing
3. Selection criteria for a police officer

Issue paper #3
1. Police professionalism
2. Diversity in policing: necessary or not
IMPORTANT NOTE: STUDENTS MAY SUBMIT PAPERS ELECTRONICALLY; HOWEVER, IT IS THE STUDENTS RESPONSIBILITY TO FOLLOW UP WITH THE INSTRUCTOR TO ENSURE THE PAPER WAS RECEIVED. THE INSTRUCTOR WILL RESPOND WITH, "GOT IT" FOR ALL WORK, SUBMITTED ELECTRONICALLY. THE LACK OF THIS RESPONSE IS TO RESULT IN THE ASSUMPTION THE WORK WAS NOT RECEIVED.

Extra Credit
In a community policing environment, police officers are expected to be involved with the community. Students will have the opportunity to receive extra credit for becoming involved in the CofC community by volunteering for the Peer Assistance Leader (PAL) Program. You will receive 5 extra credit points for each shift in which you volunteer for with PAL. You will also receive 5 extra credit points for the mandatory training session required for all volunteers.

Course Grading
Exams I & 2 @ 100 point each 200
3 Issues papers @ 20 points each 60
Group Presentations 100
Research Paper 100
Class participation/attendance 45

Total Possible Points 505

Perfect attendance 15 bonus points 15*

*In order to receive the perfect attendance bonus points, students must have attended all classes. Excused absences will not count against the student for the class participation/attendance points; however, excused absences are not counted against the student in computing perfect attendance bonus points.

Only absence memos issued from the Associate Dean of Students Office will be accepted as excused absences.

Final grades will be assigned as follows:

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<th>Point Range</th>
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<td>88%--86%</td>
<td>448--434</td>
<td>B+</td>
<td>3.3</td>
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<td>397--383</td>
<td>C+</td>
<td>2.3</td>
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Students are strongly encouraged to speak to me before small issues become insurmountable problems!!!
## Syllabus and Course Outline

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<th>Reading</th>
<th>Assignment/Examination</th>
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<tr>
<td>1</td>
<td>January 12 &amp; 14</td>
<td>Introduction &amp; Chapter 1</td>
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<tr>
<td>2</td>
<td>January 19</td>
<td>MARTIN LUTHER KING HOLIDAY—NO CLASS</td>
<td>Prospectus Due—2/4/09</td>
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<td>January 21</td>
<td>Chapter 1 &amp; 2</td>
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<tr>
<td>3</td>
<td>February 2 &amp; 4</td>
<td>Chapter 3 &amp; 4</td>
<td>Issue Paper #1 Due—2/11/09</td>
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<td>4</td>
<td>February 9 &amp; 11</td>
<td>Chapter 5</td>
<td>Exam Review—2/18/09</td>
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<td>5</td>
<td>February 16 &amp; 18</td>
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<td>February 19 &amp; 21</td>
<td>Chapter 8</td>
<td>Issue Paper #2 Due—3/11/09</td>
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<td>SPRING BREAK—NO CLASSES</td>
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<td>March 9 &amp; 11</td>
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### March 16, 2008---Mid-Term Grades available on Cougar Trail @ 8:00 AM

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<td>Exam Review—3/18/09</td>
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<td>Exam 2—3/23/09</td>
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<td>March 25</td>
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<td>12</td>
<td>March 30</td>
<td>Chapter 12</td>
<td>Issue paper #3 Due—3/30/08</td>
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<td>April 1</td>
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<td>April 6 &amp; 8</td>
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<td>15</td>
<td>April 20 &amp; 23</td>
<td>Chapter 15</td>
<td>Research Papers Due 4/23/09</td>
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<tr>
<td>16</td>
<td>April 27</td>
<td>Semester Wrap-up</td>
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### May 12, 2009---Final Grades available on Cougar Trail @ 8:00 AM

This is a tentative schedule. It may be subject to change.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: English

2. Course Number and Title: English 110 Introduction to Academic Writing
   Number of Credits: 4  Total hrs/week: 4
   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 2009

4. Catalog Description (please limit to 50 words):
   An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student's first year. Grade of "C" or better required to fulfill the General Education requirement.

5. 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):
   ______

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   Goals of English 110
   Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:
Proposal for a New Course

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text's argument

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

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:

   The purpose of English 110 is to help students develop the indispensable foundation for pursuing a liberal arts education: competence in reading and writing at the college level.

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.
   Other departments will not be affected.

b) Please explain overlap with any existing courses.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

English 110 overlaps with English 101 and 102; these courses will no longer be offered at the College, but will be recognized for the purpose of awarding transfer credit in accordance with CHE requirements. (A complete transfer policy is attached.)

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:
    Students will be required to take 4 rather than 6 hours of first-year writing, so they may enroll in an additional course during their first year.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    This course will greatly decrease our reliance on adjuncts, since we will be offering one required course instead of two.

   c) Frequency of offering:
      each fall: ☐  each spring: ☐
      every two years: ☐ every three years: ☐
      other ☐ (Explain): Every semester and in summer

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

   a) Staff:
      N/A

   b) Budget:
      N/A

   c) Library:
      N/A

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 1/31/09

15. Signature of Dean of School:
    
    Date: 1/27/08

16. Signature of Provost:
    
    Date: 1/28/2008

17. Signature of Business Affairs Official
    
    Date: __________

18. Signature of Curriculum Committee Chair:
    
    Date: 2/17/09

19. Signature of Faculty Senate Secretary:
    
    Date Approved by Senate: _______________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
To: Bob Perkins, Chair, Faculty Curriculum Committee
From: Trish Ward, Chair, Department of English
About: English 110 Course Proposal
Date: January 28, 2009

Attached is a course proposal for the Curriculum committee’s consideration. This new four-hour course, English 110, is intended to fulfill the Gen Ed writing requirement, so we are also sending this proposal to the Gen Ed committee.

Please let us know if we can supply any more information about this proposal, or if you would like us to forward it to any other faculty committees, such as Academic Planning. Our department would be happy to discuss it with your Committee at your convenience.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement.\textsuperscript{1} English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.\textsuperscript{2}

This table identifies coursework that currently satisfies some or all of C of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

\textsuperscript{1} Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

\textsuperscript{2} CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
English 110: Introduction to Academic Writing
Composing Charleston: Writing, Place, and Cultural Memory

Fall 2009
MW 11 – 11:50
F 11 – 12:50
Classroom
Office
Office Phone
Email

Instructor Name
College of Charleston
Department of English
Mailbox
Office Hours
Course website URL

Course Texts and Materials

• Additional required readings available on WebCT
• Familiarity with an online writing resource such as the Purdue Online Writing Lab (*http://owl.english.purdue.edu*)
• Admission ticket to the Charleston Museum

Overview and Objectives

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and culture memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.

It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will
regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- *Response Essays* are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- *Activity Journal* entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- *Portfolios* are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments
for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment's due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

Plagiarism and Honor Code: To present someone else's work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. 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, or expelled from the College by the Honor Board. I recommend that you read the university's statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to "correct" your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecscl/writing/writing_lab.html.

Writer's Group: Writer's Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 101. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer's Group and the services it offers, visit www.cofc.edu/~english/ writers_group.html.

WebCT: All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course website regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
Office Hours and Email: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

Grades: I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

Week 1

W  Course intro
F  In-class Essay
    Conference with students 1-5

Week 2

M  Graff and Birkenstein, They Say / I Say (pp. ix-14)
    Workshop responses to In-class Essay
W  Nora, “Between Memory and History” (available on WebCT)
    Response Essay 1 due
F  Continue discussion of Nora
    Conference with students 6-10

Week 3

M  Graff and Birkenstein, They Say / I Say (pp. 17-38)
    Workshop examples of Response Essay 1
W  Continue discussion of Nora
    Response Essay 2 due
F  Workshop examples of Response Essay 2
    Conference with students 11-15

Week 4

M  Loewen, excerpts from Lies Across America (available on WebCT)
    Response Essay 3 due
Week 5

M  Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)

W  In-class peer review

F  In-class peer review
   Conference with students 1-5

Week 6

M  Final draft of Portfolio 1 due by 11:59 pm (via WebCT)

W  Campus tour, Intro to Unit 2

F  Kincaid, A Small Place (pp. 3-37)
   Conference with students 6-10
   Activity Journal Due

Week 7

M  Graff and Birkenstein, They Say / I Say (pp. 51-87)
   Response Essay 4 due by 11:59 pm (via WebCT)

W  Workshop examples of Response Essay 4

F  Kincaid, A Small Place (pp. 41-81)
   Conference with students 11-15

Week 8

M  Response Essay 5 due by 11:59 pm (via WebCT)
W  Workshop examples of Response Essay 5

F  Brainstorm ideas for Portfolio 2 project
   Conference with students 16-20

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Week 9

M  No class, Fall Break

W  Graff and Birkenstein, *They Say / I Say* (pp. 88-135)

F  Portfolio 2 rough draft due
   Conference with students 1-5

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Week 10

M  In-class peer review

W  In-class peer-review

F  Conference with students 6-10
   Portfolio 2 final draft due

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Week 11

M  Introduce Portfolio 3

W  Denmark Vesey newspaper articles (available on WebCT)
   One-page proposal for Portfolio 3 due

F  Continue discussion of Vesey articles
   Tour Charleston Museum
   Activity Journal due

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Week 12

M  Discuss Charleston Museum visit
W  Introduction to the research process
F  Introduction to archival research
    Tour Special Collections

Week 13
M  Rough draft of Portfolio 3 essay, including annotated bibliography, due (by
    11:59 pm via WebCT)
W  Portfolio conferences
F  Portfolio conferences
    Conference with students 11-15

Week 14
M  Research session in Addlestone Library
W  No classes, Thanksgiving Holiday
F  No classes, Thanksgiving Holiday

Week 15
M  In-class peer review
W  In-class peer review
F  In-class peer review
    Conference with students 16-20
    Activity Journal due

Week 16
M  Course wrap-up
    Portfolio 3 due
English 215: Interdisciplinary Composition

Fall 2008
MWF X – X:50
Classroom
Office Location
Office Phone
Email

Instructor Name
College of Charleston
Department
Mailbox
Office Hours
Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices,
and be prepared to take part in the work of the class. If there is a time when you cannot come to
class, it is your responsibility to communicate with me, to arrange to turn in written work, and to
find out about subsequent assignments by consulting the class website. If you register late for
the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below),
and it will likely affect the quality of writing you produce throughout the semester. I make no
distinction between unexcused or excused (i.e., documented) absences, although I will make
exceptions in circumstances that meet those listed on the learning contract each student signs.
Students may not miss more than six classes; if a student misses more than six classes, he or she
will fail the course. It is your responsibility to keep track of absences. I will notify a student
only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety
of in- and out-of-class assignments. You will be required to keep up with, and be prepared to
discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will
  engage with a question or issue raised in the class readings—including essays written by
  your classmates. I will thoroughly read these essays, and we will discuss them in class,
  but I will not assign them letter grades. You will receive full credit if you satisfactorily
  complete each assignment on time. Even though you won’t receive letter grades on these
  activities, I don’t want you to view them simply as busywork. These activities are
designed so that you can begin thinking about or testing an idea that you may develop
more fully in one the three major projects you’ll complete. In some cases, these exercises
will ask you to compose materials that you may include as part of a more fully developed
project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow
  you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will
  complete this semester you will compose a rough draft that you will have the opportunity
to revise based on feedback you receive from me and your peers. In Project 1 you will
write a formal academic essay that puts into conversation several published critiques of
the Academy, including texts we’ll read in class. For Project 2 you will write an essay
that rhetorically examines a journal article published in a prominent research publication
relevant to your discipline. Finally, for Project 3 you will compose a research essay,
addressed to members of your discipline, on a current topic in the field. In addition, you
will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a
  classmate constructive criticism on the rough drafts of their Project assignments. These
  assignments will not receive letter grades; they will instead be factored into your
  Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your
assignments as Microsoft Word files and submit them to me electronically through WebCT,
using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc).
(For more information on submission guidelines, please see the separate handout entitled
"Guidelines for Submitting Assignments.") You are responsible for preparing the assignments
for the course as fully as you can and on time. Late assignments will not be accepted for credit
unless the student makes arrangements with me in a reasonable amount of time prior to the
assignment’s due date. It is your responsibility to make sure you submitted an assignment
correctly and on time; I will not notify you if an assignment is late. In turn for your promptness,
I will comment on your work and return it to you within two weeks.

Plagiarism and Honor Code: To present someone else’s work as your own is to plagiarize. If
you draw on or quote the work of others in your writing, as you will almost surely do in the
course, you must acknowledge that you are doing so. This applies whether your sources are
published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I
believe a student has plagiarized out of misunderstanding, I will determine an appropriate
resolution in consultation with the student. In some instances, this resolution may be filed with
the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the
Dean of Students. A student found responsible for academic dishonesty will receive an 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, or expelled
from the College by the Honor Board. I recommend that you read the university’s statement on
academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and
ask me if you have any questions about either the policy itself or how to document sources in
your writing.

WebCT: Course materials—including handouts, assignments, the syllabus, policies, and
schedule—will be available online through WebCT, a program that manages course materials
and resources for students and instructors. You will want to check the course web site daily
because I will post important announcements to the site. If you need an extra copy of any class
handout, you can download it from WebCT.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent
resource for working on editing and revision, on problems of getting started or organizing
scattered materials, or on any other difficulty you may be experiencing as a writer. Although
you should not expect consultants to “correct” your paper for you, they can assist you in learning
to edit and revise your work. For more information, consult the Writing Lab website at
http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

Students with Disabilities and Special Needs: The College will make reasonable
accommodations for persons with documented disabilities. If you have a disability for which
you are or may be requesting an accommodation, you are encouraged to contact the Center for
Disability Services located in the Lightsey Center, Suite 104. Students approved for
accommodations should notify me as quickly as possible.
Grades: I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.
Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they're listed. This schedule is subject to changes according to the needs of the class.

Week 1

W Course introduction

F In-class essay

Week 2

M Discuss responses to in-class essays

W Douthat, “Approaches to Knowledge” (available on WebCT)
   Exercise 1 due by 11:59 pm (via WebCT)

F Discuss Douthat and responses to Exercise 1

Week 3

M Graff, Clueless in Academe, pp. 1-80

W Exercise 2 due by 11:59 pm (via WebCT)

F Discuss Graff and responses to Exercise 2

Week 4

M Graff, Clueless in Academe, pp. 83-112

W Rough draft of Project 1 due by 11:59 pm (via WebCT)

F Discuss Graff and workshop rough drafts of Project 1
Week 5
M Graff, *Clueless in Academe*, pp. 115-207
W Peer Response Letter 1 due in class
F Peer review workshop

Week 6
M Graff, *Clueless in Academe*, pp. 211-277
W Discuss Graff and workshop Project 1 rough drafts
F Peer Review Workshop
*Final draft of Project 1 due by 11:59 pm (via WebCT)*

Week 7
M Introduce Project 2
W Library Presentation
F *Exercise 3 due by 11:59 pm (via WebCT)*

Week 8
M Discuss interviewing techniques
W Midterm conferences
F Midterm conferences

Week 9
M *No classes, Fall Break*
W Introduce Project 2

F Bazerman, “What Written Knowledge Does” (available on WebCT)
Exercise 4 due by 11:59 pm (via WebCT)

Week 10

M Workshop responses to Exercises 3 and 4

W Continue discussion of Bazerman

F Rough draft of Project 2 due by 11:59 pm (via WebCT)
No class, travel to conference

Week 11

M Workshop Project 2 rough drafts

W Peer Response Letter 2 due in class
Peer review workshop

F Final draft of Project 2 by 11:59 pm (via WebCT)

Week 12

M Kuhn, selections from *The Structure of Scientific Revolutions* (available on WebCT)

W Exercise 5 due by 11:59 pm (via WebCT)

F No class, travel to conference

Week 13

M Research day, meet in Addlestone Library

W Workshop responses to Exercise 5
Rough draft of Project 3 due by 11:59 pm (via WebCT)
English 215: Interdisciplinary Composition

F  Workshop rough drafts of Project 3

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**Week 14**

M  Research day, meet in Addlestone Library

W  **No class, Thanksgiving holiday**

F  **No class, Thanksgiving holiday**

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**Week 15**

M  **Peer Response Letter 3 due in class**
   Peer review workshops

W  Presentations

F  Presentations

---

**Week 16**

M  Presentations, course wrap-up
   **Project 3 due**
TO: General Education Committee
FROM: Department of English
ABOUT: General Education Writing Requirement
January 26, 2009

We seek your committee’s approval of our proposal that students meet the current General Education writing requirement (English 101 and 102) through a single new four-hour course, English 110. Section I of this memo will detail how our proposed course will satisfy the criteria for Goal I.2, “Effective writing and critical reading,” that have been approved by the Senate during the General Education deliberations of 2007 and 2008. In section II we have provided a description of the course, followed by a rationale for the change and a sample syllabus, along with analysis of our department’s adjunct reliance and a bibliography of relevant research on first-year writing. For your information, we have also attached a copy of the materials we have furnished to the Curriculum Committee, who are charged with reviewing the course proposal itself, while your committee considers whether it should meet a General Education requirement. Below are the criteria We have highlighted our explanations of how these criteria will be satisfied by English 110.

I. Approval Criteria
(from Senate minutes and a 1/18/08 memo to the Senate from the Speaker of the Faculty)

1) Courses must require students to generate a significant quantity of written communication or oral/visual communication appropriate to the discipline. Required written work in English 110 will total a minimum of 20 pages.

2) A significant portion of the course grade must be based on the quality of the student’s work in either writing or speaking. Formal paper grades will make up at least 50% of the course grade.

3) Some written or spoken work may be presented informally, but at least half of the assignments must be presented according to the conventions of an academic discipline, and/or in a format suitable for an academic or professional audience. Formal paper assignments will require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments will identify the audience and purpose of the paper, and instructors will help students shape their work accordingly.

4) Writing and/or speaking assignments require students to demonstrate understanding of course content and/or academic research. The course is intended to help students become more proficient and understanding and analyzing texts suitable for college coursework. Students will read, discuss, and write about the numerous essays and other examples of academic writing. Short writing assignments will promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students will also learn how to conduct library research to develop expertise on assigned topics, and they will incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

5) Course must include several opportunities for individualized feedback by the
instructor and revision by the student. All students will be required to submit drafts and to revise some of their graded work. They will attend small-group workshops in which students assess their own work in progress, and will receive class lessons in planning, revising, and editing written work. Instructors will not only assign grades and make marginal comments on student writing, but will also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit.

6) A writing-intensive literature course must explore a significant quantity of literary works (at least five full-length prose works or three volumes of verse).

N/A

7) Course size must be no more than 20 students
All sections of English 110 will have a cap of 20.

II. Course Description, Goals, and Requirements

English 110: Introduction to Academic Writing 4 hours

Course description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student’s first year. Grade of “C” or better required to fulfill the General Education requirement.

Goals of English 110
Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
• Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
• Understand the difference between summary and analysis
• Evaluate the persuasiveness of a text’s argument

Course Requirements

• Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

III. Rationale for change from 6 hours to 4 hours

I. English 110 is devoted to academic writing, without the literary study that is currently included in our second semester of composition. Both enterprises are valuable, but for first-year students, the study of literature does not, in itself, improve students’ writing (see Fishman and Royer). We would welcome a General Education requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smits, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We welcome such a requirement at the College, but the English Department is not equipped to deliver discipline-specific writing instruction to all students. In addition, during the 06-07 and 07-08 Senate discussion of the proposed General Education curriculum, in which an upper-level writing requirement was proposed, representatives from many departments assured the Senate that such instruction was already taking place within their majors. In recognition of these conditions, we believe that it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. A four-hour course will promote greater learning within a single semester. The fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like (see Appendix 1 for a full syllabus). Our proposal also requires students to earn a C or better in English 110 in order to meet the General Education requirement, something that is not part of the present 101-102 requirement. We believe it is reasonable to expect
that students meet this higher expectation, so long as the course has four rather than three hours of instructional time each week.

IV. A one-semester writing requirement will greatly decrease our reliance on adjunct faculty to teach this very important course (see Chase and Appendix on adjunct usage).
Appendix 2

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>78</td>
<td>18 (23.1%)</td>
<td>60 (76.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>12</td>
<td>6 (50.0%)</td>
<td>6 (50.0%)</td>
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<tr>
<td>Fall 2002</td>
<td>78</td>
<td>35 (44.9%)</td>
<td>43 (55.1%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>11</td>
<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>75</td>
<td>18 (24.0%)</td>
<td>57 (76.0%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>9</td>
<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>73</td>
<td>13 (17.8%)</td>
<td>80 (82.2%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>10</td>
<td>4 (40.0%)</td>
<td>10 (60.0%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>73</td>
<td>18 (24.7%)</td>
<td>55 (75.3%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>8</td>
<td>0 (0.0%)</td>
<td>8 (100.0%)</td>
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<tr>
<td>Fall 2006</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>8</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>73</td>
<td>35 (47.9%)</td>
<td>38 (52.1%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>8</td>
<td>2 (25.0%)</td>
<td>6 (75.0%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>68</td>
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<td>29 (42.6%)</td>
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<tr>
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<td># ENGL 102 sections</td>
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<td># of sections taught by Roster Faculty</td>
</tr>
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<td>26</td>
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<td>18 (62.9%)</td>
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<tr>
<td>Spring 2002</td>
<td>76</td>
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<td>65 (85.5%)</td>
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<tr>
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<tr>
<td>Spring 2005</td>
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<td>66 (93.0%)</td>
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<tr>
<td>Fall 2005</td>
<td>23</td>
<td>8 (34.8%)</td>
<td>15 (62.5%)</td>
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<tr>
<td>Spring 2006</td>
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<td>15 (20.8%)</td>
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<tr>
<td>Spring 2007</td>
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<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
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<tr>
<td>Fall 2007</td>
<td>24</td>
<td>8 (33.3%)</td>
<td>16 (66.7%)</td>
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<tr>
<td>Spring 2008</td>
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<td>42 (62.7%)</td>
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<td>Fall 2008</td>
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<td>11 (52.4%)</td>
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<td># of sections taught by Adjuncts</td>
<td># of sections taught by Roster Faculty</td>
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<tr>
<td>Spring 2002</td>
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<td>71 (80.7%)</td>
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<tr>
<td>Fall 2002</td>
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<tr>
<td>Spring 2003</td>
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<td>24 (27.9%)</td>
<td>62 (72.1%)</td>
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<tr>
<td>Fall 2003</td>
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<td>30 (30.9%)</td>
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<td>Spring 2008</td>
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<td>48 (64%)</td>
<td>40 (34.9%)</td>
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<tr>
<td>Fall 2008</td>
<td>98</td>
<td>49 (55.1%)</td>
<td>40 (44.9%)</td>
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</table>
Bibliography


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Carroll writes:

> Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)


This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

> One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time...to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)

Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others…are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+-course requirement. 41% of public institutions with 9,000-13,999 students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to our situation at C of C, they discuss the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—we would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.

Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
To: Cynthia Lowenthal, Dean  
From: Julia Eichelberger, Chris Warnick (Chair, First-Year Writing Committee), and Trish Ward  
About: New Course Proposal  
26 January 2008

We are requesting your approval for our proposal for a new four-hour course, English 110. If approved by the faculty, this single first-year writing course will replace the current Gen Ed writing requirement (English 101-102, 6 hours).

Enclosed is the course approval form for the Curriculum Committee. Since this is a Gen Ed change, the proposal will be sent to the Gen Ed committee as well, along with a rationale for why this should satisfy the Gen Ed writing requirement. Formal procedures for Gen Ed approval do not exist yet, so we have improvised a memo that we think will allow this new committee to carry out its charge.

The deadline for submitting materials in time for the March Senate meeting is Wednesday, 28 January. Therefore we would appreciate it very much if you could grant your approval of this proposal and send it on to the Provost, so that we can acquire the necessary signatures by 1/28. We apologize for any inconvenience this short notice may cause, but we believe the College will benefit greatly from changing this requirement as soon as possible.

Please let us know if you have any questions about our proposal, and if there is anything further we can provide.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement. English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing req.</td>
</tr>
</tbody>
</table>

1 Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

2 CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: English

2. Course Number and Title: ENGL 344: Late 19th Century American Literature
   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: □

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   Investigation of literary texts between the Civil War and around 1900, with a focus on sentimentalism, regionalism & local color, realism, and naturalism. Emphasizes complex relationships between literature and the late-19th milieu, including literary markets, gender and sexuality, race and ethnicity, class, urbanization, immigration and assimilation, capitalism, technology, and nationalism.

5. 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):
   Same as for all 300+ level courses in English.
   Completion of ENGL 207: Survey of American Literature to the Present is strongly recommended.

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 9/1/08 and replaces all others.)
Proposal for a New Course

Students who successfully complete this course will have a firm grounding in American literary studies of the late 19th century and, ideally, be able to:

- define and explain key analytical terms for the study of American literature of the period, with attention to the contested nature of these terms (for example: realism, local color, and so forth)
- analyze and interpret late 19th century American literary texts as not merely reflecting, but also constructing culture
- identify and interpret key strands of American thought and ideology as they are developed within and across American literary texts from the period
- draw stylistic and thematic connections between literary texts of the period, across writers and genres, while also recognizing similar connections (and disjunctions) between texts in the period of study and those of other periods in American literary history
- recognize and analyze some of the "conversations" into which critics enter when they write about late 19th century American literature, and ideally, be able to "enter" into such conversations in their own writing.

Further rationale/justification:
The English department has no offerings on the books that cover the territory of this course. See attached a list of courses on the books in American literature and their descriptions.

The period covered in the proposed ENGL 344, in traditional literary histories called the "Age of Realism," is essential to the development of American literature in the modern and contemporary period, not only for its contributions to realist fiction, but also for the growth of women's writing in America, particularly in the sentimental and regionalist/local color genres, and for the development of the business of literature in America, especially with the rise of a national periodical market and readership. Other courses on the books (and often special topics courses) include some texts that might also be taught in this course, but it's important to consider the period as whole. For instance, it is central to see how realism poses itself against sentimentalism; how the regional formula for writing filters into texts of assimilation and Americanization at the turn of the twentieth century; how texts of all sorts in the period respond to dominant and changing ideas of race, class, ethnicity, gender, and sexuality in the late 19th century; and so forth. Students focusing on American literature should have the opportunity for the in-depth study of the period that this course will offer.

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

Currently, the major has a historical/periodizing bent in which students are asked to take one course from American literature prior to 1900. ENGL 344
Proposal for a New Course

would meet this requirement. As for the mission of the department, ENGL 344 would offer the same support as any upper-division literary-historical course as it will represent an in-depth analysis of literary texts.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
ENGL 344 will be situated as an upper-division literary studies course for majors that will bank on students' interpretive skills and knowledge of literature as developed in the lower-division courses, particularly, ENGL 207, the survey of American Literature to the Present. The course will offer an in-depth study of the period but will not not become too narrowly defined on a single issue, idea, writer, text, etc., which would be the province of the seminar, independent study, or bachelors essay. For these experiences in the major, the proposed ENGL 344, like similar upper-division courses, would offer a firm grounding.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
The linkages between this content of and student skills deployed in this class and those of other disciplines are multifarious, as they are, potentially, for any upper-division literature class. An historical and political understanding of the late 19th century in America, for instance, is indispensable to the study of many of the writers and genres that might be examined in the class. Likewise, to show another likely interdisciplinary connection, a social science viewpoint might be especially relevant in thinking through some of the issues of representation of gender, sexuality, ethnicity, etc. that bubble up in many of the texts that would likely be taught in the course. Additionally, if the course is engaged with the field of criticism of the period, as set out in the course goals, interdisciplinary linkages ought to emerge regularly, since the bulk of criticism in the past twenty years or so has been notably interdisciplinary in flavor. Ultimately, though, the linkages between this English course and other disciplines will not be set out in advance (say, in the syllabus) but will emerge in an engagement with the subject matter and, especially, with the students, who often bring to bear helpful disciplinary viewpoints.

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.

9. Method of teaching:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

The method of teaching this course would be up to the instructor and would include any and all the means of instruction used in other upper-division English courses: lecture, discussion, student presentations, writing of all kinds and levels of formality, in-class exams, etc.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    
    This course has already been offered twice as a special topic course in the department and fulfills our current major requirement of one course in the “American Literature before 1900” category. Enrollment in other pre-1900 American courses (342, 343, 349, and special topics courses) has not altered as a result of this course having been offered. Generally speaking, the chair has made an effort not to schedule conflicting course offerings. No enrollment shifts are expected as a result of putting this class on the books.

    b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    
    Here, too, no shifts are expected. Professor Duvall will likely be the only one teaching this class for some time to come and has already been teaching a special-topics version of it for two years, with a third offering of it expected in the Spring of 2009. There should be no staffing impact.

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

    This course could be offered once a year or on a less-frequent basis, depending on departmental needs.

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

    a) Staff:
    
    n/a

    b) Budget:
    
    n/a

    c) Library:
    
    n/a

12. Paste syllabus, reading lists, or any additional documentation that can help the
Proposal for a New Course

committee evaluate this proposal (a syllabus is mandatory).

see attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 1/23/09

15. Signature of Dean of School:
   
   Date: 2/20/09

16. Signature of Provost: Susan J. Morrison
   
   Date: 2/24/2009

17. Signature of Business Affairs Official
   
   Date:

18. Signature of Curriculum Committee Chair
   
   Date: 3/26/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
In this course we will read a variety of American literary texts produced in the years between the beginning of the Civil War and 1900 and investigate, in particular, the literary genres of regionalism & local color, realism, and naturalism. The course will explore the complex relationships between literary genres/texts and culture in the late 19th century in the United States. Issues of special concern will include the literary markets of the late 19th century, gender and sexuality, race and ethnicity, class, urbanization, assimilation, capitalism, technology, and nationalism.

**COURSE GOALS**

Students who successfully complete this course will have a firm grounding in American literary studies of the late 19th century and, ideally, will be able to

- define and explain key analytical terms for the study of American literature of the period, with attention to the contested nature of these terms (for example: realism, local color, and so forth)
- analyze and interpret late 19th century American literary texts as not merely reflecting, but also constructing culture
- identify and interpret key strands of American thought and ideology as they are developed within and across American literary texts from the period
- draw stylistic and thematic connections between literary texts of the period, across writers and genres, while also recognizing similar connections (and disjunctions) between texts in the period of study and those of other periods in American literary history
- recognize and analyze some of the “conversations” into which critics enter when they write about late 19th century American literature, and ideally, be able to “enter” into such conversations in their own writing.

**ASSIGNMENTS AND GRADING**

Your final class grade will determine according to your performance on the tasks below, using a point system, in which you can earn approximately XXX points for the semester. (See below for how I will calculate the final grade.)

- **In-Class Writing (approx. 12% of the final grade)**
- **Miscellaneous Short Assignments (approx. 18% of the final grade)**
- **Critical Article Précis and Response (approx. 15% of the final grade)** – a summary of and response to an assigned critical article. The summary will indicate the rhetorical situation in which the article situates itself and will reiterate the article’s thesis, central claims, reasoning, and key evidence. The summary will be followed by an engaged and thoughtful response to the article. See the forthcoming assignment sheet for details. As a warm-up for this assignment, we will work together on one précis and response as a class.
- **Midterm Examination (approx. 15% of the final grade)** – focusing on content knowledge, analysis, interpretation, and synthesis of connections between texts from the first half of the course.

- **Final Examination (approx. 15% of the final grade)** – cumulative, focusing on content knowledge, analysis, interpretation, and synthesis of connections between texts across the entire chronology of the course.

- **Researched Critical Paper (approx. 25% of the final grade)** – an eight-to-ten page argumentative, researched essay focused on analysis and interpretation of one or more of the literary texts covered in the class. An assignment sheet with the key details on the paper will be issued around mid semester. A proposal and a draft will be required.

### SAMPLE SEMESTER CALENDAR OF READINGS & ASSIGNMENTS (TWO DAY A WEEK SCHEDULE)

<table>
<thead>
<tr>
<th>Day #</th>
<th>Texts/Topics</th>
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<tbody>
<tr>
<td></td>
<td><strong>CP = Course Packet; HO = handout; otherwise, assume reference to the <em>Heath Anthology</em> page ranges or chapter ranges in novels</strong></td>
</tr>
<tr>
<td>1</td>
<td>Introductions: to the course, to the late 19th century in America</td>
</tr>
</tbody>
</table>
| 2     | Literature of Reform; Proletarian Fiction; Sentimentalism, Realism, Regionalism, Naturalism  
*Life in the Iron Mills* (CP) |
| 3     | Sentimentalism  
Louisa May Alcott, "My Contraband" (652-65) and Sarah M. B. Piatt, "The Palace-Burner" (753-54) & "His Mother's Way" (755-56) |
| 4     | Regionalism  
Twain, *Old Times on the Mississippi*, Chapters 1-4 (CP) |
| 5     | Twain, *Old Times on the Mississippi*, Chapters 5-7 (CP) |
| 6     | Charles Egbert Craddock, *The Dancin' Party at Harrison's Cove* and "Over on the T'Other Mounting" (CP) |
| 7     | Realism  
William Dean Howells, *The Rise of Silas Lapham* [RSL], Chapters I-V |
| 8     | RSL, Chapters VI-XIII & Howells, from *The Editor's Study* (258-59) |
| 9     | RSL, Chapters XIV-end |
| 10    | Henry James, "The Art of Fiction" (320-34) |
| 11    | Henry James, *Daisy Miller* (281-320) |
| 12    | Regionalism  
Mary E. Wilkins Freeman, "A New England Nun" & "The Revolt of Mother" (715-33) |
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<tbody>
<tr>
<td>13</td>
<td>Catch up and Midterm Examination Review</td>
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<tr>
<td>14</td>
<td>Midterm Examination</td>
</tr>
<tr>
<td>15</td>
<td>Hamlin Garland, &quot;Up the Coulé: A Story of Wisconsin&quot; (460-89)</td>
</tr>
<tr>
<td>16</td>
<td>Jewett, <em>Country of the Pointed Firs</em> (1-33)</td>
</tr>
</tbody>
</table>
| 17 | Jewett, *Country of the Pointed Firs* (33-88)  
Also read Coby Dowdell article (handout)  
* Precis Worksheet Due * |
| 18 | George Washington Cable, ""Tite Poulette"" (187-201)  
Alice Dunbar-Nelson, "Sister Josepha" (209-14)  
Grace King, "The Little Convent Girl" (203-208) |
| 19 | Charles Chesnutt, "The Goophered Grapevine" and "Po' Sandy" (CP) |
| 20 | Ambrose Bierce, "Chickamauga" (455-59) |
| 21 | Naturalism  
Stephen Crane, *Red Badge of Courage*  
* Paper Proposals Due * |
| 22 | Jack London, "The White Silence" and "The Son of the Wolf" (CP) |
| 23 | Assimilation/Americanization  
Zitkala-Sa, "Impressions of an Indian Childhood," "The School Days of an Indian Girl," and "An Indian Teacher Among Indians" (CP) |
| 24 | Individual Research Paper Conferences - No Class (appointments) |
| 25 | Individual Research Paper Conferences - No Class (appointments) |
| 26 | Sui Sin Far, "In the Land of the Free" (786-93) & Mary Antin, from *The Promised Land* (823-29) |
| 27 | Abraham Cahan, selections from *Yekl* (770-775) |
| 28 | Review for Final Examination  
* Researched Critical Papers Due* |
|   | * Final Examination* |
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **ENVT**

2. Course Number and Title: **ENVT 355: Environmental Studies Field Internship**
   
   Number of Credits: **1-3**  Total hrs/week: **3-9**
   
   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 2009**

4. Catalog Description (please limit to 50 words):
   
   **Students apply knowledge learned in the classroom to a field experience with an organization that works on environmental issues. The internship involves substantial work with an organization, scheduled meetings with the program coordinator, and a significant writing project. Prerequisites: Junior standing, nine hours in the minor including ENVT 200, and permission of instructor.**

5. 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: **N/A**
   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):
   
   **Junior standing, nine hours in the minor including ENVT 200, and permission of instructor**

6. Rationale/justification for course (consider the following issues):
   
   a) What are the goals and objectives of the course?
   **To provide students with a practical field experience in which they can apply theories and knowledge attained in the classroom.**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

organizing principles of the major?

By providing students with an internship experience, we challenge them to apply diverse forms of knowledge learned in their minor program of study and we help students determine whether they wish to pursue careers related to the environment.

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

The internship course comes toward the end of the minor.

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

This course is not available to non-minors.

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.

N/A

b) Please explain overlap with any existing courses.

N/A

9. Method of teaching:

Students will receive mentoring experiences by practitioners in the field, as well as regular consultation with the minor program coordinator.

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

Some students may opt to take the internship course rather than another 300-level ENV'T course such as an Independent Study.

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

No new positions will be created; the ENV'T program coordinator will become the designated program coordinator responsible for supervising student internships.

c) Frequency of offering:

    each fall: ☑
    every two years: ☐
    other ☐(Explain): __________

    each spring: ☑
    every three years: ☐

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

   a) Staff:

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) Budget:
None

c) Library:
None

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

**ENVT 355: Environmental Studies Field Internship**
College of Charleston
Fall 2009

INSTRUCTOR: Tracy Burkett
88 Wentworth, Room 104
burketttt@cofc.edu
Phone: 953-7143 OFFICE HOURS: Tuesdays and Thursdays 8-10 a.m.
or send me an e-mail to make an appointment

The Environmental Studies (ENVT) Internship offers you a structured learning experience in which you perform service in a local agency that deals with environmental issues. You and I will maintain a regular dialogue with one another through written assignments and one-on-one contact. My role is to help you with problems you have at the internship site as well as facilitate learning opportunities that help you link your internship experiences with what scholars and practitioners have written about this line of work. In addition, the internship will hopefully give you a better sense of whether or not this is the career path you want to pursue after graduation.

**TIME COMMITMENT**

This internship requires you to work approximately 40 to 120 hours (40=1 hour credit, 80= 2 hours of credit and 120=3 hours of credit) at your organization between approximately August 25th and December 1st. Please document the days and hours that you intern in the time log incorporated into the journal format (discussed below). Since you will turn the weekly time log in with your journals, I have also included a separate internship time log on page 5 of the syllabus for you to document your hours.
Proposal for a New Course

JOURNALS

Journals are beneficial for a number of reasons. First, journals provide a 'record' of your professional growth and development over the course of the semester; second, your journal entries may prove helpful when you are revising and updating your resume; third, writing about your experiences will help you to actively reflect on your internship and what you are learning; and, lastly, your journals serve as a record of accountability for me to evaluate what you are doing and how well you are doing it at the internship site.

You should complete a journal entry for each week that you intern during the semester. However, you only turn the journals in 5 times during the semester via WebCT (e.g., two weeks of journals will be turned in on September 7). I have provided an "Internship Journal Format" form in MS Word format on WebCT and you can complete your journals by typing on the form and saving it for each week that you intern. A new form should be used for each week.

Your journals should be typed, spell checked and edited and they should be uploaded on following dates by 5 p.m.:

- Internship journals week 1-2 Sept
- Internship journals week 3-4 Sept
- Internship journals week 5-6 Oct
- Internship journals week 7-8 Oct
- Internship journals week 9-10 Nov

JOURNALS, CONTINUED.

After I read your journals, I will always respond via WebCT with feedback. Often, I will ask you a series of questions to help tease out what it is that you are doing at the internship site and/or to challenge you to make connections between what you are doing and what you might have studied in your classes. I do expect you to respond to my questions within a few days of receiving the e-mail. Not doing so will negatively affect your grade as the journals are worth 25% of your final grade. If your journals are late and I have to send you e-mails to remind you that a journal was due, this too will negatively affect your grade.

SUGGESTIONS FOR WHAT TO INCLUDE IN YOUR JOURNAL (Adapted from Hood College)

Duties/Projects:
Proposal for a New Course

Duties you carried out this week
Any new projects that you were assigned or were working on and what they entailed
How these duties relate to your learning objectives
How you applied coursework completed at Hood College

New Skilled Learned/Training:
List any new skills that you learned this week
List any training that you undertook, whether it was organized training or individual training
How you improved your background in the field
Did you make any new professional contacts this week?

Observations:
Your personal observations about the organization, the structure, politics, communications and attitudes of people that you worked with or are working with
How your observations have changed from the previous week
The psychological, emotional, intellectual and physical requirements of this type of work

Reflections:
In hindsight, how could you have carried out your duties and projects differently?
How has what you learned this week affected your personal goals/objectives?
Can you relate any theoretical models of what you have learned in your classes to the practical work you carried out at the internship?
Is this a career direction you wish to pursue?
How would you change the structure of the organization at your internship site?

NOTE: You are not required to discuss each of the above items every week but you should do so when relevant. A “great” journal is thoughtfully written, showing that you’re processing and reflecting on your internship, not just marking off the hours.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

RESEARCH PAPER

You are required to write a brief research paper on a topic that is interesting to you and relevant to the work you are doing at the internship site. Ideally, the paper will also reflect the topics relating to the classes you have taken for the Environmental Studies minor.

Your paper should include at least 5 academic research articles that have been published in peer-reviewed academic research journals in writing your paper (if you do not know what constitutes a peer-reviewed journal article, talk with me as not using research articles will negatively affect your grade. The paper should be 8-10 pages in length, typed, double-spaced and in 12-point font (with 1" margins). Please refer to the paper guidelines posted on WebCT for details.

By October 23rd, you should submit a one paragraph description of the paper you plan to write. If you are struggling to identify a topic, I am more than happy to help you think of one by suggesting topics that are represented in the research literature relating to your internship experience. This paper is worth 30% of your final grade.

INTERNSHIP SITE COORDINATOR'S EVALUATION

I will contact the internship site coordinator throughout the semester to inquire about your progress and performance. When possible, I will also make site visits. The coordinator's evaluation of you is worth 30% of your grade. A portion of this evaluation includes your completion of the required 120 hours.

SELF-EVALUATION AND ANALYSIS PAPER

The final assignment for your internship will be to complete a 4-5 page paper evaluating and analyzing your internship performance and experiences during the internship. A detailed set of guidelines for this paper are included below. The self-evaluation and analysis paper is worth 15% of your final grade.

POINT DISTRIBUTION

Journals 25%
Research Paper 30%
Site Supervisor's Evaluation 30%
Self-Evaluation and Analysis Paper 15%

FINAL LETTER GRADES

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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<tr>
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<tbody>
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<td>4.0</td>
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<tr>
<td>90.0-95.9%</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>87.0-89.9%</td>
<td>B+</td>
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<td>84.0-86.9%</td>
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<td>59.9%</td>
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</tbody>
</table>

SELF-EVALUATION AND ANALYSIS PAPER GUIDELINES

The purpose of this paper is to reflect upon and evaluation your internship performance and experiences over the course of the semester. There are five main areas that I want you to consider in writing this paper: 1) your performance at the organization, 2) the organization’s performance in terms of meeting its stated goals, 3) the influence of the internship experience on your intellectual, emotional, and professional development, 4) suggestions for how the internship could be improved for future interns at this site. I have provided guiding questions for each of these general topics below. You are not responsible for answering every question—they are provided to help you probe, dissect and synthesize your internship experiences. This paper should be 3-4 pages in length.

Guiding Questions

- Your Performance:
  - Describe the nature of your responsibilities as an intern and describe the extent to which you successfully completed those responsibilities.
  - During down times, did you ask your supervisor or other personnel for something to do or did you take initiative and create something to do?
  - Was the organization and its staff helpful in assisting you in accomplishing the goals you had for this internship?
  - What letter grade would you give yourself for your performance at the organization where you interned? Explain.

- The Organization’s Performance:
  - What are the goals of this organization and its personnel (e.g. environmental protection, research, conservation, advocacy)?
  - How did you learn what the goals of the organization are? Were they explicitly stated? Was there a discrepancy between the formal goals of the organization and the actual practices adopted by personnel at your site?
  - In your opinion, how successful was this organization and its personnel in accomplishing those goals? If the organization failed to achieve its goals, discuss the social, cultural and organizational barriers that might have undermined the realization of those goals.
  - The supervisor of the internship site has asked you to identify three things the organization could do to be more effective: based on your observations and

(From was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

experiences, what would you tell her/him?

- Influence of Internship:
  - Was the work of this organization anything like you thought it would be prior to beginning the internship?
  - How were your attitudes about the work of this organization changed by the internship experience?
  - Would you like to work in an organization/occupation like this? Why or why not? What role did the internship experience play in your decision?
  - Is the organization where you interned portrayed in the media? If so, how was your internship experience different from or similar to that which is portrayed in the media?

- What advice do you have for students who intern at this site in the future?

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 2-13-09

15. Signature of Dean of School:

Date: 2/16/09

16. Signature of Provost:

Date: 2/24/09

17. Signature of Business Affairs Official

Date: _________

18. Signature of Curriculum Committee Chair

Date: 3/6/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: International Studies

2. Course Number and Title: INTL 100 Introduction to International Studies
   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: ☐

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   This course introduces a base of knowledge, analytical skills, and a vocabulary of concepts useful both for understanding the multi-dimensional concerns of International Studies. Through an examination of international politics, economics, society, history, literature, and environment, this course will enhance the student's appreciation for an International Studies approach to issues associated with global development.

5. 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):
   none

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

   a) What are the goals and objectives of the course?
      This course is a general introduction to International Studies concepts and analysis. Students will receive a broad foundation for later international courses which will lend greater depth and greater specificity.
Proposal for a New Course

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

The course attempts to operationalize the mission of the School of LCWA -- to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

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

The course, along with two additional courses students may choose, will serve as the beginning of the proposed International Studies major.

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

The course is conceived as an interdisciplinary course spanning a number of disciplines – economics, politics, history, sociology. By broadening the student’s horizon beyond their own world region, it supports the liberal arts tradition.

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.

No other course exclusively addresses globalization at the 100 level. POLS 369 Politics of Globalization is an upper level course and many courses address the issue of globalization within the context of their specific content goals

9. Method of teaching:

lecture and class discussion

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

The course will be offered each semester as part of the International Studies. There is little impact on college wide enrollments expected

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): _____

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 9/23/08

15. Signature of Dean of School:

Date: 9/23/08

16. Signature of Provost:

Date: 11/20/08

17. Signature of Business Affairs Official:

Date: 

18. Signature of Curriculum Committee Chair:

Date: 2/17/08

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
SAMPLE SYLLABUS

Syllabus modified from INTL 113 Macalester College, Nadya Nedelsky, Instructor

INTL 100 Introduction to International Studies

Instructor:

Course description:

The focus of this course is globalization. Though its definition is hotly contested, this concept encompasses the transnational linkages that increasingly characterize today’s world. It is, therefore, of central interest to International Studies. As an introduction to this field of study, the purpose of the course is to develop a base of knowledge, analytical skills, and a vocabulary of concepts useful both for understanding globalization and for further engagement with the multi-dimensional concerns of International Studies.

The course takes a four-layered approach. In the first, we examine “global” theories that seek broadly to explain the patterns of interaction and conflict that are likely to dominate our world in the near and longer-term. The second situates globalization in historical context by examining contacts between different communities during the period of British Empire. This offers a basis for comparing globalization in the current period with previous periods of interchange and imposition. The third unpacks the concept of globalization by focusing on the key sites of encounter across the various divisions that crisscross human existence. Specifically, we looks at the relationships between globalization and culture, people flows across state borders, nationalism and ethnicity, security, democracy, religious fundamentalism, gender, the environment, economics, and generations. We also explore the intersections between these various facets of globalization. Finally, the course brings the focus to the local level, examining particular cases in which larger processes play out. We will do this throughout the course.

Required Texts:

SAMPLE SYLLABUS


Overview of grade components:

1. Response/discussion paper: 15%
2. Final paper: 20%
3. Participation: 15%
4. Exam 1: 15%,
5. Exam 2: 15%
6. Exam 3: 20%

1. Response paper/presentation: due at class time on the date you have signed up for, worth 15%

Each student will write a 5-6 page, double-spaced response paper based on the readings for one class period (if there are more than 2 readings, choose 2).

In this paper, you should:

a) Give a concise summarization of the authors’ key argument or purpose in writing the piece (no longer than one half-page paragraph).

b) Identify three concepts central to the argument/analysis, along with definitions that you formulate (you can draw on the text, but do not simply copy a definition word-for-word).

c) Briefly assess the quality of the argument with regard to logic and evidence. Does the reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the argument, and are they justified?

d) Introduce a recent situation through which a key issue raised by the readings can be explored. You may look at a case that is mentioned in the piece or one of your own choosing. You should read at least three background articles (one of which, if possible, should be from a scholarly journal) on the issue so that you are able explain in some detail its relevance to the particular theme of the course. You should also e-mail a brief piece (such as an online news article) to the class on the issue by 9 pm two days before class.
e) Indicate the normative implications (implications for such principles as justice, equality and fairness) of the theory/argument as applied to that case, and any other challenges/questions that the case raises for the theory/argument.

The presentation will be based on parts d-f of the paper. In presenting, you should not simply read the paper; you should prepare a presentation outline drawing on the paper that allows you to speak to, rather than read to, your audience. At the end, you should offer two questions for discussion.

For this paper, you should attend and then reflect on one session of the Roundtable. In roughly 4 double-spaced pages, you should: a) offer the gist of the arguments made in the presentation and by the respondents, and b) explain the relevance of the issues discussed to the study of International Studies. The paper should, therefore, include a brief articulation of your understanding of the purpose of International Studies as a field of inquiry. To put it another way, what, in your view, is the broader project of the International Studies major, and how did the specific Roundtable session contribute to that?

2. Final paper: worth 25% of the grade

The final project is a 15-page paper that will allow you to critically engage with the literature on a particular aspect of globalization. You will choose one of the topics in sections A through I of Part III of the course. The paper should articulate an understanding of what globalization means with regard to a particular category of analysis (such as "culture" or "gender"). You should develop this understanding by analyzing and linking concepts, context, processes, relationships, and implications (see below). You should draw on relevant course literature, but you should supplement this with your own research when necessary to address a particular aspect of the paper. Specifically, you should:

a) First, in the introduction, define the paper's purpose, offer a synopsis of your argument, and outline the paper's organization.

b) Define the key concepts that are the subject of your analysis. Include here a discussion of any debates surrounding the proper definition of these concepts, and an explanation of why you have chosen your particular definition.

c) Situate your analysis in the relevant historical context. Has anything resembling current developments with regard to your topic happened in the past? Can you find at least one major historical example? You may need to provide your own research to answer this, but if you find evidence in the course readings, you can use that.
d) Explain the *processes* through which globalization is occurring with regard to your topic. How and by what means is it happening?

e) Analyze the key *implications* of the globalization of your particular category of analysis. In other words, what/who is being affected by the processes you identify, and how? Here, you should critically assess the literature on your topic. Which arguments are the strongest in terms of logic and evidence? Which are weakest? In this section, you should draw on at least 4 outside sources to assess the strength of the evidence offered by the course readings on your topic. Of these four, at least one source (if possible) should offer a evidence and/or analysis of the situation that disagrees with the course literature.

Here you should also examine the *relationships* between your topic and one other dealt with in the course. How do they intersect, and what are the implications of the processes/encounters you are focusing on for the other topic? Offer two real-world examples of such intersection (not more than one of which should have been introduced by a response paper).

g) In your conclusion, you should draw together and integrate the different aspects of your analysis to offer a concluding statement on the nature and importance your chosen facet of globalization.

3. Participation: worth 15% of the grade

This is not primarily a lecture course. Active participation is a requirement. To facilitate discussion, each class period each student should bring one question for discussion to class. It can be anything that struck you as interesting or puzzling in the readings. If you feel uncomfortable speaking up in class, please let me know so that we can consider strategies that will make this easier for you.

4, 5 and 6: Two one-hour exams, worth 15% of the grade and one worth 20%

**Please note:**

- **Attendance** is mandatory. You may have three unexcused absences.

- If you have not made alternative arrangements with me before the due date, **late papers** will be deducted half a grade per day that they are late. Papers must be in hard copy, not e-mailed, unless we have expressly agreed otherwise.

- **Plagiarism**
  Plagiarism is considered the worst academic offense. I will lead to failure in this
SAMPLE SYLLABUS

course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, 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 writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.

Grading Scale:

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Course Schedule:

Introduction

Wednesday, August 26: Welcome to the course

Friday, September 10: Introduction: How should we approach the task of defining globalization? What sorts of issues and processes are we confronting?
- Croucher, “Globalization and Belonging,” Chapter 1, pp. 9-42.

Monday, August 31
- Jerry H. Bentley, “Cross-cultural contacts and exchanges,” handout

I. The Global Picture: Key Debates

(Unless otherwise noted, all readings are in O’Meara, Mehlinger, and Krain)

Wednesday, September 2
- Samuel Huntington, “The Clash of Civilizations?”
SAMPLE SYLLABUS

- Fouad Ajami, “The Summoning”

Friday, September 4
- Benjamin R. Barber, “Jihad vs. McWorld”

Monday, September 7
- Robert D. Kaplan, “The Coming Anarchy”

Wednesday, September 9
- Eisuke Sakakibara, “The End of Progressivism: A Search for New Goals”

II. Historical background: Empire

Friday, September 11: video: Queen Victoria’s Empire (begin reading Ferguson)

Monday, September 14
- Ferguson, Introduction and Chapters 1-3

Wednesday, September 16
- Ferguson, Chapters 4 and 5

Friday, September 18
- Ferguson, Chapters 6 and Conclusion

III. Zooming In: Globalization and....

A. Culture

Monday, September 21
- Peter L. Berger, “Four Faces of Global Culture”
- Madelaine Drohan and Alan Freeman, “English Rules”
- Joshua A. Fishman, “The New Linguistic Order”

Wednesday, September 23
- David Rothkopf, “In Praise of Cultural Imperialism?”
- The Economist, “Culture Wars”
- John Tomlinson, “Cultural Imperialism,” handout

Friday, September 25: Exam 1
SAMPLE SYLLABUS

B. People flows and state borders

Monday, September 28
- Croucher, Chapter 2, “Reconfiguring Citizenship”

Wednesday, September 30
- Kenichi Ohmae, “The Rise of the Region State”
- Janet Ceglowski, “Has Globalization Created a Borderless World?”
- Anne-Marie Slaughter, “The Real New World Order”

Friday, October 2:

Monday, October 5
- Joseph Carens, “The Case for Open Borders” (handout)
- John Isbister, “A Liberal Argument for Border Controls: Reply to Carens,”
  International Migration Review, Summer 2000, v. 34, no. 2, p. 629 (available
  through Macalester Library online, via Expanded Academic ASAP)

C. Nationalism and ethnicity

Wednesday, October 7
- Croucher, “Nation-Shaping in a Postmodern World”

Friday, October 9
- Croucher, “Constructed Ethnicities, Global Contingencies”

D. Security

Wednesday, October 14

Friday, October 16
- David Keen, “Organised Chaos: Not the new World We Ordered”
- Walter Laqueur, “Postmodern Terrorism”

E. Visions of political community: democracy and religious fundamentalism

Monday, October 19
- Francis Fukuyama, “The End of History?”
SAMPLE SYLLABUS

- Fareed Zakaria, “The Rise of Illiberal Democracy”

Wednesday, October 21
- Robert D. Kaplan, “Was Democracy Just a Moment?”

Friday, October 23 (readings are handouts)
- Salman Rushdie, “Imaginary Homelands”
- Bikhhu Parekh, “The Rushdie Affair: The Research Agenda for Political Philosophy”

Monday, October 26
- Tahar Djaout, *The Last Summer of Reason*

Wednesday, October 28
- Tahar Djaout, *The Last Summer of Reason*, continued

Friday, October 30 (readings are handouts)
- Shahla Haeri, “Obedience versus Autonomy: Women and Fundamentalism in Iran and Pakistan”

Monday, November 2: **Exam 2**

**F. Gender**

Wednesday, November 4
- Croucher, Ch. 5, “Gendering Globalization, Globalizing Gender”

Friday, November 6 (both readings available through Mac library online, via Expanded Academic ASAP)

Monday, November 9 (handouts)
- Susan Moller Okin, “Is Multiculturalism Bad for Women?”
SAMPLE SYLLABUS

• Martha Nussbaum, “A Plea for Difficulty”

Wednesday, November 11: Film (TBA)

G. The Environment

Friday, November 13
• Vinod Thomas and Tamara Belt, “Growth and the Environment: Allies or Foes?”
• Bill McKibben, “A Special Moment in History”
• Eugene Linden, “The Exploding Cities of the Developing World”

H. The Economy

Monday, November 16
• Jeffrey Sachs, “International Economics: Unlocking the Mysteries of Globalization”
• Dani Rodrik, “Sense and Nonsense in the Globalization Debate”

Wednesday, November 18
• Lester C. Thurow, “New Rules: The American Economy in the Next Century”

Friday, November 20:
• Tupac Amaru Revolutionary Movement, “Neo-Liberalism and Globalization”

I. Generational and Cultural Intersections: White Teeth

Monday, November 23
• Chapters 1-10

Monday, November 30
• Chapters 11-20

Wednesday, December 2: course wrap-up

Friday, December 4: Exam 3
Proposal for a New Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 300 Comparative Methodology in International Studies**
   Number of Credits: 1  Total hrs/week: 1

   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 2010**

4. Catalog Description (please limit to 50 words):
   *This course is designed to give International Studies majors a formal base in international comparative methodology and provide a means for weaving together the various disciplinary perspectives encountered in the multidisciplinary IS curriculum.*

5. 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):
   *Required for all International Studies majors; IS majors must normally take IS 300 between 18 and 21 hours of the International Studies major*

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

   a) What are the goals and objectives of the course?
   *The course is designed to ensure that IS majors following different concentrations made up of courses from many disciplines have a common approach and methodology with which to integrate their academic experience*
Proposal for a New Course

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

The course attempts to operationalize the mission of the School of LCWA -- to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

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 of the major by lending cohesion to a multidisciplinary curriculum in the student's concentration

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

NA

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.

NA

b) Please explain overlap with any existing courses.

While there are method courses in other disciplines that teach comparative methods (amongst others) none is designed specifically for students pursuing a multidisciplinary curriculum

9. Method of teaching:

lecture; class discussion; seminar

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

none anticipated - larger issue will be necessary tracking of IS students to ensure that they are enrolled according to their progress in the major

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

course will be taught by new hire in IS or other IS associated faculty who volunteer to teach

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:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

a) Staff:
   see IS major proposal

b) Budget:
   see IS major proposal

c) Library:
   see IS major proposal

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

attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      new major - see IS major proposal
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 2/6/09

15. Signature of Dean of School:

Date: Feb 9, 2008

16. Signature of Provost:

Date: ________________

17. Signature of Business Affairs Official

Date: 3/24/09

18. Signature of Curriculum Committee Chair

Date: ________________

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 495: International Studies**
   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: ☐

3. Semester and year when course will first be offered: **Spring 2010**

4. Catalog Description (please limit to 50 words):
   The International Studies Capstone provides IS majors with a culminating integrative experience at the end of the major. Students from the various Concentrations will come together to explore and analyze a major international, event, problem or phenomenon, sharing the perspectives and tools they have gained in their diverse studies.

5. 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):
   **24 hours of a declared International Studies major**

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   The IS Capstone course is conceived as being the “end of the major” and will bring together students from all the Concentrations into one class where they will share with each other the different perspectives gained in their Concentrations and work towards a dynamic synthesis of an international studies perspective.
Proposal for a New Course

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

The IS Capstone is consistent with the program's mission to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society." The major is designed around Concentrations and the Capstone is viewed as the means of harmonizing the efforts of all Concentrations.

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

The IS Capstone is the 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:

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.

N/A

b) Please explain overlap with any existing courses.

NONE

9. Method of teaching:

The IS Capstone will be taught as a seminar

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

As a seminar exclusively for IS majors there will be minimal impact college wide. In the first three years the course will be offered once each spring serving a major base of up to 50-60 majors

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

INTL 495 will be staffed new hires made in LCWA for International Studies. Faculty in other departments who teach in the IS program may teach the IS capstone if they choose to do so. The Capstone course will be offered once per year in the first three years and will require one faculty member participating in the IS program to staff it.

c) Frequency of offering:

- [ ] each fall: [ ]
- [x] each spring: [x]
- [ ] every two years: [ ]
- [ ] every three years: [ ]

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

other □ (Explain): _______

11. Requirements for additional resources made necessary by this course:
   a) Staff:
      Funding is already available for a faculty position to staff this course
   b) Budget:
      n/a
   c) Library:
      n/a

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      New major in International Studies
Proposal for a New Course

14. Signature of Department Chair or Program Director: ____________________________
   Date: 9/13/08

15. Signature of Dean of School: ____________________________
   Date: 9/13/08

16. Signature of Provost: ____________________________
   Date: 11/20/08

17. Signature of Business Affairs Official: ____________________________
   Date: not needed RFP

18. Signature of Curriculum Committee Chair: ____________________________
   Date: 11/11/08

19. Signature of Faculty Senate Secretary: ____________________________
   Date Approved by Senate: ____________________________

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
INTL 495
International Studies Capstone
Spring 2010

International Studies Capstone: Social Movements

The International Studies Capstone provides IS majors with a culminating integrative experience at the end of the major. Students from the various Concentrations will come together to explore and analyze a major international, event, problem or phenomenon, sharing the perspectives and tools they have gained in their diverse studies. This semester the topic of inquiry will be Social Movements and how they intersect with a society’s politics, economics, and culture.

[This is only an example of how a capstone of this type would be organized – this is not a full-blown syllabus]

Students will explore and analyze social movements from the perspectives of their concentrations. Those with Area Studies concentrations will look at social movements in their regions (or and country of focus) and those students in Thematic Concentrations - like Comparative Literature - will look at the phenomenon from theirs. The course will be conducted as a seminar. Students will come prepared to discuss reading assignments and make class presentations of research.

I. What are social movements? Under what conditions do they arise and to what purpose? What is the relationship of social movements to civil society? To the State?

READINGS:

*Theorizing Social Movements* by Joe Fowler, Publisher: Pluto Press, 1995

*Popular Intellectuals and Social Movements: Framing Protest in Asia, Africa, and Latin America* by Michiel Baud and Rosanne Rutten (Editors) Cambridge University Press 2005

*Social Movements: Identity, Culture, and the State* by Nancy Whittier, Belinda Robnett, Belinda Robnett (Editors), Oxford University, 2002

II. Social movements and democracy and Society: Africa, Asia, Latin America, Europe.

READINGS:

*Social Movements and Democracy in Africa* by Agnes Ngoma Leslie. Taylor & Francis, 2006
African Studies in Social Movements and Democracy by Mahmood Mamdani (Editor), Codesria, 1995


Reclaiming the Land: The Resurgence of RuralMovements in Africa, Asia, and Latin America by Sam Moyo and Paris Yeros (Editors), Zed Books, 2005

Theater & Society: An Anthology of Contemporary Chinese Drama (Socialism and Social Movements) by Hai-Ping Yen (Editor) M.E. Sharpe, May 1998

CRITICAL REVIEWS
Each student will submit two critical reviews of one of the readings in each section (3 page minimum per essay). Each student will make one class presentation of an essay

RESEARCH PROJECT
Each student will research and write a 10-15 page paper focusing on social movements in their region or within the theme of their Concentration. Paper project will be divided into four tasks - 1. Construction of the research design and topic. 2. Draft. 3. Final paper. 4. Oral class presentation

THE FINAL GRADE WILL BE COMPUTED AS FOLLOWS:

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Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Jewish Studies

2. Course Number and Title: Jewish Studies 280: Southern Jewish History
   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: ☐

3. Semester and year when course will first be offered: Spring 2010

4. Catalog Description (please limit to 50 words):
   A study of the Jewish experience in the South from the colonial period to the present. Themes include the Jewish encounter with race and racism, the experience of Jewish women, the nature of Southern antisemitism, and whether the case of Charleston reflects the broader narrative of Southern Jewish history.

5. 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):
   None

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

   a) What are the goals and objectives of the course?
      To familiarize students with the experience of Jews in the South.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      Jewish Studies is a minor, not a major. This is one of a number of courses that students could take to fulfill that minor. The course examines a
Proposal for a New Course

significant field in American Jewish history, one that is likely to be of special interest to our students, many of whom are from the South, and all of whom are studying here.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   Again, Jewish Studies is not a major; see above for its role in the minor.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This class should appeal to students with interests not just in Jewish Studies, but also in history, political science, and sociology.

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.
   There should be no significant effects on other departments.

b) Please explain overlap with any existing courses.
   None.

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:
    None expected.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    None expected. Adam Mendelsohn will arrive here next year as a new tenure-track faculty member, and this is a main scholarly field for him. He expects to teach this course regularly for the foreseeable future.

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:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

None.

c) Library:
   None.

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

Syllabus attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 1-27-09

15. Signature of Dean of School:

Date: 1-28-09

16. Signature of Provost:

Date: 1/28/2009

17. Signature of Business Affairs Official

Date: 

18. Signature of Curriculum Committee Chair

Date: 2/23/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
**Southern Jewish History**

Adam Mendelsohn

**Course Requirements**

1) Class discussion will count for 10% of your grade.

2) You will be required to write three short response papers (max 2 pages each) over the course of the semester reviewing and summarizing the assigned readings for any three weeks of your choice. These papers should distill the major arguments made by the authors, and highlight their strengths and weaknesses. The best two of your response papers will together count for 20% of your final grade. These must be submitted no later than end of the week for which the readings are assigned.

3) You will be required to write one research paper of 10 pages that involves research using primary sources. One class will be devoted to developing techniques for conducting original research. Students will be introduced to the historical collections held by the library, as well as to other accessible sources of historic newspapers and documents. A list of suggested topics will be provided to you. Other research topics related to Southern Jewish history are possible provided that a written one-page description of the topic is submitted by September 25 and approved by the instructor. Each student will be expected to meet with the instructor during the week of October 26-30 with a rough draft of the research paper. The completed paper is due November 30, and will count for 40% of your final grade.

4) A final exam to be held during exam week will count for 30% of your final grade.

**Week One:**

**Is Southern Jewish History Distinctive?**


**Week Two:**

**Southern Jews in the Colonial Era:**

Richard and Belinda Gergel, “‘A bright new era now dawns upon us’: Jewish Economic Opportunities, Religious Freedom and Political Rights in Colonial and Antebellum South Carolina” in James Underwood and William Burke (eds.) *The Dawn of Religious Freedom in South Carolina*: 95-113


Week Three:

**Becoming Southern**


Week Four:

**Southern Jewish Women**


Week Five:

**Judaism Southern Style**


**Week Six:**

**Jews and Slavery**


**Week Seven:**

**The Civil War**


Adam Mendelsohn, “‘A Struggle Which has Ended so Beneficently’”: A Century of Jewish Historical Writing About the American Civil War,” *American Jewish History* 92 (December 2004): 437-454.

**Week Eight:**

**Jews and Reconstruction**


Weeks Nine and Ten:

**Anti-Semitism in the South:**


Week Eleven:

**Jews and Race in the Post-Civil War South**


Week Twelve and Thirteen:

**Jewish Struggles with Civil Rights:**


Week Fourteen:

**Recent Trends within Southern Jewish Life**


Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Jewish Studies

2. Course Number and Title: Jewish Studies 250: Jewish Mysticism
   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: ☐

3. Semester and year when course will first be offered:
   Fall 2012 (the course is now scheduled as a special topics class for Fall 2009)

4. Catalog Description (please limit to 50 words):
   A study of the major forms of Jewish mysticism, particularly Kabbala – the
dominant expression of Jewish mysticism since the 13th century – and its
modern manifestations in the Hasidic movement. Readings include both
secondary and primary sources, in English translation.

5. 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):
   None

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

   a) What are the goals and objectives of the course?
   To familiarize students with the main expressions of mysticism in the
   Jewish tradition, and their often uneasy relationship with the more
   mainstream and normative expressions of Judaism, which tend to be more
   legalistic and rationalist.

   b) How does the course support the mission statement of the department and the

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

organizing principles of the major?

Jewish Studies is a minor, not a major. This is one of a number of courses that students could take to fulfill that minor. The course examines a significant if often marginalized strand in the Jewish tradition, one that is likely to be of special interest to a number of our students, who are often drawn to mystical strands within religious traditions.

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

Again, Jewish Studies is not a major; see above for its role in the minor.

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

This class should appeal to students with interests not just in Jewish Studies, but also in religious studies, history, and sociology.

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.

There should be no significant effects on other departments. Religious Studies now offers a course on Mysticism and Religious Experience, but that course is much more general, covering a range of different traditions. The two courses should not compete with one another.

b) Please explain overlap with any existing courses.

None.

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:

None expected.

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

None expected. Joshua Shanes has already taught this course as a special topics course, and he expects to offer the class on a permanent basis.

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</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
<td>☐ (Explain):</td>
</tr>
</tbody>
</table>

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

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

a) Staff:  
   None.

b) Budget:  
   None.

c) Library:  
   None.

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?  
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:  
      Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 2/23/09

15. Signature of Dean of School:
   
   [Signature]
   
   Date: ______________

16. Signature of Provost:
   
   [Signature] Susan J. Morrison
   
   Date: 2/24/2009

17. Signature of Business Affairs Official: ____________________
   
   Date: ______________

18. Signature of Curriculum Committee Chair: ____________________
   
   Date: 3/16/09

19. Signature of Faculty Senate Secretary: ____________________

   Date Approved by Senate: ____________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Jewish Mysticism

Instructor: Joshua Shanes
Email: shanesj@cofc.edu
Office: 216 Jewish Studies Building
Phone: 953-3929
Office Hours: Tuesday/Thursday 1-2 and by appointment

Course Description

Hasidism, the most important expression of Jewish mysticism in the modern period, is also a much misunderstood movement whose origins to this day remain the subject of contentious debate among scholars. Beginning with a survey of pre-Hasidic kabbala and early modern Jewish life in Eastern Europe, this course will examine some of the most important questions relating to the first generations of Hasidism, including: magical and mystical aspects of its founder’s personality (the Besht), the spread of Hasidism under his disciples, the role of prayer and Torah study in early Hasidism, and the Tzaddik (Hasidic saint) as a new type of spiritual and social leader. We will also discuss the relationship between Hasidism and the Jewish community (Kahal) and the meaning of the movement for Jewish women. We will conclude with a discussion of opposition to Hasidism, its motives and consequences, and the history of the movement as it spread throughout Eastern Europe in the nineteenth century and throughout the world in the twentieth.

Course readings include both primary and secondary texts, but class discussion will focus heavily on reading and analysis of texts from Hasidic literature in English translation.

Course Requirements

Although this class assumes no prior background, this is an advanced seminar. Students must complete extensive secondary and primary readings - in advance of each session - and participate actively in class discussion. Please bring assigned readings to each class. There will be three short papers (~1000 words each) responding to the readings, as well as a term research paper (~2500 words) due at the end of the semester. Topics for the research paper must be approved by the instructor. Bibliographies with at least 6 refereed sources not on the syllabus are due by the end of the sixth week of class.

Note on late assignments

Because discussion on days in which written assignments are due will be based on the assignments themselves, it is extremely important that these short essays be submitted on time. Late submissions will therefore be penalized one grade per class session. In the event of a personal emergency that prevents your submission of the term paper at the end of the semester, please see me to make arrangements for an “incomplete” grade for the course.
Honor Code

The Honor Code of the College of Charleston forbids cheating, attempted cheating and plagiarism. A student found guilty of any of these offenses will receive a grade of “XF” in the course, and may be subject to additional penalties such as suspension or expulsion from the College, at the discretion of the Honor Board. See the College of Charleston Student Handbook for definitions of these offences. If you have questions about what practices constitute cheating or plagiarism, please come and talk to me.

Grading

Attendance and participation: 20%
Short essays: 40%
Term paper: 40% (including mandatory oral presentation)

Readings

Textbooks are available for sale at the College Bookstore. Other readings are available on the library e-reserves page – students must print these out and bring them to class.

1) Norman Lamm, The Religious Thought of Hasidism: Text and Commentary

2) Gershon Hundert, Essential Papers on Hasidism: Origins to Present

3) Moshe Rosman, Founder of Hasidism

4) Arnold Band, Nahman of Bratslav: The Tales

5) Allan Nadler, The Faith of the Mithnagdim

6) Daniel Matt, The Essential Kabbala

Schedule

Week 1
Tuesday, January 9
Introduction: What is Hasidism?

Thursday, January 11
Jewish Mysticism before Hasidism (I): Introduction to Kabbala

Daniel Matt, The Essential Kabbala, 1-19 plus assigned excerpts
Week 2
Tuesday, January 16
Jewish Mysticism before Hasidism (II)


Thursday, January 18
Jewish Life in 18th Century Eastern Europe


Week 3
Tuesday, January 23
The Background and Revelation of Rabbi Israel Baal Shem Tov


M. Rosman, *Founder of Hasidism*, 143-58

E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*

Thursday, January 25
The Besht as a Baal Shem

M. Rosman, *Founder of Hasidism*, 127-42

E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*

Week 4
Tuesday, January 30
The Besht as Leader

Norman Lamm, *The Religious Thought of Hasidism*, 541-556

E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*

Thursday, February 1
The Besht as Mystic

E-Reserves: Rachel Elior, *Mystical Origins of Hasidism*, 72-84


E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*
Week 5
Tuesday, February 6
Who formed the “Circle” of the Besht?

Ada Rapoport-Albert, “God and the Zaddik as the Two Focal Points of Hasidic Worship,” in Essential Papers on Hasidism, 299-329

M. Rosman, Founder of Hasidism, 159-186

E-reserves: Immanuel Etkes, The Besht, 249-58

Thursday, February 8
Dov Ber, the Maggid of Mezrich: Crystallization and Diffusion of the Besht’s Teachings


FIRST SHORT ESSAY DUE IN CLASS TODAY (FEBRUARY 8)

Week 6
Tuesday, February 13
The Maggid’s Disciples


Thursday, February 15
The Tzaddik: Multiple models of a New Institution

S. Dubnow, “The Maggid of Miedzyrzecz, His Associates, and the Center in Volhynia (1760-1772), in Essential Papers on Hasidism, 67-75


N. Lamm, The Religious Thought of Hasidism, 251-270 and skim texts

BIBLIOGRAPHY DUE TODAY (FEBRUARY 15)

Week 7
Tuesday, February 20
Shneur Zalman of Liady and the Beginnings of Habad

Thursday, February 22
Torah Study and Prayer in Early Hasidism (I)


N. Lamm, The Religious Thought of Hasidism, 173-178, 219-223 and skim texts
Week 8
Tuesday, February 27  Torah Study and Prayer in Early Hasidism (II)
Mordecai Wilensky, “Hasidic-Mitnagdic Polemics in the Jewish Communities of Eastern Europe: The Hostile Phase” in Essential Papers on Hasidism, 244-71

Thursday, March 1  “Worship through corporeality” and its consequences
N. Lamm, The Religious Thought of Hasidism, 323-4, 453-9 and skim texts

Week 9
SPRING BREAK

Week 10
Tuesday, March 13  Mitnagdim as an Alternative Religious System
Allan Nadler, The Faith of Mitnagdim, 1-102, 151-177

Thursday, March 15  Hasidim, Mitnagdim and Maskilim
Raphael Mahler, “Hasidism and the Jewish Enlightenment” in Essential Papers on Hasidism, pages TBA
Allan Nadler, The Faith of Mitnagdim, 127-50

SECOND SHORT ESSAY DUE IN CLASS TODAY (March 15)

Week 11
Tuesday, March 20  Hasidism in the 19th Century: Ruzhyn and the Regal Way

Thursday, March 22  Nahman of Bratslav: Origins and Philosophy of the “Dead Hasidim”
Arnold Band, Nahman of Bratslav: The Tales, Forward, 9-25, 29-39 and tales 1, 5, 6, 8, 9 and 12 (these are mostly just a few pages long)

Week 12
Tuesday, March 27  The Hasidic Story
Thursday, March 29

Hasidism and Women


E-reserves: Stephanie Levine, Mystics, Mavericks and Merrymakers: An Intimate Journey Among Hasidic Girls, 27-72

THIRD SHORT ESSAY DUE IN CLASS TODAY (March 29)

Week 13
Tuesday, April 3

Contemporary Hasidic Communities

Stephen Sharot, “Hasidism in Modern Society,” in Essential Papers on Hasidism, 511-31

E-reserves: Alan Mintz, Hasidic People: A Place in the New World, TBA

Thursday, April 5

Film: A Life Apart

Week 14
Tuesday, April 10

Lubavitch, the Rebbe and the Messiah

E-reserves: D. Berger, The Rebbe, the Messiah, and the Scandal of Orthodox Indifference, TBA

E-reserves: Aviezer Ravitsky, Messianism, Zionism and Jewish Religious Radicalism, 181-206

Thursday, April 12

Discussion with Rabbi Hesh Epstein, Emissary of the Lubavitcher Rebbe to Columbia, SC

Week 15
Tuesday, April 17

Paper presentations

Thursday, April 19

Paper presentations
Curriculum Committee
Proposal for a New Course

1. Department: Management and Entrepreneurship

2. Course Number and Title: MGMT 402 Leading Organizational Change
   Number of Credits: 3
   Total hrs/week: 3
   Lecture: 3
   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: Fall 2009

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

   This course exposes class members to central issues surrounding the reality of implementing large-scale change in organizations. New understandings of organization change, and about you as change agent and recipient, will provide provocative insights into managing everyday work life as well as organizational change programs.

   (45 words)

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

   Check if appropriate:
   This course will be cross listed with: ___
   NA
   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):

   MGMT 301; Senior Standing

(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?

   The 'organization of the future' has arrived. As everyone in organizations is experiencing 
in some fashion, change is ubiquitous. The pace and complexity of change, however, 
pose a critical challenge to all change agents: implementing change. Even when 
everyone seemingly comprehends the imperative for change, the typical response is to 
underestimate – or even fail to understand – the dilemmas inherent in the process of 
change. The fundamental goal of this course is to provide students with the intellectual 
resources needed to manage change in the business organizations they will subsequently 
join.

   (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 Management and Entrepreneurship is to contribute to 
innovation in the region through teaching, research, and service. Innovation involves, if 
not requires, organizational change. Students who are prepared for this dramatic 
alteration in their organizational lives will be in a much better position to create, and 
manage, the process of innovation.

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

   This course provides an important addition to the upper-level electives available to MGMT 
majors.

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

   This course is unlikely to be used by non-majors.

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.

   No overlap with courses currently in the Catalog.

(Form was approved by FCC on 04/18/06 and replaces all others.)
9. Method of teaching:

The teaching method concentrates on focused discussion, but also includes cases, several individual projects and occasional lectures.

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

As an additional senior-level elective, this course will attract some of the existing Management majors. On the other hand, as some of the senior-level courses are required, there is not likely to be a large shift in current enrollment patterns.

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

Offering this course will not change the existing staffing of the Department.

(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 is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   Date: 1/27/09

14. Signature of Dean of School: 
   Date: 1/29/08

15. Signature of Provost: 
   Date: 2/27/09

16. Signature of Business Affairs Official: 
   Date: 3/3/09

17. Signature of Curriculum Committee Chair: 
   Date: 3/26/09

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, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
MGMT 402
LEADING CHANGE in CONTEMPORARY ORGANIZATIONS

Dr Gordon Dehler

To 'manage change' is wishful thinking, implying as it does that one not only knows where to go and how to get there but can persuade everyone else to travel there. To 'cultivate change' is something different, suggesting an attitude of growth, of channeling rather than controlling, of learning not instruction.
- Charles Handy [1993] in Understanding Organizations

Resources:


Harvard Business School cases/articles available from study.net.

Course Overview: The 'organization of the future' has arrived. As everyone in organizations is experiencing in some fashion, change is ubiquitous. The pace and complexity of change, however, pose a critical challenge to all change agents: implementing change. Even when everyone seemingly comprehends the imperative for change, the typical response is to underestimate – or even fail to understand – the dilemmas inherent in the process of change. This is in large measure because change is as much, if not more, emotional, political, and symbolic as rational. As Richard Pascale notes in HBR, the most critical problem confronting organizations trying to change is that the 'whole burden of change typically rests on so few people.'

This course exposes class members to central issues surrounding the reality of implementing large-scale change in organizations. New understandings of organization change, and about you as change agent and recipient, will provide provocative insights into managing everyday work life as well as organizational change programs.

Those who haven't been through a transition yet will be convinced I'm exaggerating or have found only odd people to work with.
- Jeanie Daniel Duck in The Change Monster

Frank Bama says sometimes the best navigators don't know where they're going until they get there - and then they still don't know!!
Learning Objectives:

1] Conceptualize change as a learning process and what that means for managing change.
2] Understand how the need for change may be rational, but how other perspectives come into play in the change process, e.g., emotional, political, cultural/symbolic.
3] Distinguish between organization development v. organizational transformation, incremental v. discontinuous, evolutionary v. revolutionary change.
4] Develop an appreciation for what it means to 'manage' rather than 'control' change.
5] Create strategies for envisioning and implementing large-scale organization change.
6] Foster an appreciation for the importance of managing context rather than 'people.'
7] Practice skills in employing different perspectives, i.e., 'thinking outside the box.'

Expectations of Students: My expectation is that you will come to class 'prepared.' Of course, my definition and yours may differ! So to clarify, to me it means both reading and thinking about the material. I don't want to reduce the class to 'lecture' [believe me, you don't either!!]. Hence, your challenge in preparation is to determine how you can 'add value' to a particular class, perhaps by relating a personal experience, by critiquing a change endeavor in your own organization, by engaging others in class via 'skillful discussion,' or providing unique interpretations/applications of the readings. This is up to you; the ultimate success of the class depends on your contributions.

Some Advice about Attendance: Quite simply, I expect students to come to class unless they can't. If you cannot attend class for some reason, then I would expect to be notified prior to class, e.g., e-mail or voicemail. Also, attendance does not constitute 'contribution.' Attendance is a basic expectation just as your employer expects you to come to work but not reward you for merely being present, i.e., it is a necessary but not sufficient requirement for contributing to class.

Instructional Pedagogy: This class will employ a variety of approaches to learning, including: some [minimal] lecturelettes, lots of video, extensive class discussion and dialog, in-class group discussions, and participatory activities. Key prerequisites include an open mind, a sense of humor and willingness to truly listen and comprehend what others have to say.

Evaluation Schema: SportsGear case analysis: 10% Asda speech: 20%
Cin-Made case analysis: 30% Chapter 1: 40%

Changes in latitudes. Changes in attitudes.
Nothing remains quite the same.
- Jimmy Buffett
COURSE PROJECTS

Overview: Following is a list of the learning endeavors expected of all class members as well as a brief, general description of what is expected. They are designed to facilitate and enhance your learning in the class, i.e., provide you with an opportunity to create personal understandings and meaning. What you put into this is going to influence what you get out of the class. I have provided page guidelines to convey relative emphasis only. I expect [and reward] parsimonious writing; that is: good writing is precise, concise and transforms knowledge rather than merely [re]telling documented information. [You have heard me say this before!] Critical and analytical thinking is best communicated via the written word. [If I don't 'get it,' then it's your responsibility to write it clearly enough so that I do 'get it'!] [See Dehler 1996 on WebCT for elaboration]

The Projects:

1) Case Analysis: The Empowerment Effort that Came Undone [2 pages]
Analyze the change initiative at SportsGear. Pay particular attention to the roles people assume, especially Mr Marlow, the place of resistors, how the team managed the process, and the actions of the CEO. After your initial analysis, assume Mr Griffin did not leave the presentation and speculate as to what might have occurred in that instance.

2) Archie Norman's Speech to Asda Executives [1-2 pages]
Mr Norman has asked for your help, as an outside consultant, to craft his opening remarks with his management team. Specifically, write out his initial comments. Recall that this is a make-or-break effort for Asda, so make it good!

3) Case Analysis: Empowerment or Else [Cin-Made] [2-3 pages]
This is a ‘culminating’ analysis for the course. Provide a rich description/interpretation of what Mr Frey did at Cin-Made to transform his organization. Thus, you should include such aspects as the place of values, urgency, outcomes, power, leadership, and the process of change itself as it unfolded. Use case ‘facts’ to support your analysis, but also include your own views/assumptions of such aspects as the emotional challenge, e.g., Duck.

4) Chapter One of your book [8-10 pages]
Write 'Chapter 1' of your book on organization change. Drawing from your reading and thinking on the subject of organization change, develop the opening chapter of your book that addresses what organization change really is and how to make it happen in your organization. Some things that might be expected in this chapter include title, your [original] model of the [real] change process, the contribution your book will make and the insights to be gained by reading it, and a chapter-by-chapter discussion of the rest of the book. [2 copies]

For anyone immersed in equilibrium, it is not easy to recognize it as a threat because it often wears the disguise of an advantage.
- Pascale, Millemann & Gioja in *Surfing the Edge of Chaos* [2000]
The danger lurking in many discussions of organizational change is that the whole thing starts to sound much simpler than it is. ... The sad fact is that, almost universally, organizations change as little as they must, rather than as much as they should. [Kanter, Stein & Jick, 1992, p.4]

We will not gain anything unless we also work at resolving a fundamental failure of our organizations - the failure to match people with work that gives them joy.
- Dick Richards in *Artful Work*

I have always begun a writing project with a loose idea of a story but without actually knowing where I'm going or how I'm getting there.
- Jimmy Buffett in *A Pirate Looks at Fifty* [1998, p. 11]

**Articles from Fast Company Magazine**

Profiles in Change.

- US Mint
- John Chambers
- Pascale
- Disrupter
- Positive Deviant
- Learning for a Change.
- Your Job is Change
- Practical Radicals
- Fight. Learn. Lead.
- His People are as Good as Gold
- The Change Agent Blues
- How Skandia Generates Its Future Faster
- Change
- Grassroots Leadership

www.fastcompany.com/feature/change/intro.html
www.fastcompany.com/feature/change/workshop.html
www.fastcompany.com/feature/change/pioneers.html
www.fastcompany.com/feature/change/smith.html
www.fastcompany.com/feature/change/bjurstrom.html
www.fastcompany.com/online/30/usmint.html
www.fastcompany.com/online/48/chambers.html
www.fastcompany.com/online/45/pascale.html
www.fastcompany.com/online/52/friend.html
www.fastcompany.com/online/41/sternin.html
www.fastcompany.com/online/24/senge.html
www.fastcompany.com/online/39/jobischange.html
www.fastcompany.com/online/38/radicals.html
www.fastcompany.com/online/04/wargames.html
www.fastcompany.com/online/30/fortknoxx.html
www.fastcompany.com/online/34/rftf.html
www.fastcompany.com/online/06/skandia.html
www.fastcompany.com/online/08/change.html
www.fastcompany.com/online/33/ford.html
## COURSE SCHEDULE

**KEY:**  
- h/o = class handout  
- FC = Fast Company  
- WB = Burke book  
- HBRoC = HBR on Change book  
- Duck = Change Monster  

**[NOTE:]** Boldface = assignment due that class meeting

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day/s</th>
<th>Topic/Reading/Assignment</th>
</tr>
</thead>
</table>
| 1  |       | **The Oxymoron of Change: Planned Change [We've got to have a plan – but nothing goes according to plan]**  
   |       | Introduction: Course design; expectations  
   | 2  |       | **Non-sense:** What logic becomes as we cross the delta from reason to chaos.*  
   | 3  |       | **Looking to the Future: Crystal Ball or the Rearview Mirror?**  
   |     |       | WB: 1, 2 [pp19-26, 32-36]  
   |     |       | Duck: ch 1-2  
   |     |       | [h/o] Stacey 1992  
   |     |       | FC #45: p130 How Business Is a Lot Like Life  
   | 4  |       | **Failed Dollars and Successful Quarters**  
   |     |       | Case: FC #30: p330 Mint Condition  
   | 5  |       | **Distention:** Not inattention, but the refusal to involve oneself in issues that have no relevance over one's life.  
   |     |       | **Age of Access:** The age we are already in, in which connectivity drives toward the access of everyone to everyone, everything to everything, and everything to everyone; it impels new political and economic structures based on access, not scarcity.  
|     |       | **Just Faking It: Change is a Good Thing [But not too much or we might have to really change]** [with due respect to Otis Reading+]  
   |     |       | WB: 3, 5  
   |     |       | Duck: ch 3-4  
   |     |       | HBRoC: Kotter; Goss et al.  
   |     |       | FC #24: p178 Learning for a Change [Peter Senge]  
   | 5  |       | **Leading Change 1: Leaders Matter**  
   |     |       | [h/o] HBR Case: The Empowerment Effort That Came Undone  
   |     |       | 1-pg analysis  

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*I can't do what ten people tell me to do [so I guess I'll remain the same].*

---

*And there you have the paradox of action: Nothing will turn out exactly as it is supposed to. ...  
Where you want to go today is almost certainly not where you will get to when you arrive.

- Wacker & Taylor in *The Visionary's Handbook* [2000]
Changing an organization is inherently and inescapably an emotional human process. – Jeanie Duck in The Change Monster [2001]

6

Change or Die [Change and Die?]
HBRoC: Collins & Porras
HBR: Change Without Pain [Abrahamson 2000]
FC #65: p115 Innovation Now! [Gary Hamel]
FC #55: p88 Is This Company Beyond Repair? [Novalux]

Slings Theory: A theory of social history based on the premise that at any given moment society is either contracting toward consensus or expanding toward the exploration of endpoints.

7

Making Sense of Transformation: Exploring Change Models
WB: 4, 7 [pp143-150, Table 7.2: pp165-166], 8 [pp175-179, 183-188]
Duck: ch 5-7
[h/o] Nadler 1995
h/o] Case: Royal Dutch/Shell

Unrules: A form of corporate discipline built on the premise that in a chaos world the company with the fewest rules wins.

8

Leading Transformation [The Ultimate Oxymoron?]
WB: 11
HBRoC: Martin
HBR: Leading Change When Business Is Good [IBM/Sam Palmisano]
FC #88: p112 IBM’s Management Makeover
FC #85: p52 Inside the Mind of Jeff Bezos [Amazon]

Cultural Schizophrenia: The modern condition born of a disconnection between attitudes and behaviors, between the world as it is presented and the world as we intuit it to be.

9

Leading Change II: The Renewal Imperative
HBS Case: Asda [and the UK grocery industry]

Archie’s remarks

Yesterday’s success has never mattered less. Today’s success has never been more fragile. Tomorrow has never been more uncertain. And the courage to lead the kind of change that it takes to survive ... in this world has never been in such short supply. ... Going forward, your only weapon is systemic, radical innovation. In these suddenly sober times, the inescapable imperative for every organization must be to make innovation the all-the-time, everywhere capability.
– Gary Hamel in Innovation now! [Fast Company, 2002]
The dramatic reduction in CEO tenure confirms that many leaders do not have the knowledge, the skills, or perhaps the will to transform their companies. - Michael Beer & Nitin Nohria in Breaking the Code of Change [2000]

10

It's the Culture [Stupid]: Change Can't Change Can't!!
FC #89: p54  The Fabric of Creativity [WL Gore]
FC #51: p106  How EDS Got Its Groove Back
FC #55: p54  Planned Parenthood’s 25-Year Plan

Intelligent Disobedience: What seeing-eye dogs are taught – essentially that they are to obey unless they have a better idea.

11

Manage the Context, Not the People [or The ‘Beaner’ Follows Behavior]
Duck: ch 8-10
HBROC: Duck; Strebel
HBR: Communities of Practice: The Organizational Frontier
FC #87: p106  Ford’s Escape Route
FC #85: p73  Lighting the GE Way
HBS Case: Oticon A/S: Project 330

Flight Impulse: The tendency of everyone between the ages of 45 and 50 to seek a completely different lifestyle and actively plot their escape.

12

Concede or Persist?: The Challenge of Change
WB: 9 [pp195-209]
Duck: ch 11-14
FC#39: p140 Your job is change [Robt. Reich]
FC#38: p162 Practical radicals
HBR: Empowerment Or Else [1993] Analysis/reflection due

Enlightened Anxiety: Anxiety cannot be erased because it is a natural reaction to a world in extreme flux. Rather, it must be embraced and used.

13

Find Creative People ... Or Create People?
FC #89: p75  The 6 Myths of Creativity [Teresa Amabile]
FC #35: p274  The Most Creative Man in Silicon Valley [Michael Ray]
FC #75: p104  Out of the Box [Ideo]

Disharmonious Conjunctions: The organizing principle of a chaos world. Nothing can be planned. Nothing happens as part of a predictable chain of events. Decision making is driven by random convergences.
We all live on the great, dynamic web of change. ... If knowledge is an artifact, and innovation is the result of interaction on the web, then the way for us to better manage change is to become acquainted with the interactive process.
- James Burke in The Pinball Effect

Homophily: The tendency of objects, when in close proximity, to assume characteristics of each other.

Oxymoronic Future: A future formed by the infinite repetition of disharmonious conjunctions.

Dr D. Can We Get There from Here?
[Well, where do you think ‘there’ is, Mark?]
WB: 12
HBR: Why change programs don’t produce change [1990]
HBR: Tipping Point Leadership [2003] Ch 1 due

Glossofacia: A tendency to use very large words to explain very small phenomena. Glossofacia drives the complexify rather than simplify and is the natural instinct of reactionaries to an age of change.

Values-based Management: Management based not on objectives, but on a finite number of incontrovertible beliefs never subject to a proof test.

Dehler, Gordon E

From: Blose, Julia E
Sent: Wednesday, January 21, 2009 1:38 PM
To: Thal, Karen I; Dehler, Gordon E; Evans, Jocelyn D
Subject: FW: curriculum proposals for November School meeting (2007)
Attachments: acct 444 form.pdf; acct 444 syllabus.doc; ENTR 360 form.pdf; MGMT 402.pdf; newcourse_form ECON 444.doc; Internship Course Requirements_ECON Fall 2007.3.doc; newcourse_form FINC 444.doc; Internship Course Requirements_FINC Fall 2007.3.doc; changecourse_form finc 382.doc

Hello:

Looking back at my records, it looks like my last contact with the mgmt 402 proposal was the message below sent to the School prior to our Nov 2007 faculty meeting.

I generally did not forward proposals beyond this point in the process. The chairs and/or proposal author forwarded them once they were approved by the School, unless someone specifically requested that I move their proposal forward for them. I have no record/recollection of any such request for this particular course.

I also did not generally make any kind of adjustments to the proposal at any time during the process for fear I would make an error (since I wasn't the original author). As you will note from the message below, the mgmt 402 file as attached needs to be updated with new title as approved by the SBE Curriculum Committee and School.

Gordon...let me know if you would like me to help to get the required signatures at this time. Aside from the chair, the dean is the next signature needed. The curriculum committee chair mentioned on the form is the chair of the FCC at the college level. (No signature is required of the School's curriculum committee). You can also access the FCC's website with key deadlines and spring meeting dates at cofc.edu/~currcomm.

Please accept my apology for not having a better system in place to make sure this kind of thing didn't happen and let me know if I can help now.

Julie

---------- Forwarded message ----------

From: Blose, Julia E.
Sent: Tue 10/30/2007 1:53 PM
To: BAEcon
Subject: curriculum proposals for November School meeting

The SBE Curriculum Committee has reviewed and approved the attached proposals (with the exception that MGMT 402 was approved with the course title "Leading Organizational Change"). Please take a moment to read over them so they might be discussed and voted on at our next School meeting on Tuesday, November 6.

The proposals are:
1. New Course - ACCT 444, Accounting Internship
2. New Course - ENTR 360, Special Topics in Entrepreneurship
3. New Course - MGMT 402, Leading Change in Contemporary Organizations (approved with the new title "Leading Organizational Change")
4. New Course - ECON 444, Economics Internship
5. New Course - FINC 444, Finance Internship
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Hispanic Studies

2. Course Number and Title: PORT 291
   Number of Credits: 03  Total hrs/week: 03
   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 2010

4. Catalog Description (please limit to 50 words):
   This course introduces the fundamental structures of Portuguese, emphasizing writing and pronunciation while contrasting and comparing Spanish to Portuguese. Students will develop reading comprehension abilities in order to become independent readers while learning relevant cultural aspects of the Portuguese-speaking world.

   Note 1: Pre-requisite: Spanish native speakers, Spanish majors or minors, or those who have completed 15 hours or more in college-level Spanish. All other students need consent of the instructor, based on oral interview and written exam.

   Note 2: This class meets 3 days a week; a one-hour practicum conversation class is strongly recommended. This class covers language structures of PORT 101-202 in one semester. Upon successful completion PORT 291 students will not be able to receive credit towards their language requirement in any PORT 101-202 level and vice-versa.

5. 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 9/1/08 and replaces all others.)
Proposal for a New Course

5. Prerequisites (or other restrictions):
   Spanish native speakers, Spanish majors or minors, or those who have completed 15 hours or more in Spanish. All other students need consent of the instructor, based on oral interview and written exam.

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

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

   **6.1. Most Portuguese students either already know Spanish or are studying Spanish.** They are not true beginners. Considering that the Portuguese language comprises more than sixty per cent of the structure and vocabulary of Spanish, the sequence PORT 101-202 is a very slow option for those students already fluent in Spanish. On the other hand, students cannot skip an introductory level like PORT 101 and go to PORT 201 or 202 because they miss the basics of Portuguese included in PORT 101-102. The traditional PORT 101-202 sequence has proved inadequate for Spanish speakers in terms of the speed in which the material is presented. With this sequence, Spanish speakers end up harming their ability to learn Portuguese because of the slow pace, and can obstruct the learning progress of non-Spanish speaking students because usually SS demand more than NSS.

   **Having two levels in the same class (Spanish speakers and non-Spanish speakers creates such a heterogeneous class that fast Portuguese for Spanish speakers is an attractive option for students who want to learn another language.**

   **6.2. This course will increase the Latin American and Caribbean Studies program's range of classes focused on the Portuguese-speaking world.** The course will allow more students to focus on the Portuguese language and culture of Brazil, a country that plays a major role in Latin America. This course, as already approved by the LACS program, will be part of CORE I – LACS major.

   **6.3. The International Business program will also greatly benefit from this course, whose development is being funded by the School of Business and Economics through its Title VI A grant.** The CoFC, through bilateral agreements with some Brazilian universities initiated by federal FIPSE grants, sends students to Brazil. This course will help generate more interest in studying abroad in Brazil, and in studying subjects related to Brazil here at the College. Due to its intensive nature, PORT 291 is a fast way to introduce those students who are already interested to the language and culture of Brazil. Advanced knowledge of the Portuguese language will especially benefit students traveling abroad, allowing them greater opportunities to benefit from their experiences. Considering that Brazil is the largest U.S. commercial partner in South America, and that the Brazilian economy is currently the third largest in the world, learning the Portuguese language is a boon for International Business.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

6.4. The Linguistics students can also benefit from this course, when comparing the similarities and differences between Portuguese and Spanish and internalizing general rules of language development. Goals: To develop students' reading, writing, and speaking skills in order to be able to communicate satisfactorily in Portuguese; to prepare students to take 300 level Portuguese classes. Students will learn the basic linguistic and grammatical structures of the Portuguese language through comparison and contrast of Spanish with Portuguese.

Objectives:
(1) To offer an intensive course of Portuguese in the Depart. of Hispanic Studies.

(2) To develop students' four basic language skills (listening, speaking, reading, and writing) in Portuguese through meaningful and contextualized communication in order to initiate and sustain a conversation. In particular, to develop students' reading abilities in order to allow them to become independent readers.

(3) To have students compare the similarities and differences between Portuguese and Spanish in order to internalize the general rules of language evolution.

(5) To introduce the students to the culture of Brazil.

(6) To provide LACS students one course that introduces them to the language and culture of Brazil and enable them to acquire reading and speaking abilities in Portuguese.

(7) To prepare International Business students to study in Brazil.

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

(1) The Department of Hispanic Studies seeks to promote and to develop knowledge and appreciation of Portuguese language, and guide students towards further studies in Portuguese. This is a course for students who already know Spanish and want to study Portuguese as their second or third foreign language, and want a quick jump into the language.

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

N/A

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This class is appropriate for any student with a strong background in Spanish who desires to pursue more in depth studies in any field utilizing Portuguese.

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.
   Yes. Upon completion of PORT 291, students will have an overview of the language and culture of Brazil. Both the International Business Program and the Latin American and Caribbean Studies program see PORT 291 as an important component of their programs and support the class. In addition, students from the Department of Hispanic Studies and in the Linguistics Minor Program will also benefit, as the course will expand their knowledge of Romance languages and how these languages have evolved historically.

b) Please explain overlap with any existing courses.
   N/A

9. Method of teaching:
   Teaching combines lecture and a number of interactive, task-oriented, and social situations. The course emphasizes the "Five C's" of language learning: communication, cultures, connections, comparisons, and communities. In addition to this, an approach using a contrastive analysis of Portuguese and Spanish will be used. One day per week will be devoted toward reading and writing; readings assignments will focus on cultural information and will be emphasized in class by discussion. Writing assignments will be reviewed and edited several times, and will be taught as a process. Though in-language verbal communication will be required, students will be strongly encouraged to take PORT 291-C in order to further develop their conversational skills.

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

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

c) Frequency of offering:
   each fall: [ ]   each spring: ☒
   every two years: [ ] every three years: [ ]

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

11. Requirements for additional resources made necessary by this course:
   a) Staff:  
      N/A  
   b) Budget: 
      N/A  
   c) Library: 
      N/A  

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

Supplement

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   __________________________
   Date: 2-25-07

15. Signature of Dean of School:
   __________________________
   Date: 2/29/09

16. Signature of Provost:
   __________________________
   Date: 3/10/2009

17. Signature of Business Affairs Official:
   __________________________
   Date:

18. Signature of Curriculum Committee Chair:
   __________________________
   Date: 3/24/09

19. Signature of Faculty Senate Secretary:
   __________________________
   Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Portuguese 291
Portuguese for Spanish Speakers

1. Goals
This course of Portuguese for Spanish Speakers gives in one semester an overview of the basic structures of the Portuguese language. The course will compare and contrast aspects of Spanish and Portuguese, focusing on the grammar, linguistic structure, and the sounds, rhythm, and intonation of Portuguese. Additionally, the course will provide an introduction to the culture of the Portuguese speaking-world. The course integrates the “five C’s” of language acquisition: communication, cultures, connections, comparisons, and communities. The four primary language skills (reading, writing, listening, and speaking) will be developed, with emphasis placed on spoken and written expression. Upon completion of Portuguese 291 students will be able to take Portuguese courses at the 300 level.

2. Objectives
- Students will be able to satisfactorily read and communicate orally and in writing, becoming aware of the differences and similarities between Portuguese and Spanish.
- Students will learn to pronounce the language accurately and will recognize what sound the instructor is pronouncing or talking about. Students will become familiar with the Portuguese intonation and timing—important elements that distinguish Portuguese from Spanish.
- Students will develop their reading abilities in order to become independent readers capable of reading authentic, primary texts in Portuguese (from simple documents to the discourse of newspapers, magazines, articles, and literary texts).
- Additional section-specific objectives are included in each chapter of the required textbook.

3. Description of the class
The class will meet three days a week. Two of the three days are allocated to communicative activities, including oral practice and grammatical presentations comparing and contrasting Portuguese and Spanish; the third day is devoted to reading and writing. Music will be used in class to help students to acquire aural perceptions of the distinctions between Portuguese and Spanish, specifically in rhythm and intonation. Out of class assignments are an integral component of the intensive nature of the course, and will include homework (implementing audio and video elements), and three compositions. Compositions will be reviewed and edited several times as part of a continuous, dialogical process of written language acquisition. Students’ progress will be evaluated in terms of participation, homework, three compositions, four tests, and a final oral and written exam. I expect that this course will require at least two additional hours (per day of class) of study outside of the classroom in order to keep up the assignments. Port 291 – C, Conversation class for communicative activities, is strongly recommended.
4. Policies
4.1. The Honor Code of the College of Charleston forbids cheating and plagiarism. As a student here, you have signed the Honor Code. Thus you bound to the College’s policies and are required and to adhere to the Honor Code in this class. Any suspected violations will be referred immediately to the Judicial Board. Violations include any type of cheating on tests, final exams, and also copying homework assignments and using the Lab Translator.

4.2. Fridays are usually days for tests and homework. Graded homework may assigned for any day, generally a week before it is due. You will have the answer key for your homework. It is your responsibility to make necessary corrections and ask for clarification from the instructor, if necessary, before the day of the test.

4.3. You will be assigned homework and compositions. Late assignments will receive half credit; full credit for late assignments is not possible.

4.4. It is the student’s responsibility to keep track assignments and in-class content. If you miss a class, ask a colleague or contact me—via telephone, email or in person—regarding pertinent material covered in class, including upcoming assignments.

4.5. Required compositions are due on Mondays. Writing, as a cognitive process, involves several drafts in order to add, delete, change, modify, and reorganize the text in terms of vocabulary, grammar, ideas, and style. This means that several drafts will be required for each composition. Readings will be assigned prior to each composition in order to expand students’ range of vocabulary, grammar, and stylistic elements. Compositions will feature reviews by the instructor and by peers, and will be subject to both the instructor’s corrections and self-correction. The instructor will act as facilitator in this process. Every draft will be graded as a final draft until all corrections are made to generate the final product; however only the numerical grades assigned to the last two drafts and the final draft will be averaged to produce a student’s grade for the composition (with the final draft weighted more than the preliminary ones). Students must submit at least two ‘rough’ drafts in addition to a final draft, and must also submit any and all corrections (e.g., reviewers’ comments or marked up paper copies of preliminary drafts). Failing to submit at least three total versions will result in penalties.

4.6. The book Ponto de Encontro: Portuguese as a World Language is required for every class, and is available locally at the CoFC Bookstore and at University Books. Please note that the entire set (textbook, workbook, and answer key) is required. The audio and visual components of the student activities manual are available online through the Publisher’s web page (see below) and are necessary for completing many homework assignments; the video is also available online through the CoFC server. Additionally, many supplemental activities are available on the publisher’s Ponto de Encontro Companion website.
Address: <http://wps.prenhall.com/wl_klobucka_ponto_1>
You may need to download Realplayer first. Address: <http://www.real.com/player/index.html>

4.7. Attendance and class participation improve the class and your grade. Regarding attendance, two absences (excused or unexcused) will be allowed without penalties. Your third absence will result in your final course grade being lowered by one letter grade (e.g.: B+ to B). Another letter will be lowered for each following absence. Five absences at most will be tolerated: at absence #6 you will be immediately dropped from this class, and a final grade of “WA” (Withdrawn due to Absences) will be assigned.

Note: a grade of "WA" translates into an "F" in GPA calculations and on your official transcripts
Regarding participation, active participation is expected. For each time you come and participate in class, you will be given a grade (A, B, C, etc) that will be figured out into your final grade. If you do not come to class, you will have a zero for participation that day. You must sign a sign-in sheet everyday. Mispronunciation or lack of fluency will not affect your participation grade. Therefore, try to participate as much as you can!

4.8. It is strongly recommended that you enroll in and take the Conversation Practicum Class (one credit, one hour per week) in order to improve your conversational skills.

4.9. Tutorial sessions are available to you free of charge at the Tutorial Center, in the Library. Appointments are required.

4.10. Office hours are to help you. Take advantage of them and see me. If you cannot make it to my designated Office Hours, please contact me to set up an appointment. I strongly encourage you to see me regularly, before problems arise: do not expect advice or assistance on a test day or on the day an assignment is due.

4.11. “Bate-Papo” means to chat, in Portuguese. The Portuguese Labguage Club will be holding Bate-Papos every other week, after week 2. These events are a wonderful opportunity to use your oral communication skills outside of the classroom environment. I encourage you to come to the Bate-Papos to meet other Brazilians and/or Portuguese language students and teachers.

5. Materials
5.2. One dictionary Portuguese/Spanish or Portuguese/English. **Suggested**
5.3. One course packet with readings from the following books: **Required**
5.4. Reference books:
6. Grade components

<table>
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<tr>
<th>Grade components</th>
<th>Grading scale (CofC scale)</th>
<th>73-76:</th>
<th>70-72:</th>
<th>69:</th>
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<td>D+</td>
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<tr>
<td>Participation:</td>
<td>10%</td>
<td></td>
<td></td>
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<tr>
<td>Compositions:</td>
<td>15%</td>
<td></td>
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</tr>
</tbody>
</table>

7. Criteria for participation grade in Portuguese

<table>
<thead>
<tr>
<th>The “A” student:</th>
<th>The “D” student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Shows initiative</td>
<td>1) participates grudgingly</td>
</tr>
<tr>
<td>2) Initiates and maintains interaction with fellow students and the instructor</td>
<td>2) Speaks most English or Spanish in small group activities</td>
</tr>
<tr>
<td>3) Shows leadership in group activities</td>
<td>3) Generally does not cooperate in small group activities</td>
</tr>
<tr>
<td>4) Almost never uses English or Spanish in communicative interactions</td>
<td></td>
</tr>
<tr>
<td>5) Try to ask questions only in Portuguese</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The “B” student:</th>
<th>The “F” student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Shows willingness to participate</td>
<td>1) Is always obviously unprepared for discussion</td>
</tr>
<tr>
<td>2) Cooperates fully in discussions and group activities although may not necessarily be the leader</td>
<td>2) Is disruptive, prevents other students from hearing, etc</td>
</tr>
<tr>
<td>3) Answers readily when called upon</td>
<td>3) Refuses to participate in class activities. Is disgraceful to other students and the instructor</td>
</tr>
<tr>
<td>4) Elaborates somewhat on answers</td>
<td></td>
</tr>
<tr>
<td>5) Occasionally resorts to English or Spanish</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The “C” Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participates more passively than actively</td>
</tr>
<tr>
<td>2) Speaks mostly English or Spanish in discussions and small group activities</td>
</tr>
<tr>
<td>3) Generally does not cooperate in small group activities</td>
</tr>
<tr>
<td>SEMANA</td>
</tr>
<tr>
<td>---------</td>
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<tr>
<td>-1-</td>
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<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 2</th>
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<tr>
<td>-2-</td>
<td>Description of persons, places, and things; express nationality and place of origin; express where and when events take place; adjectives, Diff. Span/Port. between verbs ser and estar; adjectives, possessives; contraction of preposition em with articles. The sounds of b and v, l and lh Sounds: o&gt;u and e&gt;i (close o/e of weak syllable at the end of words); Reading: As cinco regiões do Brasil</td>
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<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 3:</th>
</tr>
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<tbody>
<tr>
<td>-3-</td>
<td>Discuss activities and make future plans/arts &amp; entertainment Diff. Span./Port. verb ir (expressing present and future); prepositions por and para; regular verbs in –er, -ir; Grupos de verbos: voy, soy, estoy, doy /vou/sou/estou/dou The sounds of r, j, and g. The sounds of x and ch Reading: Cronograma histórico do Brasil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Unidade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4-</td>
<td>Discuss about family, routine activities, preferences, and feelings Diff. Span/Port. present tense of stem-changing verbs; Present tense of irregular verbs. Verbs haver and fazer with expressions of time; adverbs The sounds os s and z, d and t Reading: Roberto DaMatta: O que é o Brasil? Roberto DaMatta, pp 7-12 Composition 1A</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5-</td>
<td>Discuss about housing, domestic chores, schedules; Diff. Span/Port. Present progressive; demonstrative adjectives &amp; pronouns; reflexive verbs, saber &amp; conhecer. The cedil (c cedilha) ç/z. Pronunciation: the accent Reading: Roberto DaMatta: A casa, a rua e o trabalho, pp.13-20 Composition 1B</td>
</tr>
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<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6-</td>
<td>Talk about clothing and shopping; discuss consumer and markets Diff between Span. and Port. direct objects nouns and pronouns. Preterite tense of regular verbs; preterit of ir and ser, tag questions; Sounds of f and h; c and ç; q and qu Readings: Reunião de mães, Fernando Sabino</td>
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</tbody>
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<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 7</th>
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</thead>
<tbody>
<tr>
<td>-7-</td>
<td>Describe physical &amp; leisure activities; discuss about sports in general &amp; the weather Diff. Span/Port between indirect object and pronouns; some irregular preterit and the imperfect of regular and irregular. Verbs haver and fazer meaning ago Endings ção e ción; sounds s and z, hiatus; crasis Readings; Saúde e bem-estar (magazine) Composition 2A</td>
</tr>
</tbody>
</table>
| SEMANA -8- | Lesson 8  
Talk about holiday activities and religion; folklore; accept and decline invitations  
Diff. Span/Port. comparisons of equality and inequality; the superlative; more reflexive verbs and pronouns. Sounds “x” and “ch”; ñ>nh  
Readings: Formação étnica do Brasil; Influência negra no Brasil, Mello e Souza (162-167)  
Composition 2B |
| SEMANA -9- | Lesson 9  
Talk about the workplace and professions; discuss jobs and abilities, national and global economies.  
Diff. Span/Port. Se as impersonal subject in Port. /Span.; commands.  
Final “i” in Brasil.  
Readings: Um racismo ‘à brasileira’, pp. 21-27  
Test 3 |
| SEMANA -10- | Lessons 10 and 11  
Discuss food, shopping, discuss and compare healthy foods and culinary traditions  
Discuss body, health, and medical treatments, compare health-care systems  
Diff. between present subjunctive and present subjunctive, Relative pronouns, equivalent of let’s. False cognates, relative pronouns. Able/avel em “amável”.  
Sounds s and z doce/doze.  
Reading: Roberto DaMattá: O carnaval, pp.37-43  
Composition 3A |
| SEMANA -11- | Lesson 12  
Make travel plans and discuss itineraries; directions  
Diff. Span/Port. Indicative and subjunctive in adjective clauses. Past subjunctive.  
Sounds of b/v. Gender in Port. And Span nouns / tudo/todo  
Sound of ll/ll as in trabalho. ss and s and ç.  
Readings: Roberto DaMattá O ‘jeitinho’ brasileiro, pp. 45-56  
Composition 3B |
| SEMANA -12- | Unidade 13  
Learn about environmental concerns in the Lusophone world  
Discuss states and conditions, give opinions, talk about the future  
Diff. Span/Port.: The future tense (indicative and subjunctive); reciprocal verbs  
Gender in Port. and span: changes in meaning Nasals: Final “m” in também and “ão”, also: plural: âos, ões in coração/corações.  
Readings: a Amazônia/ O meio ambiente (magazine)  
Test 4 |
| SEMANA -13- | Lesson 14  
Describe & discuss social conditions, women in Braz. society, and political systems. Express political opinions. Diff. Span/Port.: The past participle, the passive voice, the present perfect, the past perfect. Correspondence in word formation in Port./Span: -dad/-dade; >lh  
Readings: Short story O cavalo imaginário – Moacyr Scliar |
| SEMANA -14- | Lesson 15  
Talk about advances in science and technology, hypothesize about the present and the future; express subjective perceptions and attitudes  
Diff. Span/Port.: Uses of personal infinitive. Correspondence in word formation: diminutives; sounds ie>é, oy>ou, ue>o  
Readings: Chronicles: Turco; Aula de inglês-Ruben Braga |
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Hispanic Studies**

2. Course Number and Title: **PORT 291-C**
   Number of Credits: **01**  Total hrs/week: **01**
   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 2010**

4. Catalog Description (please limit to 50 words):
   **Optional one-hour weekly sessions for intensive listening-speaking practice in Spanish utilizing vocabulary and grammatical structure presented in a corresponding course; i.e., Portuguese 291- Portuguese for Spanish Speakers.**

   **Note:** A “C” course may be taken only in conjunction with a basic sequence course in which the student is currently enrolled. “C” course credit may not be applied to fulfill the language requirement

5. 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):
   **Students must be enrolled in Portuguese 291 - Portuguese for Spanish Speakers.**

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   6.1. Traditionally, CofC foreign language classes at the 100 and 200 levels offer a
Proposal for a New Course
conversation practicum class for students to practice linguistic structures learned in the respective lecture course.

Goals: (1) To offer a Conversation class of Portuguese for Spanish Speakers in the Dept. of Hispanic Studies.

b) How does the course support the mission statement of the department and the organizing principles of the major?
   (1) This is a course for students who want to practice Portuguese, and the Department supports it.

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:
   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.
   No

   b) Please explain overlap with any existing courses.
   N/A

9. Method of teaching:
   Teaching combines pedagogic communicative activities and real-world activities as well. Listening activities is also part of the class, involving music and video segments.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    5 - The perfect number for this class

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    None. A student usually teaches this type of class at the department.

   c) Frequency of offering:
    each fall: ☐  each spring: ☒
    every two years: ☐ every three years: ☐

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
other □(Explain): _____

11. Requirements for additional resources made necessary by this course:
   a) Staff: N/A
   b) Budget: N/A
   c) Library: N/A

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
    N/A

Note: This is a course that it is in conjunction with the 3 hour course Portuguese 291. The materials are based on whatever is covered in this class.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  x no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: _____

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

[Signature]
Date: 2/25/09

15. Signature of Dean of School:

[Signature]
Date: 2/26/09

16. Signature of Provost:

[Signature]
Date: 3/10/2009

17. Signature of Business Affairs Official:

[Signature]
Date: 3/16/09

18. Signature of Curriculum Committee Chair

[Signature]
Date: 

19. Signature of Faculty Senate Secretary:

[Signature]
Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
College of Charleston  
School of Languages, Culture, and World Affairs  
Department of Hispanic Studies  
Professor: Dr. Luci Moreira, email: moreiral@cofc.edu  
Phone: 953-6753, Office 113, JC Long Building, 9 Liberty St.  
Office hours:

Portuguese 291-C  
Portuguese for Spanish Speakers

1. Goals  
This course is designed to develop students’ abilities to communicate in real-life situation.

2. Objectives  
Students will be able to:
- Communicate orally in Portuguese.
- Practice the intonation and pronunciation of Portuguese.
- Develop their listening and speaking abilities in order to be able to communicate in Portuguese.

3. Description of the class  
The class will meet one day a week during fifty minutes. Students must be present and engaged in pedagogic and real-life activities with the instructor. This class requires attendance and strong participation.

4. Policies  
4.1. Attendance is mandatory. One absence will be allowed without penalties. Your second absence will result in your final course grade being lowered by one letter grade (e.g.: B+ to B). With three absences you will be dropped from the class.

4.2. Regarding participation, active participation is expected. For each time you come and participate in class, you will be given a grade (A, B, C, etc) that will be figured out into your final grade.

4.3. Four short presentations are also part of the course. Details will be provided by the instructor. Topics are related to the lesson covered that week.

5. Materials  
### 6. Grade components

<table>
<thead>
<tr>
<th>Grade components</th>
<th>Grading scale</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Presence: 30%</td>
<td>93-100</td>
<td>A</td>
<td>73-76: C</td>
</tr>
<tr>
<td>Final Oral Exam: 20%</td>
<td>90 - 92</td>
<td>A-</td>
<td>70-72  C-</td>
</tr>
<tr>
<td>Participation: 40%</td>
<td>87-89</td>
<td>B+</td>
<td>69     D+</td>
</tr>
<tr>
<td>Oral presentation: 10%</td>
<td>83-86</td>
<td>B</td>
<td>66-68  D</td>
</tr>
<tr>
<td></td>
<td>80-82</td>
<td>B-</td>
<td>65     D-</td>
</tr>
<tr>
<td></td>
<td>77-79</td>
<td>C+</td>
<td>Below 65 F</td>
</tr>
</tbody>
</table>

### Tentative schedule

Every class has a component of the book. The content of each class depends on what the instructor is teaching in the regular class. Student-teachers receive a handout with activities for each class.

<table>
<thead>
<tr>
<th>SEMANA -1-</th>
<th>Preliminary Lesson and Lesson 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exercícios de pronúncia</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA -2-</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
</tr>
<tr>
<td></td>
<td>Exercícios de pronúncia. Música</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>SEMANA -3-</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
</tr>
<tr>
<td></td>
<td>Apresentações</td>
</tr>
<tr>
<td></td>
<td>Exercícios de pronúncia</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SEMANA -4-</th>
<th>Unidade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
</tr>
<tr>
<td></td>
<td>Exercícios de pronúncia. Música</td>
</tr>
</tbody>
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<tr>
<th>SEMANA -5-</th>
<th>Lesson 5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
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<td></td>
<td>Apresentações. Exercícios de pronúncia</td>
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<tr>
<th>SEMANA -6-</th>
<th>Lesson 6</th>
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<tbody>
<tr>
<td></td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
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<td></td>
<td>Exercícios de pronúncia. Música</td>
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<tr>
<td>SEMANA</td>
<td>Lesson 7</td>
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<tr>
<td>-7-</td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
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<tr>
<td>SEMANA</td>
<td>Lesson 9</td>
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<tr>
<td>-8-</td>
<td>Conversa informal. Situações. Video ou Listening (5min)</td>
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<tr>
<td>SEMANA</td>
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<td>Days</td>
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<td>Week</td>
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</tbody>
</table>

**Coordination:** Dr. Lúcia Moréia

**Instructor:**

**Day of the Week:**

**Semester:**

**Time:**

**Presence/Participation**

**Portuguese 211-C Conversation**
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **German and Slavic Studies**

2. Course Number and Title: **RUSS 295 001 Russian for Mass Media**
   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: ☐

3. Semester and year when course will first be offered:
   **FALL 2009**

4. Catalog Description (please limit to 50 words):
   This course is aimed at all students of Russian who have an interest in Russian area studies or international affairs. This course will provide linguistic tools and socio-cultural tools for comprehending, discussing and writing on a variety of current topics in Russia related to foreign and domestic issues, economics and business.

5. 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: N/A
   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):
   **RUSS 202 or permission of instructor**

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

   a) What are the goals and objectives of the course?
      Mastering the form and content of Russian newspaper articles, news and public affairs broadcasts; understanding of the issues discussed and ability to comment on them in oral and written form.

   b) How does the course support the mission statement of the department and the

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: Nancy L. Verina
   Date: 25 Feb 2009

15. Signature of Dean of School:

16. Signature of Provost: Susan J. McIvor
   Date: 3/26/09

17. Signature of Business Affairs Official: not needed
   Date:

18. Signature of Curriculum Committee Chair
   Date: 3/26/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
COLLEGE OF CHARLESTON
SCHOOL OF LANGUAGES, CULTURES, AND WORLDS AFFAIRS

RUSSIAN STUDIES PROGRAM

RUSSIAN FOR MASS MEDIA
RUSS 290 001

РУССКИЙ ЯЗЫК ДЛЯ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ

COURSE SYLLABUS

INSTRUCTOR: MEGLENA Z. MILTCHEVA

FALL 2009
CHARLESTON, SC
<table>
<thead>
<tr>
<th>Lecture sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>LONG 428</td>
</tr>
<tr>
<td>Telephone</td>
<td>(843)953-1995</td>
</tr>
<tr>
<td>e-mail</td>
<td><a href="mailto:miltchevam@cofc.edu">miltchevam@cofc.edu</a></td>
</tr>
</tbody>
</table>
| e-mail etiquette | E-mail is to be used for questions, concerns, or scheduling meetings. To receive a reply, your e-mail **must** follow these guidelines:  
* it must be sent from your C of C account  
* there must be a subject heading which gives me some idea of the nature of the message (e.g., “consultation”, “test question”)  
* you must sign off your message with your complete name |

<table>
<thead>
<tr>
<th>Office hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A tip</td>
<td>Office hours are for you. Do not hesitate to stop by for extra help, concerns, questions, etc. If the times specified do not work for you, let me know, and we can set up a meeting. If you find you are having trouble in the class, come and discuss your concerns with me. I am available to provide help and guidance, but it is up to you to ask.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Russian language</th>
<th><a href="http://lcwa.cofc.edu/russian/">http://lcwa.cofc.edu/russian/</a></th>
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</thead>
<tbody>
<tr>
<td>Russian studies Program</td>
<td><a href="http://lcwa.cofc.edu/russian/russianstudiesminor.html">http://lcwa.cofc.edu/russian/russianstudiesminor.html</a></td>
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</tbody>
</table>

| Course description | This course is aimed at all students of Russian who have an interest in Russian area studies or international affairs. This course will provide the linguistic tools for comprehending, discussing and writing on a variety of hotly debated topics in Russia today: official visits, international negotiations, government crises, economics and business, national security and armed conflicts, the role of women, crime, and urban/rural issues. Readings and discussion are in Russian. Materials incorporated in the course for each unit:  

1. A short newspaper article followed by speaking exercises which help students to internalize the vocabulary of the article.  
2. Three segments from Russian television, usually two TV newscasts and one interview.  
3. A second set of speaking exercises based on |

|  |  |
### Course Goals

After completing a course taught using *On the Air*, students can expect to comprehend the gist and main details in news and public affairs broadcasts for the topics covered. They can also expect to produce paragraphed narration on those topics (ACTFL Advanced).

### Honor Code

I enforce **without exception** the College of Charleston’s Honor System and Classroom Code of Conduct as described in the Student Handbook. By choosing to enroll in this course, you indicate that you understand the Honor Code and are going to abide by it. If you are not certain about the definition of plagiarism, ask me. Any student found in violation of the Honor Code will automatically receive an “F” for this course regardless of previous performance therein.

### Textbook

*On the Air: Russian Television and Politics*

Natasha Simes
Richard M. Robin
Ludmila Guslistov
Kendall Hunt Publishing, Dubuque, Iowa

### On the Internet


### Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 82</td>
</tr>
<tr>
<td>A+</td>
<td>91 - 95</td>
</tr>
<tr>
<td>A-</td>
<td>86 - 88</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 90</td>
</tr>
<tr>
<td>C</td>
<td>73 - 75</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79</td>
</tr>
<tr>
<td>D</td>
<td>66 - 67</td>
</tr>
<tr>
<td>C</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>68 - 69</td>
</tr>
<tr>
<td>C-</td>
<td>64 - 65</td>
</tr>
<tr>
<td>D</td>
<td>62 - 63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
</tr>
</tbody>
</table>

### Final grade breakdown

1. Class participation: 10%
2. Oral exams: 25%
3. Essays: 25%
4. Final exam: 40%

### Final exam

There is a three-hour final exam. There are no exemptions from the exam. The exam covers the entire semester’s work.

### Note

This syllabus is subject to change as dictated by
<table>
<thead>
<tr>
<th><strong>Expectations</strong></th>
<th><strong>special circumstances.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Any reading</strong> assigned should be completed before coming to class so that you can participate in the discussions. Since part of your grade will be determined by your class participation, if you miss a class for some unexpected reason, you should hand in a short summary (no more than one (1) typed page) of the material covered.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Any writing</strong> assignment must be submitted on typed, double-spaced pages in 12 point Times New Roman font with one-inch margins.</td>
<td></td>
</tr>
<tr>
<td>3. The dates for the <strong>Oral exams</strong> are in the syllabus. A grading scale for the Oral exams is included in the syllabus.</td>
<td></td>
</tr>
<tr>
<td>4. The dates for the <strong>Essays</strong> are in the syllabus. A grading scale for the Essays is included in the syllabus.</td>
<td></td>
</tr>
<tr>
<td><strong>Extra credit</strong></td>
<td>You get extra credit, if</td>
</tr>
<tr>
<td></td>
<td>*you do not miss any classes;</td>
</tr>
<tr>
<td></td>
<td>*write a book report or a movie review;</td>
</tr>
<tr>
<td></td>
<td>*actively attend Russian Club meetings</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>You are expected to attend all classes. Your grade will be reduced if you miss more than two classes. You will be dropped from the class if you miss more than four classes without an excuse from the Associate Dean of Students. To see how to get an absence memo, go to: <a href="http://www.cofc.edu/StudentAffairs/general_info/absence/">http://www.cofc.edu/StudentAffairs/general_info/absence/</a> You are responsible for all material covered in class and all outside assignments.</td>
</tr>
<tr>
<td><strong>Writing lab</strong></td>
<td>The Writing lab is located on the first floor of the Addlestone library. Its peer consultants can provide excellent assistance for all your writing questions and needs. It is free to all College of Charleston students. <a href="http://www.cofc.edu/studentlearningcenter/writing/">http://www.cofc.edu/studentlearningcenter/writing/</a></td>
</tr>
<tr>
<td><strong>Center for Disability Services</strong></td>
<td>The Center for Disability Services is located at 104 Lightsey Center. <em>The Center for Disability Services is dedicated to ensuring that all programs and services of the College of Charleston are accessible; to providing reasonable and effective accommodations while promoting independence in the</em></td>
</tr>
</tbody>
</table>
Religious Accommodations for Students

The College of Charleston acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of "reasonable accommodation for religious observance" in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

<table>
<thead>
<tr>
<th>#</th>
<th>DAY/ DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>ТЕМА 1. ОФИЦИАЛЬНЫЕ ВСТРЕЧИ</strong></td>
<td>Review the exercises done in class. Do exercises A, B from Part IV. Коммуникативные упражнения Т pp. 3-4. Working in groups is recommended.</td>
</tr>
</tbody>
</table>
|   |           | **Newspaper article**  
Part I. Газетная заметка. Т р.1.  
Review Listening Ex. A, B. T p. 5  
Prepare Pre-listening ex. II. T p. 6 |
<table>
<thead>
<tr>
<th></th>
<th>First video segment</th>
<th>Second video segment</th>
<th>Third video segment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-listening ex. II. T p. 6</td>
<td>Pre-listening ex. II T p. 10</td>
<td>First viewing of video segment.</td>
</tr>
<tr>
<td></td>
<td>Complete Second viewing exercises. T p. 15.</td>
<td>Do exercises A, Б, В from Part IV.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral exam 1. Ex. III T p. 16.</td>
<td>Newspaper article</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part I. Газетная заметка. T p.17</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Комуникативные</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prepare Pre-listening ex. II. Т p. 22 |
|---|---|---|
|10 | **First video segment**
Listening Ex. A, B. Т p. 21
Pre-listening ex. II. Т p. 22
Second viewing of video segment.
Complete Second viewing exercises. Т pp. 22-23. |
**For Second video segment.**
Prepare Pre-listening ex. II Т p. 25. |
|12 | **Second video segment**
Pre-listening ex. II Т p. 25.
Second viewing of video segment.
Complete Second viewing exercises. Т pp. 25-27.
Review Listening ex. A, B. Т p. 28 |
**Third video segment**
Listening ex. А, B, Т p. 28.
First viewing of video segment.
Ex. II Т p. 28. | Read through Second viewing exercises A, B Т p. 29.
Second viewing of video segment.
Complete Second viewing exercises. Т p. 29.
Prepare Communicative ex. II Т pp. 30-31.
Prepare for **Oral exam 2.** Ex. III Т p. 31. |
|14 | Communicative ex. II Т pp. 30-31
**Oral exam 2.** Ex. III Т p. 31. | Work on ex. IV, V, VI Т pp. 31-32. Prepare **Essay 2.** (Ex. IV Т p. 32) |
| **ТЕМА 3. ВЫБОРЫ** | | |
|   | Hand in **Essay 2.** (Ex. IV Т p. 32)
**Newspaper article**
Part I. Газетная заметка. Т pp. | Review the exercises done in class.
Do exercises A, B, V, Γ from Part IV. Коммуникативные упражнения Т pp. 36-37.
Working in groups is |
<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td><strong>Second video segment</strong>&lt;br&gt;Listening Ex. A, B. T p. 41.&lt;br&gt;Pre-listening ex. II T pp. 41-42.&lt;br&gt;First viewing of video segment.</td>
<td>Review Listening Ex. A, B. T p. 41&lt;br&gt;Prepare Pre-listening ex. II T pp. 41-42.</td>
</tr>
<tr>
<td>20</td>
<td><strong>Oral exam 3.</strong> Ex. III T p. 47.</td>
<td>Work on ex. IV T p. 47. Prepare <strong>Essay 3.</strong> (Ex. IV T p. 47)</td>
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</tbody>
</table>
Newspaper article  
Part I. Газетная заметка. T p. 49.  
Do exercises A, B, V, Г from Part IV. Коммуникативные упражнения T p. 52. Working in groups is recommended. |   |
| 22 | Коммуникативные упражнения T p. 52.  
Review Listening Ex. A, B, V. T p. 54.  
Prepare Pre-listening ex. II. T p. 55. |   |
| 23 | **First video segment**  
Listening Ex. A, B, V. T p. 54.  
Pre-listening ex. II. T p. 55.  
Second viewing of video segment.  
For **Second video segment**.  
Prepare Pre-listening ex. II T pp. 57-58. |   |
| 25 | **Second video segment**  
Listening Ex. A, B. T p. 57.  
Pre-listening ex. II T pp. 57-58.  
Second viewing of video segment.  
Review Listening ex. A, B. T p. 60. |   |
**Third video segment**  
Listening ex. A, B. T p. 60.  
Second viewing of video segment.  
<table>
<thead>
<tr>
<th>Page</th>
<th>Assignment Details</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 27   | Communicative ex. II T p. 64  
Prepare Essay 4. (Ex. IV T p. 65) |
| 28   | Hand in Essay 4. (Ex. IV T p. 65).  
Ex. V, VI T p. 65. | |

**ORAL EXAM GRADING SCALE**

**Grammar - 40 points max**
- (40) Very few or no errors for the targeted grammatical structures and concepts/topic; very good control of patterns, no weakness that causes misunderstanding.
- (35) Occasional errors of the targeted grammatical structures showing imperfect control of some patterns, but no weakness that causes misunderstanding.
- (30) Frequent errors of targeted grammatical structures showing some major patterns uncontrolled and causing occasional misunderstanding.
- (27) Constant errors showing control of very few targeted grammatical structures and frequently causing misunderstanding.
- (25) Grammar almost entirely inaccurate for the concepts/topic and frequently causing misunderstanding.

**Vocabulary - 30 points max**
- (30) Vocabulary is broad and precise. Extensive use of targeted vocabulary studied in class. Words appropriate for concepts/topic. Little or no evidence of English interference.
- (25) Vocabulary lacks variety but is accurate. Adequate use of targeted vocabulary. Words usually appropriate for concepts/topic. Meaning mostly clear but some evidence of English interference.
- (23) Vocabulary very limited, with overuse of imprecise or vague terms. Words sometimes inappropriate for the concepts/topic. Meaning often confused and English interference evident.
- (20) Vocabulary extremely limited and inaccurate. Words often inappropriate for concepts/topic. English interference frequent; or not enough vocabulary to evaluate.
Fluency – 30 points max

✦ (30) Speech is effortless and smooth, with very few instances of unevenness caused by rephrasing or searching for words. Equal participation in the conversation by the speaker.

✦ (25) Speech is occasionally hesitant, with some unevenness caused by rephrasing and searching for words. Slightly less participation in the conversation.

✦ (23) Speech is frequently hesitant and uneven. Some sentences may be left uncompleted. Much less participation in the conversation than the other student(s).

✦ (20) Speech is very slow and fragmentary. Many sentences are left uncompleted. Almost no participation in the conversation.

ESSAY GRADING SCALE

Content (Information Conveyed) – 30 points max

✦ (30) Very complete information; no more can be said; thorough; relevant; on target.

✦ (25) Adequate information; some development of ideas; some ideas lack supporting detail or evidence.

✦ (22) Limited information; ideas present but not developed; lack of supporting detail or evidence.

✦ (19) Minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate.

Organization – 25 points max

✦ (25) Logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever.

✦ (22) An apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete.

✦ (18) Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed.

✦ (16) Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate.
Vocabulary – 25 points max

• (25) Broad; impressive; precise and effective word use and choice; extensive use of words studied.
• (22) Adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied.
• (18) Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of the words studied.
• (16) Inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; or not enough to evaluate.

Language – 20 points max

• (20) No errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language.
• (17) No errors in the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.
• (15) One or no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language.
• (13) One or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Russian sentence structure; erroneous use of language that makes the work mostly incomprehensible; no evidence of editing the work for language; or not enough to evaluate.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **SOCY 290: Field Experience**
   Number of Credits: 1-3  Total hrs/week: 2-6
   
   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 2010**

4. Catalog Description (please limit to 50 words):
   **This course will be paired with appropriate sociology courses where the course curriculum will benefit from supplemental experiences outside the classroom or where more individualized instruction is necessary in the field.**

5. 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-requisites: **SOCY 290 will be a co-requisite course to sociology courses when deemed appropriate by the instructor.**
   Pre-requisites: Students must have the pre-requisites for the course paired with SOCY 290 or receive permission from the instructor. Note: Whether SOCY 290 is offered as a required or optional co-requisite course will be determined by the instructor. In some cases, students will have the option of enrolling in SOCY 290 as a co-requisite to a sociology class but students enrolled in SOCY 290 will be expected to enroll in that sociology class.

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

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Proposal for a New Course

The goal of this course is to allow faculty to provide students with hands-on and applied learning experiences outside the classroom.

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

In recent years, there has been a push to make more sociological study "public" by more closely linking research and practice. This course will allow faculty to help students practice sociology in the "real world" that is the topic of their course.

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

This course is central to all stages of the major as we strive in all of our courses to show students the practical value of the research and topics that we discuss in class. We also emphasize career preparation in our classes to familiarize students with the many ways in which a sociology degree translates to employment in the real world. This course will allow students to not only practice sociology in the field, but also give students important professionalization experiences that can be added to their resumes.

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

The liberal arts tradition emphasizes student engagement and involvement in the community when doing so allows students to better understand the in-class curriculum. This course will benefit majors and non-majors alike, in terms of giving students the opportunity to practice sociology in the field.

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.

No overlap exists.

9. Method of teaching:

Method of teaching will vary depending on the individual professor.

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

No enrollment shifts are expected.

b) Address potential shifts in staffing of the department as it relates to the offering
Proposal for a New Course

of this course:
No shifts in staffing are expected.

c) Frequency of offering:
   each fall: □
   every two years: □
   other ☑ (Explain): this course will be offered when deemed appropriate by a professor who seeks to extend classroom learning into the community.
   each spring: □
   every three years: □

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

   a) Staff: None
   b) Budget: None
   c) Library: None

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

Sociology 109 and Sociology 290 (Field Experience)
Special Topics on Altered States: Alcohol and Drug Use in American Culture
College of Charleston
Fall 2008

INSTRUCTOR: Dr. Heath C. Hoffmann
88 Wentworth, Room 104
hoffmannh@cofc.edu
Phone: 953-8182 OFFICE HOURS: Tuesdays and Thursdays 9-11 a.m.
or send me an e-mail to make an appointment

CLASS HOURS: Tuesdays and Thursdays, 4:00-5:15 p.m. in Ed Ctr. 114; Lab meets 7-9 p.m. at Coastal Pre-Release Center (Charleston).

This course will introduce students to the sociological perspective by exploring how American culture shapes and often encourages alcohol and other drug use. Film, music and advertising will be examined as well as specific American subcultures (e.g., drug use norms on college campuses) to reveal the sociological basis of drug use, abuse and therapeutic interventions. This course is paired with a field experience lab that will allow you to go into the community to see firsthand how alcohol and drug use affects the community and how the

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Community has organized itself to deal with alcohol and other drug use.

COURSE MATERIALS AND WebCT


- Alcohol is AVAILABLE AT UNIVERSITY BOOKS ON KING STREET.

Additional assigned readings are available electronically on the WebCT page for this course. All of these articles are in PDF format, which requires you to use Acrobat Reader (all library computers should have this program) to view these files. If you do not have Acrobat Reader (or have a version less than 7.0—version 8.0 is now available) installed on your home computer and wish to access these articles from home, go to http://www.download.com/Adobe-Reader/3000-2378-4-10614498.html?tag=lst-0-2, click “Download Now” for the program you want and it will be installed on your computer legally and for free.

To access WebCT go to www.cofc.edu and click on “WebCT”. Log on to WebCT using your ID number that CofC has given you and your CougarTrail PIN number (first six digits if it includes more than six digits). I will use WebCT to update you on class events and assignments and you can use WebCT to communicate with me and/or your classmates via e-mail or by posting comments and questions on discussion boards. I recommend that you check WebCT regularly for announcements.

COMMUNICATION DEVICES

When you come to class please be sure to turn off your cell phones, two-way text messengers, pagers and other communication devices that might distract you, your classmates, or me.

DISABILITIES

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements beforehand.

CLASS ATTENDANCE AND PARTICIPATION

I expect you to attend every class session. This class will be interactive and not strictly a lecture course, making your participation key to the success (for me and you) of the class. Thus, I expect each of you to take an active role in your education. This involves 1) coming to class on time, 2) having read the assigned

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Proposal for a New Course

readings before coming to class and 3) being prepared to participate in class
discussion and activities. If you do not feel comfortable speaking in class and
have things to say, you are welcome to share your ideas with me via e-mail.

I will take roll at the beginning of class. If you are absent during seven (7) of those
roll calls, regardless of whether it is an excused or unexcused absence, you will
be dropped from the course for excessive absences. Leaving class [other than
for a bathroom trip] before the end of the class period counts as an absence. If
you encounter medical problems during the semester that require you to miss
seven or more classes, you can contact the Dean of Undergraduate Studies (953-
5674) to arrange a Medical Withdrawal from the class.

Tardiness is one of my pet peeves so please be in a seat by the time class is
scheduled to start. If you have a long distance to travel between classes and
expect that you will frequently be late, talk with me. Otherwise, buying coffee,
oversleeping, finishing a cigarette or chatting with a friend are not legitimate
reasons for being late to class. If you miss a class in which we have a graded in-
class exercise or a video, you will not be able to make up the assignment or
borrow the video (some videos may be available in the library's media
collection—most are my own personal copies) regardless of the reason for your
absence. If you must leave class early, please sit in a seat nearest the door so
as to minimize the disruption when you leave.

Attendance and participation will be worth 15% of your final grade. See the last
page of the syllabus for a break down of how the attendance and participation
points will be awarded.

STUDENT HONOR CODE

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

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.

It is important for students to remember that unauthorized collaboration—working
together without permission—is a form of cheating. Unless a professor
specifies that students can work together on an assignment and/or test, no
collaboration is permitted. Other forms of cheating include possessing or using

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Proposal for a New Course

an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Remember, 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 professor.


FIELD EXPERIENCES

Weekly Correctional Facility Meetings

One night a week, we will meet at Coastal Pre-Release Center with currently incarcerated men. Our weekly classes will revolve around common readings (readings that the incarcerated men will have read) and topics of discussion that relate to alcohol and drug use as studied in our class and as relevant to all of our lives.

Observation And Analysis Of An AA Meeting

I would like each of you to attend an AA meeting in the community. There are dozens of meetings available each week at various times during the day so you should have no problem fitting a meeting into your schedule. I have posted the meeting schedule on WebCT (click on “AA Observation”) in PDF format. AA meetings are “open” or “closed”—anybody can attend an “open” meeting and “closed” meetings are reserved for people who have a desire to stop drinking. The meeting schedule I have posted only includes the “open” meetings in the Charleston area.

Here are the guidelines for the paper. First, attend an AA meeting. Go with an open mind with the goal of learning how the program is organized, how it works, and why it works for its active members. Then, write up an analysis that includes the following ingredients:

- Detail what happened during the meeting, discussing whether you were approached by members upon arrival, how the meeting was organized, were prayers and/or meditations recited (which prayers/meditations), the topic of the meeting, the nature of members’ comments during the meeting and anything else that stands out to you. Exclude names and information about participants that would allow me to identify them.

- Discuss whether the actual AA meeting was different than how you thought it
Proposal for a New Course

would be prior to going to the meeting. What was similar or different to what you thought it would be?

- Why does having a "bunch of drunks" (as many AA members would say) sitting around talking to one another keep people sober?

- If you had a friend or loved one who was experiencing problems with alcohol, would you suggest that she/he go to AA? Explain.

- Include any other thoughts, opinions or personal evaluations of AA that you developed.

Your paper should be 4-5 pages in length, typed, double-spaced, edited (for complete sentences and appropriate grammar) and spell-checked. This paper is worth 15% of your final grade and is due April 11th. I would recommend that you put off writing your analysis until we complete our discussion of AA around March 30th.

Drug Court Observation

The Charleston County Drug Court meets every (almost) Wednesday from 4-5 p.m. in the Charleston County Courthouse (corner of Meeting and Broad Streets, set back off of the street). The Drug Court staff meets to discuss each case from 3:00-4:00. I have arranged for you to attend a Drug Court session during the semester. However, only 10-15 students can go at one time. During the third or fourth week of the semester, I will pass around a sign-up sheet in class for you to sign up for a Drug Court session. This is not mandatory and will not be graded, but it's a great opportunity to see the behind the scenes of Drug Court. I've assigned a few readings on drug courts for April 6th and I'd like for you to go to Drug Court by that day so that we can discuss your observations and perceptions of the program. If you have a class conflict on Wednesdays from 2-5 p.m., I can send your professor(s) an email to ask them to excuse you on that day for the field trip.

EXAMS

We will have three exams based on the assigned readings, the material presented in class and videos. The exam format will combine multiple choice, true/false, and fill-in-the-blank questions as well as short answer and/or essay questions. The final exam will be cumulative drawing upon the material covered in previous exams.

EXAM MAKEUP POLICY

The exam dates are clearly listed on the syllabus and you should be prepared to take the exams on those days. However, life often hits us with unforeseen situations. Makeup exams will only be offered if: 1) you are in the hospital or visiting a doctor because you are ill, 2) there has been a death in the family, or 3)
Proposal for a New Course

you have been involved in an auto accident. These are three legitimate reasons to miss an exam. Barring a serious injury, you must make arrangements with me prior to the scheduled exam period in order to be granted a make-up exam. Make-up exams will consist entirely of short-answer and essay questions and will be given the week following the scheduled exam. If you do not take the exam on the scheduled date and do not make arrangements to makeup that exam prior to the scheduled exam period, you will receive a score of zero—no exceptions.

FINAL GRADE POINT DISTRIBUTION

<table>
<thead>
<tr>
<th>Class Point Distribution</th>
<th>Field Experience Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 20%</td>
<td>In-Class Exercises 50%</td>
</tr>
<tr>
<td>Exam 2 20%</td>
<td>Group Presentations 30%</td>
</tr>
<tr>
<td>Final Exam (cumulative) 25%</td>
<td>Attendance &amp; Participation 20%</td>
</tr>
<tr>
<td>Field Exercises</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

FINAL LETTER GRADES

Your final grade will be calculated by adding the weighted scores on the above graded elements. WebCT will be set up to make these calculations throughout the semester and you can check your progress at any time (go to WebCT and click on “My Grades”). Final letter grades will be given according to the following scale:

| 96.0-100% | A (4.0) | 74.0-76.9% | C (2.0) |
| 90.0-95.9% | A- (3.7) | 70.0-73.9% | C- (1.7) |
| 87.0-89.9% | B+ (3.3) | 67.0-69.9% | D+ (1.3) |
| 84.0-86.9% | B (3.0) | 64.0-66.9% | D (1.0) |
| 80.0-83.9% | B- (2.7) | 60.0-63.9% | D- (0.7) |
| 77.0-79.9% | C+ (2.3) | 59.9% | F (0) |

NOTE: I do not round grades up. Thus, if your final point total is 89.9% at the end of the semester, you will receive a “B+”. Extra credit assignments will not be given to individual students after the last day of class or after your final grade has been calculated.

CLASS SCHEDULE

August 12: Review syllabus.
• Field Experience: No lab for College of Charleston students as you await security clearance at Coastal Pre-Release Center.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

August 14: How do sociologists study alcohol and drugs?
- Read “The Sociological Study of Drug Use” by Charles Faupel, Alan Horowitz, and Greg Weaver (All reading posted on WebCT under “Articles” unless assigned from the book)
- Read “This is Your Country on Drugs” by Elliot (Posted on WebCT under “Articles”: no password required)

- Field Experience (Aug. 19):
- Introductions and review sociological perspective
- Read “History, Culture and Subjective Experience: An Exploration of the Social Bases of Drug-Induced Experiences.” by Howard Becker. (Posted on WebCT under “Articles”: use password “intoxicating”) 
- Exercise #1

August 26 & 28: Moral Entrepreneurs and the Construction of Social Problems
- Read “The Crack Attack” by Craig Reinerman and Harry Levine (Posted on WebCT under “Articles”: no password required)
- Field Experience (Aug. 26):
- Read “Shocking Numbers and Graphic Accounts: Quantified Images of Drug Problems in the Print Media” by James Orcutt and J. Blake Turner (Posted on WebCT under “Articles”: no password required)
- Video: Reefer Madness
- Exercise #2

September 2 and September 4: Historical Overview of Alcohol and Drug Use in America.
- Read “A Brief History of Drug Use and Drug Controls in America” by Charles Faupel, Alan Horowitz, and Greg Weaver (Posted on WebCT under “Articles”: no password required)
- Field Experience (Sept. 2):
- Video: Demon Rum
- Exercise #3

September 9: Use, Abuse or Addiction: What’s the difference?

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- Field Experience:
  - Personal Biographies
  - Exercise #4

September 11: Exam 1.

September 16: The Disease Model of Addiction
- Field Experience:
  - Exercise #5

September 18 & 23: Sociological and Social-Psychological Theories of Alcohol and Drug Use/Abuse.
- Read "Understanding Heavy Drinking as a Way of Life" by Herbert Fingarette, from Heavy Drinking. (Posted on WebCT under "Articles": no password required)
- Field Experience (Sept. 23):
  - Read "Floating Away with the Bottle" by Howard Baumeister. 1991. Pp. 139-156 in Escaping the Self. New York: Basic Books. (Posted on WebCT under "Articles": use password "intoxicating")
  - Exercise #6

- Read "In Search of How People Change" by Prochaska, DiClemente and Norcross (Posted on WebCT under "Articles": Use Password "intoxicating")
- Read "A Toast to Moderation" by Audrey Kishline (Posted on WebCT under "Articles": Use Password "intoxicating")
- Field Experience (Sept. 30):
  - Read "Harm Reduction: Come as you Are" by G. Alan Marlatt. 1996. Addictive Behaviors 21 6: 779-788. (Posted on WebCT under "Articles": Use Password "intoxicating")
  - Exercise #7

October 2: Video: "Drinking: Are you in Control?"
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October 7: Drug and Alcohol Prevention Programs.
• Read “Truth and DARE: Tracking Drug Education to Graduation and as Symbolic Politics” by Wysong, Aniskiewicz and Wright (Posted on WebCT under “Articles”: no password required)
• Read “Safety First: a Reality-Based Approach to Teens, Drugs and Drug Education” by Marsha Rosenbaum (Posted on WebCT under “Articles”: no password required)
• Field Experience:
  o Video: Office of National Drug Control Policy advertisements
  o Exercise #8

October 9: To Be Announced.

October 14: NO CLASS...FALL BREAK
• Field Experience: College of Charleston students are off tonight.

October 16 and October 21: Settings for Alcohol and Drug Use: College Campuses.
• Read “Practices and Social Norms Associated with a Drug Sub-Culture” by Anonymous. (Posted on WebCT under “Articles”: Use Password “intoxicating”)
• Read “College Binge Drinking in the 1990s” by Henry Weschler et al. (Posted on WebCT under “Articles”: Use Password “intoxicating”)
• Read “Cocaine use is a problem at C of C” and Post and Courier article (Posted on WebCT under “Articles”: no password required)
• Read “Power Hour” and “Wine Soirees” (Posted on WebCT: No password required)
• Read “As Young Adults Drink to Win, Marketers Join In” (Posted on WebCT: No password required)
• Read “City Installing Coin-Operated Breath-Test Machines in Bars” (Posted on WebCT: No password required)
• Field Experience (Oct. 21):
  o Read “Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts” by H. Wesley Perkins (Posted on WebCT under “Articles”: no password required)
  o Exercise #9

October 23: Exam 2.

• Read “Bikers gather to toss down frothy drinks” (Posted on WebCT under “Articles”: No Password Required)
• Read “Delabeling, Relabeling, and Alcoholics Anonymous” by Harrison Trice and Paul Roman (Posted on WebCT under “Articles”: No Password Required)

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Field Experience (Oct. 28):
- Exercise #10

November 4: Managing Alcohol and Drug Problems, continued.
- Field Experience:
  - Video: 28 Days
  - Exercise #11

November 6: Managing Alcohol and Drug Problems: Oxford Houses and Therapeutic Communities
- Read "Sober Housing: The Oxford House Approach" by Milton Argeriou et al. (Posted on WebCT under "Articles": No Password Required)

November 11: Drug Courts.
- Read "Drug Courts: A Conceptual Framework" by Longshore et al. (Posted on WebCT under "Articles": no password required)
- Read "Court Experimenting with At-Home Breathalyzer Test" (Posted on WebCT under "Articles": no password required)
- Field Experience:
  - Read "Gimme an RX! Cheerleaders Pep Up Drug Sales" by Stephanie Saul (Posted on WebCT under "Articles": no password required)
  - Read "Young, Assured and Playing Pharmacists to Friends" by Amy Harmon (Posted on WebCT under "Articles": no password required)
  - Lab Exercise #12

November 13: Drug Legalization and Control.
- Read "Why Do Drug Dealers Still Live with Their Moms?" by Steven Levitt and Stephen Dubner, pages 89-114 from (2005) Freakonomics: A Rogue Economist Explores The Hidden Side of Everything. (Posted on WebCT under "Articles": no password required)
- Read "Stethoscopes and Handcuffs" (Posted on WebCT under "Articles": no password required)
- Read "Restrictions on meth ingredients are Sought" by Gardiner Harris (Posted on WebCT under "Articles": no password required)

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November 18: Settings for Alcohol and Drug Use: Raves, Ecstasy and the Media.
- Read "An Observation of a Rave" by Anonymous. (Posted on WebCT under "Articles": Use Password "intoxicating")
- Read "Raves as Excellent Sites for Harm Reduction" by Sarah Henderson. (Posted on WebCT under "Articles": Use Password "intoxicating")
- Video: 48 Hours: Ecstasy.
- Field Experience: Group Presentations

- Video: Ecstasy Rising (ABC News special)

November 25:
- Field Experience: Group Presentations

November 27: NO CLASS...HAPPY THANKSGIVING!!

December 2:
- Field Experience: Closure.
- Exercise #13

FINAL EXAM: Date and time to be announced.

Attendance and Participation Points
(Same Criteria Applied to Determine Class and Lab Attendance and Participation Grade)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Attendance Missed 0 classes</td>
<td>Missed 1 class</td>
</tr>
<tr>
<td>Student always arrives to class on time</td>
<td>Student is late to class once every two weeks.</td>
</tr>
<tr>
<td>Level Of Engagement In Class</td>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per class.</td>
</tr>
<tr>
<td>Application of Class Material</td>
<td>When speaking in class, student almost always</td>
</tr>
</tbody>
</table>

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incorporates or builds off of the ideas discussed in the assigned readings.
When speaking in class, student sometimes incorporates or builds off of the ideas discussed in the assigned readings. When speaking in class, student rarely incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class. When speaking in class, student never incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class.

Listening Skills  Student always listens when others talk, both in groups and in class. Student usually listens when others talk, both in groups and in class. Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.

Behavior  Student almost never displays disruptive behavior during class. Student rarely displays disruptive behavior during class. Student occasionally displays disruptive behavior during class. Student almost always displays disruptive behavior during class.

Preparation  Student is almost always prepared for class with assignments and required class materials. Student is usually prepared for class with assignments and required class materials. Student is rarely prepared for class with assignments and required class materials. Student is almost never prepared for class with assignments and required class materials.

Total Points

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   ____________________________
Proposal for a New Course

14. Signature of Department Chair or Program Director:

[Signature]

Date: 2-9-09

15. Signature of Dean of School:

[Signature]

Date: 6-16-09

16. Signature of Provost:

[Susan J. Morrison]

Date: ________________

17. Signature of Business Affairs Official

[Signature]

Date: 3/24/09

18. Signature of Curriculum Committee Chair

[Signature]

Date: ________________

19. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: SOCY

2. Course Number and Title: SOCY 492: Advanced Field Experience
   Number of Credits: 1-6 Total hrs/week: 1-6

   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 2010

4. Catalog Description (please limit to 50 words):
   This course will study sociology in the field rather than on campus in the traditional classroom setting. As a result, the class will meet in a retirement community, assisted living facility, a prison, or other setting relevant to the topic of the class.
   Note: This class will not be offered on a regular basis.

5. 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):
   Pre-requisites: By permission of instructor—please see the Chair of the Department of Sociology and Anthropology for additional information

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

   a) What are the goals and objectives of the course?
   Currently, there is nothing technically preventing faculty from teaching a class entirely in the field. However, SOCY 492 is being proposed to better deal with the practical and logistical problems with teaching a class entirely in the field. SOCY 492 is necessary for the following reasons: 1)
Proposal for a New Course

SOCY 492 allows faculty to teach a class in the field for variable credit ranging from 1-6 credits; 2) SOCY 492 overtly communicates to students when they are registering that the course will not be held on the College of Charleston campus whereas this cannot be adequately communicated to students prior to registration using existing course prefixes; and 3) By requiring students to obtain the instructor's permission to enroll in SOCY 492, we can better educate students about the nature of the course to make sure students are prepared for the unique learning experience.

b) How does the course support the mission statement of the department and the organizing principles of the major?
This class supports and expands the sociology program's mission to support service learning and applied learning by providing opportunities for field experiences.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course is central to all stages of the major as we strive in all of our courses to show students the practical value of the research and topics that we discuss in class. We also emphasize career preparation in our classes to familiarize students with the many ways in which a sociology degree translates to employment in the real world. This course will allow students to not only practice sociology in the field, but also give students important professionalization experiences that can be added to their resumes.

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.
Other departments are not affected by this course.

b) Please explain overlap with any existing courses.
There is no overlap with existing courses.

9. Method of teaching:
Teaching methods will depend on the setting of the advanced field experience as well as the interests and goals of the individual professor

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
No enrollment shifts are expected.

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Proposal for a New Course

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   **No shifts in staffing are expected.**

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

**SOCY 492: Advanced Field Experience on Prison and Prisoners**

**College of Charleston**

**INSTRUCTOR:** Dr. Heath C. Hoffmann

88 Wentworth, Room 104
hoffmannh@cofc.edu

Phone: 953-8182  OFFICE HOURS: Tuesdays and Thursdays, 9-11 a.m.
or send me an e-mail to make an appointment

**CLASS HOURS:** Tuesdays, 7-9 P.M.

Lieber Correctional Institution

This course will cover a range of issues involving the nature of prison and the experiences of prisoners while they are incarcerated and as they reenter society. We will discuss the historically evolving and sometimes ambiguous role of the prison as a method of punishment and rehabilitation. In addition, we will discuss the organization of social interaction in prison and the differential experiences of incarceration among men and women living behind bars; interaction between prisoners and correctional officers will also be considered. Then, we will discuss the challenges of reintegrating prisoners into society, focusing on programs and policies that facilitate this process. We will watch a number of prison-related movies/documentaries and host a number of guest

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speakers including formerly incarcerated persons, prison personnel and
community leaders who work with former prisoners.

OFFENSIVE MATERIAL: In learning about crime, prison and prisoners you will
encounter subjects, language, depictions, or attitudes that may be disturbing or
offensive. I have listed the content for each day's class so that you can gauge
your own comfort level with the material. I am available to discuss any concerns
you have with course materials.

COURSE MATERIALS AND WebCT


Additional readings are available electronically and can be accessed on-line at the
WebCT page for this course. All of these articles are in PDF format, which
requires you to use Acrobat Reader (all library computers should have this
program) to view these files. If you do not have Acrobat Reader (or have a
version older less than 6.0—version 7.0 is now available) installed on your home
computer and wish to access these articles from home, go to
http://www.download.com/3120-204-0.html?qt=adobe+reader&tg=dl-
2001&search.x=11&search.y=8, click "Download Now" for the program you
want and it will be installed on your computer legally and for free.

To access WebCT go to www.cofc.edu and click on "WebCT". Log on to WebCT
using your new ID number that CofC has given you and your CougarTrail PIN
number (first six digits if it includes more than six digits). I will use WebCT to
update you on class events and assignments and you can use WebCT to
communicate with me and/or your classmates via e-mail or by posting comments
and questions on discussion boards. I recommend that you check WebCT
regularly for announcements.

NOTE: I would recommend that you download these articles in the library, a campus
computer lab, or any other location where there is a high-speed Internet
connection. Using a dial-up Internet connection to download and/or print these
articles will take a long time resulting in much frustration.

CLASS ATTENDANCE AND PARTICIPATION

I expect you to attend every class session. This class will be interactive and not
strictly a lecture course, making your participation key to the success (for me
and you) of the class. Thus, I expect each of you to take an active role in your
education. This involves 1) coming to class on time, 2) having read the assigned

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Proposal for a New Course

readings before coming to class and 3) being prepared to participate in class discussion and activities. If you do not feel comfortable speaking in class and have things to say, you are welcome to share your ideas with me via e-mail.

I will take roll at the beginning of class. If you are absent during seven (7) of those roll calls, regardless of whether it is an excused or unexcused absence, you will be dropped from the course for excessive absences. Leaving class [other than for a bathroom trip] before the end of the class period counts as an absence. If you encounter medical problems during the semester that require you to miss seven or more classes, you can contact the Dean of Undergraduate Studies (953-5674) to arrange a Medical Withdrawal from the class.

Arriving to class on time will be crucial because we will have to pass through prison security and arriving late will be a burden for the correctional staff and on some days you may be prohibited from entering the facility if you are late. Attendance and participation will be worth 10% of your final grade. See the last page of the syllabus for a break down of how the attendance and participation points will be awarded.

COMMUNICATION DEVICES

When you come to class please be sure to turn off your cell phones, two-way text messengers, pagers and other communication devices that might distract you, your classmates, or me.

DISABILITIES

Students with documented disabilities should talk with me personally at the beginning of the semester or at least two weeks before required test dates or assignment due dates to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements beforehand.

STUDENT HONOR CODE

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

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.

It is important for students to remember that unauthorized collaboration--working

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together without permission-- is a form of cheating. Unless a professor
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 another's exam,
fabricating data, and giving unauthorized assistance.

Remember, 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 me.

You can find a complete version of the Honor Code and all related processes in the
Student Handbook at

POSTER PRESENTATION
I am asking each of you to develop a poster to present to one another on the last
day of class. The poster will be about a prison-related topic, preferably the topic
of the letter you wrote to your congresspersons, and the goal is to educate your
peers about the topic and to present a visual representation of the various
issues surrounding this topic. The poster presentation is worth 20% of your
grade and more information about the assignment is forthcoming.

LETTER TO YOUR SENATOR AND CONGRESSPERSON
A central focus of this class is on viable solutions to the problems relating to crime,
prison and the experiences of prisoners, both during and after their
incarceration. With that in mind, I am asking you to write a letter to your Senator
and Representative of the district where you are registered to vote—you may
write to your state and/or national representatives. This can be the same letter
with the respective address. You can get the names and addresses of your
elected officials by entering the zip code in which you are registered to vote at
the following web site:

http://www.congress.org/congressorg/directory/congdir.tt

Your letter should be related to the material discussed in class but you can take any
position or point of advocacy on that issue. However, your letters should be
based on solid scholarly research—this means at least two peer-reviewed
sources and/or reports from government research institutes other than the
sources assigned in class. I have posted some links on WebCT to facilitate your
research. Thus, you will have to do research for this as you would for any other
paper. If you want to actually send your letters, I will pay the postage. I will
provide you with some handouts in the next few weeks that will guide you in the
writing of this letter. The letter(s) are worth 25% of your final grade and you'll be
graded on your use of research sources and how well you articulate (e.g.,
spelling and grammar) your ideas; the dates below provide a timeline for when

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things are due.

Here are important dates for the editorials and letters to the editor:

- April 12th: bring two printed copies of your letter to your Senator and congressperson. You will exchange your letters with another student and turn one in to me. Take your peer’s letter home, read it, and suggest comments for improvement and return it to her/him on Tuesday, April 17th. I will do the same thing with each of your letters.
- April 17th: Return letters to your peers and I will return your letters to you. (I will grade you on this, asking you to turn in your peer’s evaluation of your letters when you turn in your final letter copies)
- May 1st: Final drafts of your letters and addressed envelopes are due the day of our final exam.

EXAMS
We will have a mid-term and a final exam based on the assigned readings, lecture, videos and guest speakers. Both exam formats will combine multiple choice, true/false, and fill-in-the-blank questions with a few short answer and/or essay questions. The final exam will be cumulative, covering the material for the entire semester. I WILL NOT PROVIDE A COMPREHENSIVE STUDY GUIDE FOR EITHER EXAM.

EXAM MAKEUP POLICY
The exam dates are clearly listed on the syllabus and you should be prepared to take the exams on those days. However, life often hits us with unforeseen circumstances. Makeup exams will only be offered if: 1) you are in the hospital or visiting a doctor because you are ill, 2) there has been a death in the family, or 3) you have been involved in an auto accident. These are three legitimate reasons to miss an exam. Barring a serious injury, you must make arrangements with me prior to the scheduled exam period in order to be granted a make-up exam. Make-up exams will consist entirely of short-answer and essay questions and will be given the week after the scheduled exam.

FINAL GRADE POINT DISTRIBUTION
Attendance and Participation 10%
Letters to Congress 25%
Midterm Exam 25%
Poster Presentation 20%
Final Exam: 20%

FINAL LETTER GRADES
Your final grade will be calculated by adding the weighted scores on the above graded elements. WebCT will be set up to make these calculations throughout the semester and you can check your progress at any time (go to WebCT and

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Final letter grades will be given according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.0-100%</td>
<td>A (4.0)</td>
<td>74.0-76.9%</td>
</tr>
<tr>
<td>90.0-95.9%</td>
<td>A- (3.7)</td>
<td>70.0-73.9%</td>
</tr>
<tr>
<td>87.0-89.9%</td>
<td>B+ (3.3)</td>
<td>67.0-69.9%</td>
</tr>
<tr>
<td>84.0-86.9%</td>
<td>B (3.0)</td>
<td>64.0-66.9%</td>
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<tr>
<td>80.0-83.9%</td>
<td>B- (2.7)</td>
<td>60.0-63.9%</td>
</tr>
<tr>
<td>77.0-79.9%</td>
<td>C+ (2.3)</td>
<td>59.9%</td>
</tr>
</tbody>
</table>

NOTE: I do not round grades up. Thus, if your final point total is 89.9% at the end of the semester, you will receive a “B+”. Extra credit assignments will not be given to individual students after the last day of class or after your final grade has been calculated.

COURSE SCHEDULE

January 9: Meet on campus—location to be announced.
- Distribute syllabus
- Video: Shakespeare Behind Bars.

January 11: Review syllabus
- Video: Shakespeare Behind Bars.

January 15: MLK Day Observed.
- The College of Charleston will commemorate the life and teachings of Dr. Martin Luther King, Jr. with MLK Challenge 2, an active day of service. Teams will be given $75, a van, and six hours to complete a challenging project to benefit the local community. Projects will require creativity, problem solving, and teamwork. Last year students successfully accomplished 14 projects with hard work and over $4500 in donated goods and services. If you have questions and/or are interested in participating, contact Lauren Collier (collierrl@cofc.edu).

January 16: The Problem of Mass Incarceration
- Read pages 1-41 in Downsizing Prisons.

January 18: Guest Speaker: Prison Warden.

January 23: The Problem of Mass Incarceration
- Read Chapter 2 in Downsizing Prisons.
- Read “Riley Lays Out Proposal to Fight Gun Violence” (Posted on WebCT under “Articles”)

January 25: The Problem of Mass Incarceration
- Read Chapter 3 in Downsizing Prisons.

January 30: The Problem of Mass Incarceration
- Read Chapter 4 in Downsizing Prisons.

February 1: Alternatives to Mass Incarceration
- Read Chapter 5 in Downsizing Prisons. (this is a chapter on probation and (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

February 6: Guest Speaker.
February 8 & 13: Alternatives to Mass Incarceration
• Read Chapters 6 and 7 in Downsizing Prisons.
February 15: Catch-up day.
February 20: Mid-term exam.
February 22: Video
February 27: Introduction to Prison Life and Prisoner Demographics
• Read pages 1-41 and pages 93-112 in A World Apart.
March 1: Psychological Effects of Incarceration.
• Read “Mental Health Issues in Long-Term Solitary and ‘Supermax’ Confinement” (Posted on WebCT under “Articles”)
• Read “Pathological Effects of the Supermaximum Prison” (Posted on WebCT under “Articles”)
• Read pages 169-189 in A World Apart.
March 6 & 8: NO CLASS...SPRING BREAK!!!
March 13: Psychological Effects of Incarceration.
• Video: Quiet Rage.
March 15: Sex and Relationships Behind Bars.
• Read “It Ain’t Happening Here: Working to Understand Prison Rape” (Posted on WebCT under “Articles”)
• Read “California’s Condom Bill” (Posted on WebCT under “Articles”)
• Read pages 42-72, pages 113-124, pages 194-211 and pages 244-261 from A World Apart.
March 20: Historical Approaches to Female Incarceration: Retribution, Rehabilitation and Back Again
• Read “Communication Policy Changes in State Adult Correctional Facilities from 1971-2005” (Posted on WebCT under “Articles”)
• When reading the above article, focus on the Introduction/literature review and the Discussion/Conclusion.
• Read “Riding the Bus: Barriers to Prison Visitation and Family Management Strategies” (Posted on WebCT under “Articles”)
• Read pages 135-154, pages 212-227 and pages 262-270 (“Contact”) from A World Apart.
March 27: Prisoner Reentry: Preparing for Release
• Read “Introduction: The Common Criminal and Us” by Shadd Maruna (Posted on WebCT under “Articles”)
March 29: Prisoner Reentry: Preparing for Release
• Read “Ex-con: Managing a Spoiled Identity” (Posted on WebCT under “Articles”)
April 3: Guest Speaker: Prison Chaplain

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

April 5 & April 10: Facilitating Reentry: Faith and Spirituality.
- Read “Religion for a Captive Audience, Paid for by Taxpayers” (Posted on WebCT under “Articles”)
- Read “The Right has a Jailhouse Conversion” (Posted on WebCT under “Articles”)

April 12: Innovative Rehabilitative Efforts.
- Read “Inside Track” (Posted on WebCT under “Articles”)
- Read “Prisoners Serve As They Do Time: Club Offers Chance to do Good” (Posted on WebCT under “Articles”)
- Read “Oedipus Max: Four Nights of Anguish and Applause in Sing Sing” (Posted on WebCT under “Articles”)
- Read “Trained by Inmates, New Best Friends for Disabled Veterans” (Posted on WebCT under “Articles”)

April 17: Growing Old in Prison.
- Read “Life and Death: As Inmates Age, A Prison Carpenter Builds More Coffins” (Posted on WebCT under “Articles”)
- Read “Ex-Prison Inmate Makes Prison Less-Forbidding Place to Die” (Posted on WebCT under “Articles”)

April 19: Poster Presentations.
- Location to be announced

Tuesday, May 1: Final Exam time and location to be announced.

Attendance and Participation Points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tr>
<td>4</td>
<td>3</td>
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</table>

Attendance  Missed 0 classes Missed 1 class Missed 2 classes Missed 3 classes
Promptness  Student arrives to class on time  Student is late to class once every two weeks.  Student is late to class more than once every two weeks.  Student is late to class more than once a week.

Level Of Engagement In Class  Student proactively contributes to class by offering ideas and asking questions more than once per class.  Student proactively contributes to class by offering ideas and asking questions once per class.  Student rarely contributes to class by offering ideas and asking questions.  Student never contributes to class by offering ideas and asking questions.

Application of Class Material  When speaking in class, student almost always incorporates or builds off of the ideas discussed in the assigned readings.  When speaking in class, student sometimes incorporates or builds off of the ideas discussed in the assigned readings.  When speaking in class, student rarely incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class.  When speaking in class, student never incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class.

Listening Skills  Student always listens when others talk, both in groups and in
Proposal for a New Course

Class. Student usually listens when others talk, both in groups and in class.
Student does not listen when others talk, both in groups and in class.
Student does not listen when others talk, both in groups and in class. Student
often interrupts when others speak.

Behavior Student almost never displays disruptive behavior during class.
Student rarely displays disruptive behavior during class. Student occasionally
displays disruptive behavior during class. Student almost always displays
disruptive behavior during class.

Preparation Student is almost always prepared for class with assignments and
required class materials. Student is usually prepared for class with
assignments and required class materials. Student is rarely prepared for
class with assignments and required class materials. Student is almost
never prepared for class with assignments and required class materials

Total Points

13. Is this course to be added to the Degree Requirements of a Major, Minor,
Concentration or List of Approved Electives?

a) □ yes  ☒ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of
the major, minor, concentration and/or list of approved electives here:


(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

                     
Date: 2-9-09

15. Signature of Dean of School:

                     
Date: 2/12/09

16. Signature of Provost:

                     
Date: ________________

17. Signature of Business Affairs Official

                     
Date: ________________

18. Signature of Curriculum Committee Chair:

                     
Date: 3/6/09

19. Signature of Faculty Senate Secretary:

                     
Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Women’s and Gender Studies**

2. Course Number and Title: **WGST 401: Capstone in Women's and Gender Studies**
   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: ☐

3. Semester and year when course will first be offered:
   **Spring 2011**

4. Catalog Description (please limit to 50 words):
   An intensive reading and writing seminar open to seniors pursuing a major or minor in Women’s and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

5. 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):
   This course is only open to senior students with a declared major or minor in Women's and Gender Studies.

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   - Students will display an understanding of feminist methods, theory and analysis.
   - Students will demonstrate an ability to provide a cultural, historical, and structural analysis of gender.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

- Students will demonstrate knowledge of the intersection of race, class and gender.

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

This course is designed to emphasize the key components of the WGS mission statement: stressing the gendered nature of human life, including women in our body of knowledge, and examining gender from a range of disciplinary perspectives.

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

This course represents the end of the WGS major. It will create a synthesis of students' studies in the field—including their internship experience—and deepen their skills in WGST research.

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

The course can only be taken by WGST majors and minors, and for our minors it should function in the same way it does for the majors.

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 will be affected.

b) Please explain overlap with any existing courses.

There is no overlap with existing courses.

9. Method of teaching:

An reading and writing-intensive seminar

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

All WGS majors will be required to take this course, and WGS minors will have the option of taking it. Because this course will come into existence at the same time as the WGS major, it will cause no enrollment pattern shifts to the major, and can only cause minor shifts to enrollment patterns for the minor.

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

The director of Women's and Gender Studies will teach this course on a regular basis, and as with our Introduction to Women's and Gender Studies, we will have a list of affiliated faculty who will occasionally teach

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

11. Requirements for additional resources made necessary by this course:
   a) Staff:
      No new resources required.
   b) Budget:
      No additional resources required.
   c) Library:
      When the WGS major goes into effect, WGS will receive additional library
      resources that will support this course.

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

13. Is this course to be added to the Degree Requirements of a Major, Minor,
    Concentration or List of Approved Electives?
   a) ☑ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of
      the major, minor, concentration and/or list of approved electives here:
      This is part of the proposal for a major in Women's and Gender Studies.

(Form was approved by FCC on 9/1/08 and replaces all others.)
WGST 401, Capstone in Women's and Gender Studies
Sample Syllabus

Catalog description: An intensive reading and writing seminar open to seniors pursuing a major or minor in Women's and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

Objectives:
- Students will display an understanding of feminist methods, theory and analysis.
- Students will demonstrate an ability to provide a cultural, historical, and structural analysis of gender.
- Students will demonstrate knowledge of the intersection of race, class and gender.

Requirements:
Reading responses (5 one-page formal responses) 15% of final grade
Research paper (20-25 pages) 65% of final grade
Class presentation on research (15 minutes) 10% of final grade
Class participation 10% of final grade

Sample thematic focus: Women's and Gender Studies and Feminism: Examining the Intersections

Sample description: Women's and Gender Studies as an academic field emerged from feminist activism of the 1960s and '70s, and therefore feminism and WGS are often seen as two sides of the same coin. This course will offer us the opportunity to interrogate that linkage. Is it rhetorical, ideological, practical? What does the history of the twentieth-century women's movement tell us about the discipline of WGS? What are WGS scholars now saying about the place of feminism in the field?

As the capstone seminar for WGS majors and minors, this course offers students the opportunity to situate their own academic studies in a broader set of historical, political, and intellectual inquiries. To that end, the syllabus is divided into three parts: Movements, Theories, and Institutions. We will begin by reading second wave manifestos and reflective documents from women's liberation in order to identify the ideologies and controversies that propelled twentieth century feminist activism. In our section on Theories, we will discuss what makes feminist theories different from other kinds of theoretical interventions and how these theories have both academic and activist relevance. In the third section, on Institutions, we will examine recent scholarship that seeks to position WGS as an academic field.

Grading guidelines:
In evaluating your analysis papers, I will take the following things into consideration:
1. Basics: does the writing (such as grammar, spelling, and style) support rather than hinder the paper’s analysis? (If a paper misspells an author’s name, then it isn’t really encouraging the reader to believe the analysis it offers.)
2. Subject matter: does the writer demonstrate a mastery of the relevant material that we’ve covered so far?

WGS Major Proposal for Curriculum Committee 14
3. *Ambition*: how in-depth is the paper? Is the writer pushing her/his points as far as they can go? Does the writer offer original insights?

4. *Argumentation*: does the writer make a clear claim, offer specific evidence to support the claim, and then interpret the evidence so that its relationship to the claim is clear?

Sample required readings:


*Just Methods: An Interdisciplinary Feminist Reader*, by Allison Jaggar

*In Our Time: Memoir of a Revolution*, by Susan Brownmiller

*Dear Sisters: Dispatches from the Women's Liberation Movement*, ed. Rosalyn Baxandall and Linda Gordon

*This Bridge Called My Back: Writings by Radical Women of Color*, eds. Gloria Anzaldúa and Cherie Moraga

*Skeptical Feminism: Activist Theory, Activist Practice*, by Carolyn Dever

*Women's Studies on Its Own: A Next Wave Reader in Institutional Change*, ed. Robyn Wiegman

*Troubling Women's Studies: Pasts, Presents, and Possibilities*, eds. Ann Braithwaite, Susan Heald, Susanne Luhmann, and Sharon Rosenberg

*Disciplining Feminism: From Social Activism to Academic Discourse*, by Ellen Messer-Davidow

Week 1-4: Movements: Women's liberation

1. *In Our Time* and *Dear Sisters*
2. *In Our Time* and *Dear Sisters*, response #1 due
3. *This Bridge Called My Back*
4. *This Bridge Called My Back*, response #2 due

Weeks 5-8: Theories: Feminist theory and practice

5. *Skeptical Feminism*
6. *Skeptical Feminism*, response #3 due
7. *Just Methods*
8. *Just Methods*, response #4 due

Weeks 9-14: Institutions: Women's and Gender Studies as a discipline

9. *Women's Studies on Its Own*
10. *Women's Studies on Its Own*, response #5 due
11. *Disciplining Feminism*
12. *Troubling Women's Studies*
13. Research presentations
14. Research presentations
Proposal for a New Course

14. Signature of Department Chair or Program Director: ________________________________
   Date: 3/7/09

15. Signature of Dean of School: ________________________________
   Date: 3/7/09

16. Signature of Provost: ________________________________
   Date: 3/10/2009

17. Signature of Business Affairs Official: ________________________________
   Date: _____________

18. Signature of Curriculum Committee Chair: ________________________________
   Date: 3/24/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: International Studies

2. Name of Major: International Studies

3. Desired acronym: INTL

4. Total number of hours required for completion of major: 34-35

5. Semester and year in which new major will go into effect: Fall 2009

6. Justification for offering the major (consider the following):

a) What are the goals and objectives of the major?
   The School of Languages, Cultures and World Affairs proposes a broad based International Studies major consistent with its mission to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

b) How does the major support the liberal arts tradition of the College, including linkages with other disciplines?
   As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Political Science, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

The IS major is both an interdisciplinary and multidisciplinary program. The major recognizes that a comprehensive focus on international issues, foreign cultures, and societies is beyond the ability of any one discipline to provide. The IS major draws from multiple disciplines to give students a multidimensional perspective to global development and issues. It emphasizes knowledge of regions across disciplines and time providing students with the skills needed to become global citizens.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

foreign language training, experiential leaning through study/internship abroad with a multi disciplinary comparative approach.

The beginning of the major consists of an introductory core of nine credit hours consisting of the IS interdisciplinary introduction course (INTL 100 - new course proposal) and two courses from departmental course offerings chosen from two categories - International Politics, History and Geography and International Culture and Literature - one course from each category. This set of courses is designed to provide students with an international perspective and orientation as well as a set of skills in comparative analysis that will serve them in their concentration within the major.

The major offers five concentrations - ASIA, AFRICA, EUROPE, LATIN AMERICA AND THE CARIBBEAN, and COMPARATIVE LITERATURE. The first four are characterized as Area Studies concentrations, the last a Thematic concentration. Within the area studies concentrations it is possible in some cases for students to focus on one particular country. The concentrations make up the middle of the major and are linked to the International Studies approach through the IS introductory course and a one credit hour comparative methods course (INTL 300 - new course proposal) required of all IS majors with 18-21 hours completed in the major. Each concentration is internally coherent with either a regional, national or thematic focus. Each concentration has either an introductory course or sequence of courses or a capstone course (as in the case of the Europe and Comparative Literature concentrations) that ties together the multidisciplinary threads of the concentration. Crucial to the IS major and what most distinguishes it from other majors at the College is the integration of foreign language study and study abroad into the curriculum. All students are required to complete the equivalent of 202 in a foreign language and an additional 6 credit hours of foreign language (or the equivalent) - languages determined by their concentrations, and must earn six credit hours in an approved study/internship abroad program. These requirements are consistent with the growing trend in International Studies programs throughout the US and the goals of the School of Languages, Cultures and World Affairs.

The end of the major consists of a common IS capstone course (INTL 495 - new course proposal) which we have conceived of as a device to tie all of the concentrations back to the international comparative perspective of the major through a focus on a major issue/theme.

Most important for multidisciplinary programs is advising. Students need assistance not only in choosing the path most relevant to their interests in the major but also in navigating the vast number of courses

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

in the major that have departmental prerequisites. The international Studies faculty as well as the ten directors or coordinators of the international interdisciplinary and area studies programs that are part of the major will provide critical advising of IS majors through mandatory advising sessions with all students every semester through registration blocks.

7. Which other departments/majors are affected by this new major (please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it)?

As a thoroughly multi-disciplinary major, International Studies incorporates courses from over 20 departments and programs and four schools. All non-IS courses in the major are part of the curriculum of the minor programs that have been incorporated into the IS major program.

8. Please explain any overlap with existing major.

The international Studies major overlaps with the following majors: ANTHROPOLOGY; ART HISTORY; HISTORY; POLITICAL SCIENCE; CLASSICS; HISPANIC STUDIES; FRENCH; GERMAN; LATIN AMERICAN AND CARIBBEAN STUDIES; ENGLISH; COMMUNICATIONS; INTERNATIONAL BUSINESS; MUSIC; SOCIOLOGY; THEATER; PHILOSOPHY; RELIGIOUS STUDIES; ECONOMICS.

As is appropriate for an inter- and multi-disciplinary program, the International Studies major draws from multiple disciplines in the attempt to give students a multidimensional perspective to global development and affairs. No one discipline by itself can sufficiently provide students with the multitude of approaches needed to understand our increasingly complex globalized reality.

9. Address potential shifts:

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

      Little shift in enrollment in individual classes is anticipated. Estimated number of majors of 50-60 will have little impact spread out over the number of concentrations. The largest impact will be in the introductory classes, particularly with the introduction of a new INTL 100 Introduction to International Studies course.

   b) Address potential shifts in staffing of the department as related to the offering of this major.

      Three new courses accompany this proposal for the major. INTL 100 Introduction to International Studies, INTL 300 Comparative Methodology in International Studies, and INTL 495 International Studies Capstone. INTL 100 will be staffed by a new INTL hire that will be made by the School of Languages, Cultures and World Affairs. INTL 300 and INTL 495 will be staffed by the new INTL hire as well as other College faculty involved in the INTL program who wish to

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Proposal for a New Major

participate. The Methods and Capstone courses will be offered once per year in the first three years.

10. Requirements for additional resources made necessary by this major.

a) Staff:
   As noted above, the School of LCWA is committed to staff the INTL 100, INTL 300 and INTL 495 courses by the Fall 2009 start date of the major. LCWA expects to add additional faculty within the next three years to teach these courses as well as other courses in the major. ¼ time administrative staff will be needed, but not immediately.

b) Budget:

   ** Annual Expenses **
   Director – stipend $ 8000.
   IS Faculty position** 55000
   Library additions* 5000.
   Video purchase or rental* 2500.
   Printing - brochures, flyers 1000.
   Attendance - International Studies Association meeting 1500.
   Speakers, Film Festival, Sponsored Events 5000.
   Misc. Office supplies/ copier costs, etc. 2500.
   ANNUAL TOTAL (estimate) $80500.

   ** Nonrecurring Expenses **
   Enhancement of library collection $10000
   NONRECURRING TOTAL (estimate) $10000.
   IMPLEMENTATION COST (estimate) $90500.

   ** Funding has already been committed for this position

c) Library:

   * will be funded by the Library from anticipated increases or reallocations in book/journal/video budgets.

11. List courses and requirements (including their prerequisites) for completion of this major. Provide any relevant additional information, for example include a typical schedule for a student to complete this major.

   SEE ATTACHMENT

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

12. Signature of Department Chair (s) or Program Director(s):
   
   
   
   
   Date: 3/14/09
   Date: 

13. Signature of Dean of School:
   
   
   
   
   Date: 3/16/09
   Date: 

14. Signature of Provost:
   
   
   
   
   Date: 3/17/2009

15. Signature of Business Affairs Official
   
   
   
   
   Date: 
   
   
   
   
   
   not needed

16. Signature of Curriculum Committee Chair:
   
   
   
   
   Date: 3/24/09

17. Signature of Budget Committee Chair
   
   
   
   
   Date: 

18. Signature of Planning Committee Chair:
   
   
   
   
   Date: 3/30/09

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

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PROPOSED MAJOR IN INTERNATIONAL STUDIES (B.A., A.B.) (34-35 hours)

Introduction

In response to the dramatic events of the collapse of the Soviet Union; democratization in Latin America and East-Central Europe; increased ethnic conflict in eastern Europe, Asia, and Africa; September 11 and the rise of international terrorism; and increased stress points in world affairs, a number of important organizations in higher education have sounded the call for American colleges and universities to provide more preparation for students in foreign languages, knowledge of other cultures, and world affairs. Organizations such as the Association of American Colleges and Universities, the American Council of Education, the Institute for International Education, and the American Association of State Colleges and Universities have launched special initiatives to encourage more universities to provide opportunities to gain much needed knowledge and skills required in our interdependent world.

Over the last ten years or more the College has not been idle in this regard. In our previous SACS reaccreditation, we undertook a focused self-study on the internationalization and interculturalization of the campus and the curriculum that resulted in the establishment of our Office of International Education and Programs and led to the creation of many of the interdisciplinary area and cultural studies minors we now offer our students. We now are prepared take the next step by institutionalizing that mission.

An area and thematic studies based major in International Studies can meet our students’ need for a 21st century global perspective. With foreign language skills and study abroad opportunities tied to a robust multi- and interdisciplinary curriculum, the proposed degree in International Studies will develop globally competent graduates actively engaging the world around them.

Requirement: 34-35 hours
INTRODUCTORY LEVEL: 9 hours

A. INTL 100 Introduction to International Studies – 3 hours

B. One course from each of the following two categories: 6 hours

1) International Politics, History and Geography
POLS 103 World Politics
HIST 104 World History since 1500 (Prerequisite: HIST 103)
GEOG 101/POLS 104 World Regional Geography

2) International Culture and Literature
RELS 105 World Religions
ENGL 233 Survey of Non-Western Twentieth Century Literature (Prerequisites: ENGL 101 and 102)
CPLT 200 Introduction to Comparative Literature
or
Any 200 level Literature in Translation survey course (i.e., LTPO, LTRS, LTFR, etc.)

C. AREA STUDIES AND THEMATIC CONCENTRATIONS: 21-22 hours
   Africa Concentration – 21 hours
   Asia Concentration – 21 hours
   International Comparative Literature Concentration – 22 hours
   European Concentration – 21 hours
   Latin America and the Caribbean Concentration – 21 hours

D. COMPARATIVE METHODOLOGY – 1 hour
   Required for all International Studies majors; IS majors must normally take IS 300 between 18 and 21 hours of the International Studies major

E. ALL IS MAJORS ARE REQUIRED TO COMPLETE THE EQUIVALENT OF 202 IN A FOREIGN LANGUAGE AND AN ADDITIONAL 6 CREDIT HOURS OF FOREIGN LANGUAGE (OR THE EQUIVALENT) - LANGUAGES DETERMINED BY THEIR CONCENTRATIONS. Concentrations may allow requirement to be completed in only one language or two languages related to the concentration. Students may also double count language courses for the Foreign Language Requirement and Concentration requirement – check Concentration requirements.

F. ALL IS MAJORS ARE REQUIRED TO SPEND ONE SEMESTER OR SUMMER IN A STUDY OR INTERNSHIP ABROAD PROGRAM AND EARN A MINIMUM OF 6 CREDIT HOURS (To be arranged with the Director of the Program and with the provision for an alternative or exemption on the basis of special circumstances)

G. CAPSTONE: 3 hours
   INTL 495 International Studies Capstone (Prerequisite: 24 hours of a declared International Studies major)

H. ADVISING
   Students will be assigned a faculty advisor in their chosen concentration as they enter the program. Faculty advisors will assist students in choosing associated foreign language and study abroad components. Advising will aid students in navigating the large number of courses in the major, many which have departmental prerequisites. Moreover, templates for students who wish to specialize in a particular country within their concentration will be provided through the advising process. International Studies majors will be subject to an advising block on their registration to ensure that all IS students are progressing through a series of developmental learning experiences, including their foreign language study and study abroad.
J. International Studies students must take a minimum of 9 credit hours at the 300 level in the International Studies major.
Africa Concentration

The Africa Concentration in International Studies requires completion of 21 hours including a core of 6 hours and 15 hours of electives with at least 3 hours in each of three disciplines which will include the core History courses.

Requirements: 21 hours
Core courses: 6 credit hours
AFST 101 Introduction to African Civilization
HIST 272 Pre-Colonial Africa (Prerequisites: HIST 101–102 or HIST 103–104) or
HIST 273 Modern Africa (Prerequisites: HIST 101–102 or HIST 103–104)

15 credit hours selected from the following:
AFST 202 Special Topics in African Studies
ANTH 322 Peoples and Cultures of Africa (Prerequisite: ANTH 101 or permission of the instructor.)
ENGL 233 Survey of Non-Western Twentieth Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102)
FREN 451 African Literature of French Expression
HIST 372 North Africa Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 373 West Africa Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 473 Pan Africaism/OAU (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 322 Politics of Africa
POLS 331 Politics of Film and Reality in South Africa
POLS 366 International Diplomacy Studies

Foreign Language Requirement: Complete 202 (or the equivalent) in one foreign language and an additional 6 credit hours in the same or a different foreign language (or the equivalent).

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Asia Concentration

The Asia Concentration in International Studies requires completion of 21 hours including a core of 3 hours and 9 hours chosen from History, Politics and Ideas and 9 hours chosen from Art, Literature and Culture with at least 3 hours in each of three disciplines.

Requirements: 21 hours
Core courses (3 hours):
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Electives: 18 hours from list below
The elective courses must be chosen from at least three different disciplines; students may develop a regional specialization within the Asia Concentration in consultation with an advisor (for example, South Asia, Southeast Asia, China or Japan). Students may focus on Japan by taking their elective courses from those designated JAPN and fulfilling their language requirement in Japanese. No more than 6 hours at the 100 level may be counted towards the Asia Concentration. ARTH 103 cannot fulfill a requirement in more than one category.

History and Politics: 9 hours

HIST 276 Islamic Civilization (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 282 China to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 283 Modern China (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285 The Indian Subcontinent Since 1500 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 286 Japan to 1800 JAPN (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 Modern Japan JAPN (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 377 Iran/Persia (Prerequisites: HIST 101–102 or HIST 103–104)

POLS 323 Politics of East Asia JAPN
POLS 362 Case Studies in Foreign Policy

ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

Art, Literature and Culture: 9 hours

ARTH 103 Survey of Asian Art JAPN
ARTH 241 History of the Art of India
ARTH 242 History of the Art of China
ARTH 243 History of the Art of Japan JAPN
ASST 101 Introduction to Asian Studies
ASST 105 Value and Tradition in Asian Civilization

CHNS 390 Chinese Special Topics/Independent Study
LTCH 250 Chinese Literature in Translation

ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)

JPNS 390 Special Topics
LTJP 250 Japanese Literature in Translation  JAPN
LTJP 350 Japanese Literature: A Foreign Author  JAPN
LTJP 390 Special Topics in Japanese Literature in Translation  JAPN

RELS 240 The Buddhist Tradition
RELS 245 The Hindu Tradition
RELS 248 Religions of China and Japan  JAPN
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

**Foreign Language Requirement:** Complete 202 (or the equivalent) in one Asian language and an additional 6 credit hours in the same or a different Asian language (or the equivalent). Students with a Japan focus must fulfill the requirement entirely in Japanese.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Comparative Literature Concentration

The Comparative Literature Concentration in International Studies requires completion of 22 hours including a core of 4 hours (including a 1 hour Capstone); 6 hours from selected literature surveys, and 12 hours of electives with at least 3 hours in each of three disciplines.

Requirements: 19 hours
Core courses: 4 hours (NOTE: CPLT 400 is 1 credit hour)
CPLT 200 Introduction to Comparative Literature (Prerequisites: ENGL 101 and 102; one additional literature course recommended.)
CPLT 400 Capstone (Prerequisite: Completion of all other coursework for the concentration in comparative literature and presented to the program director.)

Two courses selected from the following: 6 hours
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
LTFR 250 Francophone Literature in Translation
LTSP 252 Contemporary Latin American Literature in Translation

Four additional courses from at least three different departments, selected from the following list. One literature course must be in a foreign language you are studying to meet the Concentration foreign language requirement: 12 hours (Please note: a maximum of two film courses may be applied)

Arabic
LTAR 250 Arabic Literature in (English) Translation
LTAR 350 Arabic Literature in (English) Translation

Chinese
LTCH 250 Chinese Literature in (English) Translation
LTCH 350 Chinese Literature in (English) Translation

Classics
CLAS 103 Classical Mythology
CLAS 253 Ancient Epic
CLAS 254 Tragedy
CLAS 255 Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature
CLAS 302 Topics in Latin Literature

English
ENGL 201 British Literature to 1800 (Prerequisites: ENGL 101 and 102)
ENGL 202 British Literature since 1800 (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 207 Survey of American Literature to the Present (Prerequisites: ENGL 101 and 102)
ENGL 212 The Cinema: History and Criticism (Prerequisites: ENGL 101 and 102)
ENGL 216 Introduction to African American Literature (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 240 Science Fiction (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 313 African American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 320 Literature for Adolescents (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327 The British Novel I (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 328 The British Novel II (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 336 Women Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 338 Modern Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 341 Twentieth-Century Southern Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 342 Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 343 American Renaissance: 1830–1870 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 346 Contemporary American Fiction (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 349 American Novel to 1900 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 351 Studies in American Film (Prerequisites: ENGL 101 and 102; ENGL 201 and 202; ENGL 212 or permission of the instructor)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 354 Jewish-American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 355 The American Short Story (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 356 American Novel: 1900–1965 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)
ENGL 359 Contemporary American Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 370 Major Literary Genres (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 390 Studies in Film (Prerequisites: ENGL 101 and 102; ENGL 201 and 202; ENGL 212 or permission of the instructor)
French
LTFR 150 French Literature in (English) Translation
LTFR 250 Francophone Literature in Translation
FREN 320 Survey of Francophone Literature *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 321 Survey of French Literature *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 326 Survey of Francophone Civilization *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 327 Survey of French Civilization *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 370 Studies in French Film and Literature
FREN 431 The Middle Ages and Renaissance in France
FREN 432 The 17th Century
FREN 433 The Baroque and Classic Theatre in France
FREN 434 The 18th Century
FREN 435 Literature of the 19th Century I
FREN 436 Literature of the 19th Century II (Prerequisite: FREN 435)
FREN 437 Twentieth-Century French Literature
FREN 438 Theater of the 20th Century (Prerequisite: FREN 313 and 314)
FREN 443 The Novel in France
FREN 451 African Literature of French Expression
FREN 452 Literature of the Maghreb (Prerequisite: FREN 313 and 314)
FREN 482 French Women Writers

German
LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in (English) Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation
GRMN 365 Introduction to German Literature
GRMN 460 German Literary Heritage (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature (Prerequisite: one 300-level German course or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German course or permission of the instructor.)

Greek
GREK 371 Readings in Greek Literature: Poetry (Prerequisites: Two 200-level Greek courses.)
GREK 372 Readings in Greek Literature: Prose (Prerequisites: Two 200-level Greek courses.)

Hebrew
LTHB 250 Hebrew Literature in (English) Translation
Italian
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation
LTIT 370 Studies in Italian Film and Literature
ITAL 361 Survey of Italian Literature I (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature (Prerequisite: ITAL 313 or 314, or permission of the instructor)

Japanese
LTJP 250 Japanese Literature in (English) Translation
LTJP 350 Japanese Literature in (English) Translation
LTJP 450 Japanese Literature in (English) Translation

Latin
LATN 301 Introduction to Latin Literature (Prerequisite: LATN 202, 250, or TSP Testing)
LATN 305 Medieval Latin (Prerequisite: LATN 202, 250, and 301)
LATN 321 Cicero (Prerequisite: LATN 301)
LATN 322 Vergil (Prerequisite: LATN 301)
LATN 323 Roman Historiography (Prerequisite: LATN 301)
LATN 371 Roman Comedy (Prerequisite: LATN 301)
LATN 372 Roman Satire (Prerequisite: LATN 301)
LATN 373 Roman Biography (Prerequisite: LATN 301 and 305)

Music
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)

Portuguese
LTPO 250 Portuguese Literature in (English) Translation
LTPO 350 Portuguese Literature in (English) Translation
LTPO 450 Portuguese Literature in (English) Translation

Religion
RELS 201 The Hebrew Bible
RELS 202 The New Testament
RELS 205 Sacred Texts of the East
RELS 310 Sacred Texts
RELS 360 Myth, Ritual, and Symbol

Russian
LTRS 150 Russian Literature in (English) Translation
LTRS 250 Russian Literature in (English) Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in (English) Translation
LTRS 450 Russian Literature in (English) Translation

Spanish

LTSP 150 Spanish Literature in (English) Translation
LTSP 250 Spanish Literature in (English) Translation
LTSP 252 Contemporary Latin American Literature in Translation
LTSP 256 Magic and the Real: Latin American Literature and Film
LTSP 350 Spanish Literature in (English) Translation
LTSP 450 Spanish Literature in (English) Translation

SPAN 320 Introduction to the Study of Hispanic Literature (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)

SPAN 361 Survey of Spanish Literature I (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 362 Survey of Spanish Literature II (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 371 Survey of Spanish-American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 372 Survey of Spanish-American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 451 18th- and 19th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 452 20th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 453 Don Quijote de La Mancha (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 456 Contemporary Spanish-American Theatre (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 458 Contemporary Hispanic-Caribbean Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 473 The Golden Age (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 474 Contemporary Spanish Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 475 Medieval Literature of the Iberian Peninsula (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Theatre

THTR 212 History of the American Theatre
THTR 214 Modern American and European Drama
THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 316 African American Theatre (Prerequisite: junior or senior standing.)
THTR 387 The Contemporary Theatre

**Foreign Language Requirement:** Complete 202 (or the equivalent) in one language and an additional 6 credit hours in the same or a different foreign language (or the equivalent).

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Europe Concentration

The Europe Concentration in International Studies offers a multi-disciplinary concentration. The Europe Concentration requires completion of 21 hours including 9 hours from History, Politics, Ideas and Economics and 9 hours from Literature and Culture. Students must take at least 3 hours in each of three disciplines. All Students must take the 3 hour European Studies Capstone. *Students may focus on Britain (BRT), Germany (GRM), Italy (ITL) or Russia (RUS) by taking their required courses that are so designated.*

Requirements: 21 hours

History, Politics, Ideas and Economics: 9 hours

HIST 231 Ancient Greece (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 232 Ancient Rome (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 234 Early Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 235 High Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 242 History of Modern France (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 244 Political and Social History of Germany from 1866 to Present *GRM*
  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 245 Tsarist Russia to 1796 *RUS* (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 *RUS* (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 252 Women in Europe (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 256 History of Science and Technology (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to Modern *GRM RUS* (Prerequisites:  
  HIST 101–102 or HIST 103–104)
HIST 334 European Social History to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 336 Italian Renaissance *ITL* (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation *GRM* (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 341 Age of Enlightenment and Revolution (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History *GRM* (Prerequisites: HIST 101–102 or  
  HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History *GRM* (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union **RUS** (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 354 Tudor England, 1485–1603 **BRT** (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355 Stuart England, 1603–1714 **BRT** (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356 Georgian Britain **BRT** (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357 Victorian Britain **BRT** (Prerequisites: HIST 101–102 or HIST 103–104)

PHIL 203 Philosophy of Human Nature
PHIL 205 Existentialism **GRM**
PHIL 201 History of Ancient Philosophy
PHIL 202 History of Modern Philosophy **GRM**
PHIL 240 Jewish Philosophy
PHIL 250 Marxism **GRM**
PHIL 304 19th-Century Philosophy **GRM** (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 306 20th-Century Analytical Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 20th-Century Continental Philosophy **GRM** (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)

POLS 346 Modern Ideologies **RUS**
POLS 326 Soviet and Russian Politics **RUS**
POLS 334 Geographies and Politics of the European Union **BRT**

RELS 202 The New Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 230 The Christian Tradition

ECON 308 Evolution of Economic Doctrines (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 310 International Economics (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 330 Comparative Economic Systems (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)

FREN 380 Le Concept de Marketing* (Prerequisite: FREN 313)
FREN 381 French for World Business I* (Prerequisite: FREN 313)
FREN 382 French for World Business II* (Prerequisite: FREN 313)

GRMN 331 German for Business* **GRM**
GRMN 332 German in International Business* **GRM** (Prerequisite: GRMN 202 or 250)
SPAN 318 Spanish for International Business* (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)

MGMT 322 International Business (Prerequisites: ECON 200 and 201, junior standing)  
MGMT 325 International Management (Prerequisites: MGMT 301; junior standing.)  
MGMT 391 The International Corporation: A Comparative Approach (Prerequisites: ECON 200 and 201 or permission of the instructor; junior standing.)  
MGMT 409 Global Strategic Management (Prerequisites: ACCT 203, 204, DSCI 232, 314, ECON 200, 201, FINC 303, MGMT 301, MKTG 302, 326, MATH 104 and 105; senior standing.)  
MKTG 326 International Marketing (Prerequisites: MKTG 302, ECON 200 and 201; junior standing.)

Literature and Culture: 9 hours

ANTH 326 Peoples and Cultures of Europe (Prerequisite: ANTH 101 or permission of the instructor)

ENGL 201 British Literature to 1800 BRT (Prerequisites: ENGL 101 and 102)  
ENGL 202 British Literature since 1800 BRT (Prerequisites: ENGL 101 and 102)  
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)  
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)  
ENGL 301 Shakespeare: The Early Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 302 Shakespeare: The Later Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 304 Chaucer BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 306 Milton BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 307 Introduction to Old English BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 308 Spenser BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 311 Middle English Literature: Non-Chaucerian BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 314 Non-Dramatic Literature of the Renaissance BRT (Prerequisites: ENGL 101 and 102)  
ENGL 317 The Seventeenth Century BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 318 The Eighteenth Century BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 321 The Romantic Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 323 The Victorian Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)  
ENGL 325 Modern British Literature BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327 The British Novel: I BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 328 The British Novel: II BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337 British Drama to 1642 BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama BRT (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

LTFR 150 French Literature in (English) Translation
LTFR 250 Francophone Literature in (English) Translation

LTGR 150 German Literature in (English) Translation GRM
LTGR 250 German Literature in Translation GRM
LTGR 270 Studies in German Film GRM
LTGR 450 German Literature in (English) Translation GRM

LTIT 250 Italian Literature in (English) Translation ITL
LTIT 270 Introduction to Italian Cinema ITL
LTIT 350 Italian Literature in (English) Translation ITL
LTIT 370 Studies in Italian Film and Literature (English) ITL
LTIT 390 Italian Literature in Translation ITL

LTRS 150 Russian Literature in (English) Translation RUS
LTRS 210 19th century Russian Literature RUS
LTRS 220 20th century Russian Literature RUS
LTRS 250 Russian Literature in (English) Translation RUS
LTRS 270 Studies in Russian Film RUS
LTRS 350 Russian Literature in (English) Translation RUS
LTRS 450 Russian Literature in (English) Translation RUS

LTSP 250 Spanish Literature in (English) Translation: A Foreign Literature
LTSP 350 Spanish Literature in (English) Translation: A Foreign Author
LTSP 450 Spanish Literature in (English) Translation: Comparative Literature

ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 277 Renaissance Art ITL
ARTH 280 History of Baroque Art ITL
ARTH 285 Modern Art
ARTH 301 Studies in Ancient and Medieval Art (Prerequisite: Permission of the
instructor or six (6) hours of art history or ARTH 299.)

ARTH 303 Studies in Renaissance and Baroque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 306 Studies in Modern, Contemporary, and Film Arts (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 350 History of Early Christian and Byzantine Art RUS (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 355 History of Early Medieval and Romanesque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 360 History of Gothic Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 362 History of Medieval Manuscript Illumination (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 365 History of Northern Renaissance Painting GRM (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 370 History of Italian Early Renaissance Art ITL (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 375 History of Italian High and Late Renaissance Art ITL (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 381 Spanish Baroque Painting and Sculpture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 385 History of European Painting, 1700–1850 (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 389 19th-Century European Art GRM (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 390 20th-Century European Art GRM RUS (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 394 History of 18th- and 19th-Century Western Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 395 History of 20th-Century Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

MUSC 230 Masterworks of Music Literature GRM (Prerequisite: MUSC 131 or permission of the instructor.)

MUSC 337 Opera Literature GRM ITL (Prerequisite: MUSC 131 or 230 or permission of the instructor)

MUSC 381 Music History I (Prerequisite: MUSC 247 or permission of the instructor.)

MUSC 382 Music History II (Prerequisite: MUSC 381 or permission of the instructor; for minors in music, MUSC 246 is the prerequisite.)

THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 331 History of Dance
THTR 387 The Contemporary Theatre

FREN 220 Special Assignment Abroad*
FREN 321 Survey of French Literature *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 327 Survey of French Civilization *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 330 Collateral Study*
FREN 360 French Language Study Abroad*
FREN 361 Current Issues in France or the French-Speaking World*(Prerequisite: FREN 202 or 250 or permission of the instructor)
FREN 363 Advanced French Culture* (Prerequisite:FREN 313 and 314 and Junior standing or departmental approval.)
FREN 370 Studies in French and Francophone Literature and Film*
FREN 431 The Middle Ages and Renaissance in France*
FREN 432 The 17th Century*
FREN 433 The Baroque and Classic Theatre in France*
FREN 434 The 18th Century*
FREN 435 Literature of the 19th Century I*
FREN 436 Literature of the 19th Century II*(Prerequisite: FREN 435 or permission of the instructor.)
FREN 437 Twentieth-Century French Literature*
FREN 438 Theatre of the 20th Century* (Prerequisite: FREN 313 and 314)
FREN 443 The Novel in France*
FREN 482 French Women Writers*

GRMN 320 Special Assignment Abroad* GRM (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues* GRM
GRMN 326 German Media* GRM (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad* GRM
GRMN 329 Current Issues in Germany or the German-Speaking World* GRM
GRMN 365 Introduction to Literature* GRM
GRMN 424 German Civilization and Culture* GRM (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 460 German Literary Heritage* GRM (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature* GRM (Prerequisite: one 300-level German course or permission of the instructor.)
GRMN 472 Studies in German Cinema* GRM (Prerequisite: one 300-level German course or permission of the instructor.)

ITAL 328 Italian Language Study Abroad* ITL
ITAL 361 Survey of Italian Literature I* ITL (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II* ITL (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature* ITL (Prerequisite: ITAL 313 or 314, or permission of the instructor)

SPAN 320 Introduction to the Study of Hispanic Literature* (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)
SPAN 322 Civilization and Culture of Spain I* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 323 Civilization and Culture of Spain II* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues in Spain or the Spanish-Speaking World* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 361 Survey of Spanish Literature I* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 362 Survey of Spanish Literature II* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 446 History of the Spanish Language* (Prerequisite: SPAN 381 or permission of the instructor.)
SPAN 451 18th- and 19th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de La Mancha* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theatre* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Capstone: 3 hours
EUST 400 European Studies Capstone
*Please note: courses marked with an asterisk are taught in that language.

**Foreign Language Requirement:** European foreign language only. Complete 202 (or the equivalent) in one European foreign language and an additional 6 credit hours in the same or a different European foreign language (or the equivalent). Students with a Germany, Italy or Russia focus must fulfill the requirement entirely in those languages. Foreign language courses above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Latin America and the Caribbean Concentration

The Latin America and the Caribbean Concentration in International Studies requires completion of 21 hours including a 3 hour core course, 9 hours from the history and politics category, and 9 hours from the literature, film and culture category with at least 3 hours in each of three disciplines. Students may focus on Brazil by taking their required and elective courses from those designated BRAZ and fulfilling their language requirement in Portuguese.

Required: 21 hours
Core course: 3 hours
LACS 101 Introduction to Latin American and Caribbean Studies BRAZ

History and Politics: 9 hours
ANTH 328 Aztecs, Maya and their Ancestors (Prerequisite: ANTH 101 or ANTH 202 or permission of the instructor.)
HIST 262 Colonial Latin America (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 263 Modern Latin America (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 264 Caribbean to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 265 Caribbean Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 266 Aztecs, Maya and their Ancestors (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 364 Sugar and Slaves in Colonial Brazil BRAZ (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil BRAZ (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 321 Politics of Latin America
POL 333 The Politics of Contemporary Brazil BRAZ
POL 328 Modernization, Depend. & Pol. Development BRAZ
POL 335 Cuban Revolution
POL 366 International Diplomacy Studies

Literature, Film, and Culture: 9 hours
ANTH 325 Peoples & Cultures of Latin America (Prerequisite: ANTH 101 or permission of the instructor.)
ANTH 327 Peoples & Cultures of the Caribbean (Prerequisite: ANTH 101 or permission of the instructor.)
ARTH 205 Pre-Columbian Art and Culture
ARTH 255 Latin American Colonial Art
ENGL 233 Survey of Non-Western 20th Century Lit.(Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Post Colonial British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

LACS 103 Intro. to Contemporary Cuba
LACS 104 Intro. to Contemporary Chile
LACS 105 Intro. to Contemporary Brazil
LACS 106 Intro. to Contemporary Argentina

LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit. BRAZ
LTPO 270 Studies in Brazilian Film BRAZ
LTPO 280 Studies in Brazilian Civilization & Culture BRAZ
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author BRAZ
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit. BRAZ

LTSP 252 Contemp. Lat. Amer. Lit. in Translation
LTSP 254 Society, History & Cult. in Span. Amer. Lit.
LTSP 256 Magic & The Real in Lat. Amer. Lit. & Film

POLS 332 Politics of Film and Reality in Latin America

SPAN 315 Special Assignment Abroad (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor)

SPAN 326 Latin Amer. Civilization and Culture I (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)

SPAN 327 Latin Amer. Civilization and Culture II (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)

SPAN 328 Spanish Language Study Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)

SPAN 329 Current Issues Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)

SPAN 371 Survey of Spanish American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 372 Survey of Spanish American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 447 Spanish Dialectology (Prerequisite: SPAN 381 or permission of the instructor.)

SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 456 Contemporary Spanish-American Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

SPAN 458 Contemporary Hispanic Caribbean Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

**Foreign Language Requirement:** Spanish and Portuguese. Complete 202 (or the
equivalent) in Spanish or Portuguese language and an additional 6 credit hours in the same or the other language (or the equivalent). Students with a Brazil focus must fulfill the requirement entirely in Portuguese. Spanish and Portuguese language course above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Proposal for a New Major

1. Department: Women's and Gender Studies

2. Name of Major: Women's and Gender Studies

3. Desired acronym: WGST

4. Total number of hours required for completion of major: 33

5. Semester and year in which new major will go into effect: Fall 2010

6. Justification for offering the major (consider the following):
   a. What are the goals and objectives of the major?

Purposes and Objectives of the Program

The field of Women's and Gender Studies and the scholarship it has generated in the last thirty years have significantly transformed the traditional disciplines in the humanities and social sciences, and are having a growing impact on the sciences and professional schools. The Women's and Gender Studies Program at the College of Charleston is a vibrant, growing program. We are the largest interdisciplinary program at the College in terms of enrollments, faculty involvement, and number of minors, and we maintain a strong connection to the Charleston community. We are one of 652 Women's Studies or Women's and Gender Studies programs nationally, and national trends as well as student interest at the College of Charleston suggest that the time is right for a Women's and Gender Studies major.

The primary purpose of the B.A. in Women's and Gender Studies is to enable undergraduates to focus their energies on Women's and Gender Studies with the degree of concentration necessary to pursue the intellectual, personal, and civic opportunities offered by this significant and rapidly growing field of study. The mission statement of the Women's and Gender Studies Program summarizes the basis for the proposed initiative:

Women's and Gender Studies emerged in response to the recognition that the academic disciplines have studied human life by investigating men's lives. A primary aim of Women's and Gender Studies is to include women in our body of knowledge by examining women's writings, by researching women's roles and status in various societies, and by emphasizing women's cultural and historic contributions.

Women's and Gender Studies stresses the gendered nature of human life. It is also sensitive to other fundamental differences among humans, including those of class, race, ethnicity, age, and sexual orientation.

Women's and Gender Studies at the College of Charleston focuses on scholarship devoted to the study of women and gender in four general thematic areas: politics and social organization, historical and global perspectives, culture and representation, and mind and body. Our proposed B.A. will engage students with the latest research and writing in each of these areas.
Need for the Program in the State

Only one South Carolina university currently offers a Women’s Studies major, the University of South Carolina (Furman offers a concentration in Women’s and Gender Studies). No college or university in the Lowcountry offers such a major. Steadily rising enrollments in Women’s and Gender Studies courses reflect the need for this major. Indeed, our classes and our minor are popular. Women’s Studies classes have been offered at the College of Charleston since 1987, and the minor has been in existence since 1989. Our program has grown steadily and impressively in the last 20 years. During the last three years, an average of 1600 students a year have enrolled in Women’s and Gender Studies courses (including cross listed courses). Our introductory course is particularly popular; we now regularly offer seven sections per semester, enrolling an average of 520 students per academic year. Between 2004 and 2008 our number of WGS minors grew from 40 to 83.

Four small surveys conducted during spring 2006, fall 2007, and spring 2008 also provide support for an undergraduate major in WGS. During the spring semester 2006, we surveyed current Women’s and Gender Studies minors as well as students enrolled in the Introduction to Women’s and Gender Studies to assess their interest in a Women’s and Gender Studies major. 18 out of 171 WMST 200 students surveyed said that they would be interested in majoring in Women’s and Gender Studies (11%). 19 out of 20 current minors surveyed in spring 2006 said they were interested in majoring or double majoring in Women’s and Gender Studies. Graduating senior minors were asked if they would have been interested in majoring in Women’s and Gender Studies had the major been available; over half the respondents indicated that they would be “absolutely certain” or “very likely” to have majored in WGS.

During fall 2007 we contacted, via paper mail and email, our 113 WGS alumni, and 52 responded. This survey indicated that a clear majority of our responding alumni were supportive of the WGS major. Of this group, 81% strongly agreed that their WGS minor enhanced their academic experience at the College of Charleston, 9% stated that they agreed, and only one student disagreed. We asked how likely they would have been to have majored in WGS had a major been available while they were a student at CofC. 62% indicated that they would be “absolutely certain” or “very likely” to have majored in WGS.

During spring 2008, we surveyed students enrolled in introductory level English and History classes. 25 out of 78 students reported that they would “absolutely,” “very likely,” or “somewhat likely” major or double major in WGS (31%). During this semester, 37 out of 89 students surveyed in the Introduction to Women’s and Gender Studies reported that they would “absolutely,” “very likely,” or “somewhat likely” major or double major in WGS (24%).

Many enthusiastic comments from the alumni also support an undergraduate major. One alumna who responded to the fall 2007 survey wrote, “I can’t articulate how much my WGS minor influenced my way of thinking. It’s invaluable, and I wish I could be around to major in WGS!”

Like other degree programs in the liberal arts, Women’s and Gender Studies will prepare students for a wide range of careers by developing skills of analysis and expression while fostering an understanding of fundamental dynamics in contemporary society. In our survey of alumni, 53% of respondents reported that they use what they learned in their minor in their current work “regularly,” while 23% reported that they “occasionally” do. We have already placed former students who minored in WGS in such agencies and organizations as People Against Rape, My Sister’s House, the Cystic Fibrosis Foundation, Skirt! magazine, the Center
for Women in Charleston, the National Organization for Women, and with companies such as Blue Cross Blue Shield, Marriott, the Glover Park Group, and Weber Shandwick.

b. How does the major support the liberal arts tradition of the College, including linkages with other disciplines?

**Centrality of the Program to the Mission of the College of Charleston**

The addition of an undergraduate degree program in Women’s and Gender Studies will help the College fulfill its mission in several ways. According to our mission statement, the College’s main emphasis is “a strong liberal arts undergraduate curriculum” with an emphasis on meeting the educational needs of the Lowcountry and the state. WGS is now an accepted—even an expected—part of the curriculum at the leading liberal arts institutions, yet no undergraduate major exists in the Lowcountry. This major would allow the College of Charleston to be a leader in this region. Further, the mission statement explains that the College “provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.” The WGS major emphasizes all these priorities. Our courses emphasize student-centered intellectual inquiry, and an increasing number of these courses offer a service-learning or experiential component. Further, our major will require students to complete a one-semester internship, which will benefit their personal development and civic engagement. The internship requirement will also provide economic benefits, as students will be making valuable connections with the Charleston business community.

**Relationship of the Program to Others at the College of Charleston**

The proposed undergraduate degree would draw upon and reinforce many programs in the School of Humanities and Social Sciences. Other units on campus, including the School of Education, Health, and Human Performance, the School of Languages, Cultures, and World Affairs, and the School of the Arts, have also regularly offered courses that count toward the WGS minor. The WGS minor has grown to be the largest interdisciplinary minor on campus in part because of our enthusiastic faculty affiliates from 15 different departments and every school on campus. Chairs of all departments whose courses will be part of the curriculum and deans of all schools are supportive of this proposal.

This would be the second interdisciplinary studies major at the College (we offer an interdisciplinary studies major in Urban Studies and an area studies major, Latin American and Caribbean Studies), although such majors are quite common at our peer and aspirational peer institutions.

**Comparison of the Program to Those at Other Institutions**

The proposed program is based on thorough review of Women’s and Gender Studies/Women’s Studies curricula leading to the B.A. at other comprehensive and liberal arts colleges and universities. Although these programs differ considerably, the key elements of our proposed curriculum are common among leading schools.

Nationwide, more than 250 schools offer majors in Women’s Studies or Women’s and Gender Studies, including many of our peer and aspirational peer institutions. Liberal arts colleges offering a major in Women’s Studies include Amherst, Guilford, Hamilton, Kenyon, Macalester, Oberlin, Smith, Wellesley, and William and Mary. Other schools with a major
include Emory, Duke, Georgetown, Goucher, Rice, Tulane, Vanderbilt, the University of North Carolina at Chapel Hill, the University of South Carolina, and the University of Virginia.

As is the case with many programs in recent years, we have changed our name from Women's Studies to Women's and Gender Studies. Our new name more accurately reflects the broad-based approach we take in our classes and our research; we are concerned not only with what it means to be a woman in the world, but also what it means to be a man. Our classes address masculinity as well as femininity and how these categories intersect with race, class, sexual identity, and ethnicity. (Other schools which have programs in Women's and Gender Studies or Gender Studies include Furman, Rice, Brown, Cornell, Dartmouth, Elon, Vanderbilt, Wake Forest, and the University of Virginia.)

The only other Women's Studies B.A. program in the state, the USC program, is substantially larger than ours, offering a minor, major, and master's certificate in Women's Studies. The program director at USC is aware of our efforts and has been very supportive.

7. Which other departments/majors are affected by this new major (please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it?)
   Departments which offer courses which will count toward the WGST major are
   Classics
   Communication
   English
   History
   Philosophy
   Health and Human Performance
   Political Science
   Psychology
   Religious Studies
   Sociology and Anthropology
   Theatre

8. Please explain any overlap with existing major.
   Because the WGST major draws on course offerings from other departments, there will be overlap (i.e. COMM 370 could count for the Communication major as well as the Women's and Gender Studies major), but because WGS will require students to undertake a broad-based interdisciplinary field of study, no one major will be greatly affected.

9. Address potential shifts:
   a. Address potential enrollment pattern shifts in the department or college-wide related to the offering of this major.

Projected Student Enrollment
   Projected student enrollment is presented below. The number of Women's and Gender Studies minors has doubled over the past four years. At the end of the 2006-2007 academic year, 83 students were Women's and Gender Studies minors, the largest number ever. Several initiatives are underway that will increase student involvement. In fall 2006 the College’s Office
for the Academic Experience began sponsoring annual WGS Learning Communities, enrolling first-year students in linked courses focused on Women’s and Gender Studies. In 2007 the WGS House opened on campus, a residence hall for WGS students, sponsored by Residence Life and Housing. In addition, beginning in fall 2007, seven scholarships were specifically designated for WGS students. Because of these trends and initiatives, we expect the program to grow and remain healthy. However, conversations with directors of programs nationwide suggest that Women’s and Gender Studies Programs rarely have large majors. For that reason, we anticipate that four years into the major, we will have 80 minors and 20 majors.

Our enrollment projections are based on current data about enrollments in courses which count for the WGS minor. WGS majors will take roughly twice as many WGS courses as minors do.

Additional Student Enrollment

Additional student enrollment is presented below. Since it is not taught in high school, Women’s and Gender Studies is not a major that first-year students are likely to have influence their choice of schools. However, since we will have one of only two B.A.s in Women’s and Gender Studies in the state, we anticipate that some mostly upper-division students will transfer to the College of Charleston to complete their B.A.

**Projected Total Enrollment**

<table>
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<tr>
<th>YEAR</th>
<th>Fall Headcount</th>
<th>Fall Credit Hours</th>
<th>Spring Headcount</th>
<th>Spring Credit Hours</th>
<th>Summer Headcount</th>
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<td>138</td>
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**Projected New Enrollment**

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<th>Fall Headcount</th>
<th>Fall Credit Hours</th>
<th>Spring Headcount</th>
<th>Spring Credit Hours</th>
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<th>Summer Credit Hours</th>
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<tr>
<td>2012-13</td>
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<td>48</td>
<td>8</td>
<td>48</td>
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</tr>
</tbody>
</table>

b. Address potential shifts in staffing of the department as related to the offering of this major.

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1 Enrollment figures were determined based on data gathered from Women’s Studies/Women’s and Gender Studies Programs at the following institutions: Eastern Washington University, Bucknell University, Amherst College, Carleton College, University of Nebraska-Lincoln, University of Miami, University of Maine-Farmington, West Virginia University, College of New Jersey, The College of William and Mary, Wellesley, Duke University, Appalachian State University, Oberlin, Brandeis University, Emory University, Georgetown University, Vanderbilt University, and the University of South Carolina.
We have vigorous and sustained faculty involvement: 30 tenured or tenure-track faculty members and 4 senior instructors and instructors are affiliated with the Women's and Gender Studies Program and regularly teach courses that count toward the Women's and Gender Studies minor (and would count toward the major). These faculty members represent 15 departments and every School at the College. The rank, highest degree, and field of study for each faculty member are listed below. In the last three academic years, seven new faculty members whose research and teaching emphasize women and/or gender issues were hired in the departments of English, History, Communication, Classics, and Management and Entrepreneurship. Ten faculty members are currently in the rotation to teach the Introduction to Women’s and Gender Studies, and we have a number of qualified adjunct instructors. We have not had difficulty staffing our courses in the past, and with the 2005 hire of a director who teaches one or two WGST courses per semester, we should not have difficulty covering our curricular needs.

In the fall of 2009, the director of the program will be the only faculty member whose academic appointment is in part located in the program. However, in recognition of the importance of Women’s and Gender Studies to the total quality of our academic offerings and the increasing demand for our courses, the Dean of Humanities and Social Sciences has begun investigating the possibility of official joint appointments that would increase the number of WGS faculty.

Qualifications

Women's and Gender Studies faculty affiliates include all faculty under current contract with the College of Charleston whose teaching, research, and/or service is substantially and appropriately connected to Women's and Gender Studies, as determined by the Women's and Gender Studies Steering Committee.

New Assignments Required

None.

<table>
<thead>
<tr>
<th>Faculty Member Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field</th>
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<tbody>
<tr>
<td>Full Professor #1</td>
<td>Ph.D. University of California, Berkeley</td>
<td>Continental philosophy (Philosophy)</td>
<td>Yes</td>
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<tr>
<td>Full Professor #2</td>
<td>Ph.D. University of North Carolina at Chapel Hill</td>
<td>Philosophy of law (Philosophy)</td>
<td>Yes</td>
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<tr>
<td>Full Professor #3</td>
<td>Ph.D. University of Chicago</td>
<td>Women and religion (Religious Studies)</td>
<td>Yes</td>
</tr>
<tr>
<td>Full Professor #4</td>
<td>Ph.D. Duke University</td>
<td>Gender (Sociology)</td>
<td>Yes</td>
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<tr>
<td>Full Professor #5</td>
<td>Ph.D. University of Texas, Austin</td>
<td>Contemporary American fiction, women writers (English)</td>
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<tr>
<td>Full</td>
<td>Ph.D.</td>
<td>Women's health issues</td>
<td>Yes</td>
</tr>
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WGS Major Proposal for Curriculum Committee
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<tr>
<th>Professor #6</th>
<th>University of Oregon</th>
<th>(Health and Human Performance)</th>
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<tbody>
<tr>
<td>Full Professor #7</td>
<td>Ph.D. University of Maryland, College Park</td>
<td>American politics, women in politics (Political Science)</td>
</tr>
<tr>
<td>Associate Professor #8</td>
<td>Ph.D. Johns Hopkins University</td>
<td>Political theory, utopia/dystopia (Political Science)</td>
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<tr>
<td>Associate Professor #9</td>
<td>Ph.D. The Ohio State University</td>
<td>Rhetoric and race (Communication)</td>
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<tr>
<td>Associate Professor #10</td>
<td>Ph.D. Claremont Graduate University</td>
<td>Middle English literature (English)</td>
</tr>
<tr>
<td>Associate Professor #11</td>
<td>Ph.D. The Ohio State University</td>
<td>Eastern European contemporary art (Art History)</td>
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<tr>
<td>Associate Professor #12</td>
<td>Ph.D. University of Florida, Gainesville</td>
<td>South African literature (English)</td>
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<tr>
<td>Associate Professor #13</td>
<td>Ph.D. Wayne State University</td>
<td>Social psychology and mental health issues (Psychology)</td>
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<td>Linguistic anthropology (Anthropology)</td>
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<td>Gender and racial inequality (Sociology)</td>
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<td>Associate Professor #16</td>
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<td>Race and ethnicity in popular culture (Communication)</td>
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<td>Associate Professor #17</td>
<td>Ph.D. University of Pittsburgh</td>
<td>History of modern philosophy, women philosophers (Philosophy)</td>
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<tr>
<td>Associate Professor #18</td>
<td>Ph.D. Washington State University</td>
<td>British novel post-1970 (English)</td>
</tr>
<tr>
<td>Associate Professor #19</td>
<td>Ph.D. University of Georgia</td>
<td>Multicultural literature (English)</td>
</tr>
<tr>
<td>Associate Professor #20</td>
<td>Ph.D. University of Washington</td>
<td>African American literature (English)</td>
</tr>
<tr>
<td>Assistant Professor #21</td>
<td>Ph.D. University of Southern California</td>
<td>Film history and theory (English, Film Studies)</td>
</tr>
<tr>
<td>Assistant Professor #22</td>
<td>Ph.D. City University of New York</td>
<td>Comparative politics (Political Science)</td>
</tr>
<tr>
<td>Assistant Professor #23</td>
<td>Ph.D. University of Texas, Austin</td>
<td>Greek and Latin language and literature (Classics)</td>
</tr>
<tr>
<td>Assistant</td>
<td>Ph.D.</td>
<td>16th and 17th c. British</td>
</tr>
</tbody>
</table>

WGS Major Proposal for Curriculum Committee
<table>
<thead>
<tr>
<th>Professor #24</th>
<th>The Pennsylvania State University</th>
<th>literature, gender and sexuality (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor #25</td>
<td>Ph.D. Brandeis University</td>
<td>Religion, culture, and gender in 19th c. Britain and Ireland (History)</td>
</tr>
<tr>
<td>Assistant Professor #26</td>
<td>Ph.D. University of California, Los Angeles</td>
<td>The Age of Reason (History)</td>
</tr>
<tr>
<td>Assistant Professor #27</td>
<td>Ph.D. Vanderbilt University</td>
<td>Third wave feminism, women’s literature (English, Women’s and Gender Studies)</td>
</tr>
<tr>
<td>Assistant Professor #28</td>
<td>Ph.D. Australian National University</td>
<td>Comparative philosophy (Philosophy)</td>
</tr>
<tr>
<td>Assistant Professor #29</td>
<td>Ph.D. University of North Carolina, Chapel Hill</td>
<td>Management and Entrepreneurship</td>
</tr>
<tr>
<td>Assistant Professor #30</td>
<td>Ph.D. Indiana University</td>
<td>News construction of social issues (Communication)</td>
</tr>
<tr>
<td>Senior Instructor #31</td>
<td>Psy.D. University of Illinois at Urbana-Champaign</td>
<td>Human sexuality (Health and Human Performance)</td>
</tr>
<tr>
<td>Instructor #32</td>
<td>M.Div Harvard Divinity School</td>
<td>Feminist critique of religions (Religious Studies)</td>
</tr>
<tr>
<td>Instructor #33</td>
<td>Ph.D. University of North Carolina at Chapel Hill</td>
<td>Contemporary literature and film in France (French and Francophone Studies)</td>
</tr>
<tr>
<td>Instructor #34</td>
<td>M.S. University of New Hampshire</td>
<td>Fish behavior and aquaculture (Biology)</td>
</tr>
</tbody>
</table>

**Faculty Development Plan**

All WGS affiliated faculty have full-time faculty appointments in existing departments and are expected to pursue active programs for professional growth within their home departments. In order to remain affiliated with WGS, faculty are expected to maintain research, teaching, and/or service commitments related to women and/or gender. To support this work, WGS offers regular teaching support (retreats and meetings for faculty teaching WGST 200, occasional teaching events) and facilitates faculty sharing their own feminist research (through events such as our Third Thursdays and interdisciplinary faculty brown-bag seminars). In addition, we are raising money to support faculty research and development and travel related to WGS.

**Unit Administration/Faculty/Staff Support**
Program administration will be the responsibility of the Director of WGS, who already receives a one-course reduction per semester and a stipend of $5,000. In addition, ten affiliated faculty members are in the rotation to teach the Introduction to Women's and Gender Studies course and the Capstone course, so no new faculty lines will be required initially. We will launch the WGS major using existing resources. After three years, we will assess the success of the major. If enrollments are what we have predicted, the Dean of the School of Humanities and Social Sciences will request a joint appointment faculty line. The Dean will also request a part-time administrative assistant for WGS.

<table>
<thead>
<tr>
<th>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>2009 – 10</td>
</tr>
<tr>
<td>2010 – 11</td>
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<tr>
<td>2011 – 12</td>
</tr>
<tr>
<td>2012 – 13</td>
</tr>
<tr>
<td>2013 – 14</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>2009 – 10</td>
</tr>
<tr>
<td>2010 – 11</td>
</tr>
<tr>
<td>2011 – 12</td>
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<tr>
<td>2012 – 13</td>
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<tr>
<td>2013 – 14</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>2009 – 10</td>
</tr>
<tr>
<td>2010 – 11</td>
</tr>
<tr>
<td>2011 – 12</td>
</tr>
<tr>
<td>2012 – 13</td>
</tr>
<tr>
<td>2013 – 14</td>
</tr>
</tbody>
</table>

*All FTE estimates are expressed on a per-semester basis, consistent with usual reporting practice.

**Only roster faculty headcount is reported. The median effort contributed by any one faculty member to the WGST teaching mission in a single semester is 0.25.

10. Requirements for additional resources made necessary by this major.

a. Staff and budget:

For the first three years the program will be funded and staffed by resources already allocated to the program. No state appropriations or other state funding will be required. If the major is successful after three years, the Dean of the School of Humanities and Social Sciences will propose a 25 percent increase in the Program's operating budget every year for the following three years.
b. Library:

Women's and Gender Studies holdings in the Library consist of over 10,000 monographs covering women, feminism, the family and gender-related issues and over 250 print and electronic journal subscriptions (see Appendix). In addition to traditional print resources faculty and students have access to over 200 online resources and databases including Gender Watch, Human Relations Area Files, Sociological Abstracts and Feminae: Medieval Women and Gender Index. The library provides access to over 42,000 online journals and newspapers with coverage for some stretching back into the eighteenth century.

All members of the College of Charleston community may use the interlibrary loan service at no cost to acquire books and journal articles not owned by the library. The library has cooperative agreements and reciprocal borrowing privileges with all higher education institutions in South Carolina.

Faculty and students play an important role in the selection of WGS materials for the library. WGS is allocated a fund for the purchase of materials at the minors/program level (see attached budget information). When Women and Gender Studies becomes a major at the College of Charleston the book budget will be increased to the minimum level for majors' budgets, currently $2,000. A sampling of The Best Books for Academic Libraries (Temecula, CA : Best Books, Inc., c2002-) reveals that the library owns over 79% of the recommended titles. The library owns (or has access to) 57% of the recommended journal titles in Magazines for Libraries (New York : Bowker, 2008). Additionally the library has funds for related disciplines such as sociology, anthropology, history, literature, etc. which add to WGS holdings. Faculty make recommendations for the selection of new journal subscriptions and new databases. Students may make suggestions through the library's online suggestion box available at all workstations over the campus network. The library regularly assesses its subject collections, evaluating holdings and collecting scope.

Library Funds Expended for Women and Gender Studies Materials

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>$500</td>
</tr>
<tr>
<td>2006-07</td>
<td>$500</td>
</tr>
<tr>
<td>2007-08</td>
<td>$500</td>
</tr>
<tr>
<td>2008-09</td>
<td>$500</td>
</tr>
</tbody>
</table>

Note: WGS receives funds at the same level as other minors/programs.

Monographs Added for Women and Gender Studies Materials

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>520</td>
</tr>
<tr>
<td>2006-07</td>
<td>480</td>
</tr>
<tr>
<td>2007-08</td>
<td>411</td>
</tr>
<tr>
<td>2008-09</td>
<td>27 (ytd)</td>
</tr>
</tbody>
</table>

Total Women and Gender Studies volumes held as of October 30, 2008 = 10,440
11. List courses and requirements (including their prerequisites) for completion of this major. Provide any relevant information, for example include a typical schedule for a student to complete this major.

CURRICULUM

The B.A. requires 33 hours of WGS course work.

All WGS majors must take each of the following core courses (9 hours):
- WGST 200 – Introduction to Women’s and Gender Studies (existing course)
- WGST 381 – Internship (existing course)
- WGST 401 – Capstone in Women’s and Gender Studies

Students must choose at least one course from each of the following categories (12 hours). These thematic categories will provide students with grounding in a range of interdisciplinary approaches to the study of women and gender. Prerequisites are in parentheses following the course name.

**Political and Social Organization:** Courses that emphasize the institutional structures that shape and define human societies.
- POLS 352 - Gender, Theory, and Law: Sexual Harassment
- POLS 392 - Women and Politics
- SOCY 103 - Sociology of the Family
- SOCY 364 - Gender and Society (SOCY 101 and WGST 200 or a 200-level sociology course)
- WGST 350 – Gender and Violence
- WGST 300 – Special Topics

**Historical and Global Perspectives:** Courses that ask students to understand a world different from their own.
- CLAS 242 - Images of Women in Classical Antiquity
- ENGL 353 - African Women Writers
- HIST 221 - Women in the U.S. (HIST 101-102 or HIST 103-104)
- HIST 252 - Women in Europe (HIST 101-102 or HIST 103-104)
- POLS 330 - Comparative Gender Politics
- WGST 300 – Special Topics

**Culture and Representation:** Courses that examine expressive meaning-making and the construction of culture.
- ANTH 346 - Anthropology of Gender (ANTH 101 or WGST 200 or permission of the instructor.)
- COMM 370 - Gender and Communication (COMM 210 or WGST 200 and junior or senior standing; or permission of the instructor)
- ENGL 336 - Women Writers
- PHIL 165 - Philosophy and Feminism
- PHIL 275 - Feminist Theory

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RELS 185 - Women and Religion  
RELS 285 – Religion and Feminism  
THTR 315 – Feminist Theatre  
WGST 300 – Special Topics

Mind and Body: Courses that focus on human society from the level of the individual.  
HEAL 217 - Human Sexuality  
HEAL 317 - Sexual Behavior and Relationships (HEAL 217 or permission of the instructor.)  
HEAL 323 - Women's Health Issues  
PSYC 350 - Psychology of Gender (PSYC 103)  
SOCY 337 – Prejudice (SOCY 101 and WGST 200 or a 200-level sociology course)  
WGST 300 – Special Topics

The remaining 12 hours will be electives chosen from the list above or from special topics courses or first-year seminars approved by the WGS Curriculum Committee.

New Courses  
WGST 401 – Capstone in Women’s and Gender Studies  
Catalog description: An intensive reading and writing seminar open to seniors pursuing a major or minor in Women’s and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.  
See sample syllabus in the appendices.

Sample Curriculum  
Excluding independent study and internship numbers, the sample curriculum rotation provided below illustrates one possible curriculum rotation for the first three years of the major. Actual course offerings will be adjusted in accordance with the Program’s instructional needs and anticipated student demand.

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 103</td>
<td>SOCY 103</td>
<td>WGST 200</td>
</tr>
<tr>
<td>PHIL 165</td>
<td>PHIL 165</td>
<td></td>
</tr>
<tr>
<td>HEAL 217</td>
<td>HEAL 217</td>
<td></td>
</tr>
<tr>
<td>HEAL 317</td>
<td>HEAL 317</td>
<td></td>
</tr>
<tr>
<td>CLAS 242</td>
<td>RELS 285</td>
<td></td>
</tr>
<tr>
<td>POLS 392</td>
<td>ENGL 336</td>
<td></td>
</tr>
<tr>
<td>RELS 185</td>
<td>ENGL 353</td>
<td></td>
</tr>
<tr>
<td>PSYC 350</td>
<td>HEAL 323</td>
<td></td>
</tr>
<tr>
<td>WGST 200</td>
<td>HIST 252</td>
<td></td>
</tr>
<tr>
<td>WGST 350</td>
<td>WGST 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WGST 401</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 370</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCY 103  
PHIL 165  
HEAL 217  
HEAL 317  
SOCY 364  
POLS 330  
RELS 185  
PSYC 350  
WGST 200  
WGST 350  

WGST 200  
PHIL 165  
HEAL 217  
HEAL 317  
ENGL 336  
SOCY 364  
COMM 370  
HEAL 323  
HIST 252  
WGST 200  
WGST 401

Fall 2012  
Spring 2013  
Summer 2013

For example, using this course rotation the following plan of study might be possible for an undergraduate who declares a WGS minor in her/his sophomore year.

Fall 2010  
Spring 2011

WGST 200  
SOCY 103  

Fall 2011  
Spring 2012

POLS 330  
HEAL 317  

Fall 2012  
Spring 2013

PSYC 350  
WGST 381  
WGST 401
WGST 401, Capstone in Women’s and Gender Studies
Sample Syllabus

Catalog description: An intensive reading and writing seminar open to seniors pursuing a major or minor in Women’s and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

Objectives:
- Students will display an understanding of feminist methods, theory and analysis.
- Students will demonstrate an ability to provide a cultural, historical, and structural analysis of gender.
- Students will demonstrate knowledge of the intersection of race, class and gender.

Requirements:
- Reading responses (5 one-page formal responses) 15% of final grade
- Research paper (20-25 pages) 65% of final grade
- Class presentation on research (15 minutes) 10% of final grade
- Class participation 10% of final grade

Sample thematic focus: Women’s and Gender Studies and Feminism: Examining the Intersections

Sample description: Women’s and Gender Studies as an academic field emerged from feminist activism of the 1960s and ‘70s, and therefore feminism and WGS are often seen as two sides of the same coin. This course will offer us the opportunity to interrogate that linkage. Is it rhetorical, ideological, practical? What does the history of the twentieth-century women’s movement tell us about the discipline of WGS? What are WGS scholars now saying about the place of feminism in the field?

As the capstone seminar for WGS majors and minors, this course offers students the opportunity to situate their own academic studies in a broader set of historical, political, and intellectual inquiries. To that end, the syllabus is divided into three parts: Movements, Theories, and Institutions. We will begin by reading second wave manifestos and reflective documents from women’s liberation in order to identify the ideologies and controversies that propelled twentieth century feminist activism. In our section on Theories, we will discuss what makes feminist theories different from other kinds of theoretical interventions and how these theories have both academic and activist relevance. In the third section, on Institutions, we will examine recent scholarship that seeks to position WGS as an academic field.

Grading guidelines:
In evaluating your analysis papers, I will take the following things into consideration:
1. Basics: does the writing (such as grammar, spelling, and style) support rather than hinder the paper’s analysis? (If a paper misspells an author’s name, then it isn’t really encouraging the reader to believe the analysis it offers.)
2. Subject matter: does the writer demonstrate a mastery of the relevant material that we’ve covered so far?

WGS Major Proposal for Curriculum Committee
3. **Ambition**: how in-depth is the paper? Is the writer pushing her/his points as far as they can go? Does the writer offer original insights?

4. **Argumentation**: does the writer make a clear claim, offer specific evidence to support the claim, and then interpret the evidence so that its relationship to the claim is clear?

**Sample required readings:**


*Just Methods: An Interdisciplinary Feminist Reader*, by Allison Jaggar

*In Our Time: Memoir of a Revolution*, by Susan Brownmiller

*Dear Sisters: Dispatches from the Women’s Liberation Movement*, ed. Rosalyn Baxandall and Linda Gordon

*This Bridge Called My Back: Writings by Radical Women of Color*, eds. Gloria Anzaldua and Cherie Moraga

*Skeptical Feminism: Activist Theory, Activist Practice*, by Carolyn Dever

*Women’s Studies on Its Own: A Next Wave Reader in Institutional Change*, ed. Robyn Wiegman

*Troubling Women’s Studies: Pasts, Presents, and Possibilities*, eds. Ann Braithwaite, Susan Heald, Susanne Luhmann, and Sharon Rosenberg

*Disciplining Feminism: From Social Activism to Academic Discourse*, by Ellen Messer-Davidow

**Week 1-4: Movements**: Women’s liberation

1. *In Our Time* and *Dear Sisters*
2. *In Our Time* and *Dear Sisters*, response #1 due
3. *This Bridge Called My Back*
4. *This Bridge Called My Back*, response #2 due

**Weeks 5-8: Theories**: Feminist theory and practice

5. *Skeptical Feminism*
6. *Skeptical Feminism*, response #3 due
7. *Just Methods*
8. *Just Methods*, response #4 due

**Weeks 9-14: Institutions**: Women’s and Gender Studies as a discipline

9. *Women’s Studies on Its Own*
10. *Women’s Studies on Its Own*, response #5 due
11. *Disciplining Feminism*
12. *Troubling Women’s Studies*
13. Research presentations
14. Research presentations
Proposal for a New Major

12. Signature of Department Chair(s) or Program Director(s):
   Date: 2/12/09

13. Signature of Dean of School:
   Date: 2/12/09

14. Signature of Provost:
   Date: 2/24/09

15. Signature of Curriculum Committee Chair:
   Date: 3/24/09

16. Signature of Budget Committee Chair
   Date: ____________________________

17. Signature of Planning Committee Chair:
   Date: ____________________________

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Women and Gender Studies Journals (print and online)

Advancing women in leadership
Advocate (Los Angeles, Calif.) (0001-8996)
Affilia (0886-1099)
Agenda (Durban) (1013-0950)
Ahfad journal (0255-4070)
American health for women
American Men and Women of Science
Annual review of sex research (1053-2528)
The American University journal of gender, social policy & the law
Archives of women's mental health
Arrows for change (1394-4444)
Asian journal of women's studies (1225-9276)
At-home dad (1081-5767)
Australian feminist studies (0816-4649)
Azizah (1530-7220)
Belles lettres (Arlington, Va.) (0884-2957)
Berkeley journal of gender, law & justice
Berkeley women's law journal
Best life (1548-212X)
Bitch (San Francisco, Calif.) (1524-5314)
BMC women's health
Bridges (Seattle, Wash.) (1046-8358)
Buffalo women's law journal (1523-5491)
Cademos PAGU (0104-8333)
Camera obscura (Berkeley) (0270-5346)
Canadian journal of human sexuality (1188-4517)
Canadian woman studies (0713-3235)
Cardozo women's law journal
Columbia journal of gender and law (1062-6220)
Connexions (Oakland, Calif.) (0886-7062)
Creative woman (Park Forest South, Ill.) (0736-4733)
Critical matrix (1066-288X)
Culture, health & sexuality (1369-1058)
Curve (San Francisco, Calif.) (1087-867X)
CW3: Corvey Women Writers on the Web
Dawn (Portarlington, Vic.) (1324-7573)
Differences (Bloomington, Ind.) (1040-7391)
Duke journal of gender law & policy
Electronic journal of human sexuality (1545-5556)
Emily Dickinson journal (1059-6879)
Equal opportunities international (0261-0159)
Estudos feministas (0104-026X)
Ex femina : a publication of the Independent Women's Forum
Feminism and Nonviolent Studies
Feminist collections (Madison, Wis.) (0742-7441)
Feminist economics (1354-5701)
Feminist issues (0270-6679)
Feminist legal studies (0966-3622)
Feminist Media Studies
Feminist review (0141-7789)
Feminist studies (0046-3663)
Feminist teacher
Feminist theology (0966-7350)
Feminist voices
Feministische Studien (0723-5186)
FEMNET news
FEW's news & views
Focus on gender (0968-2864)
Focus: the newsletter of the New York State Division for Women
Frontiers (Boulder) (0160-9009)
Gay and lesbian issues and psychology review
Gay & lesbian review worldwide (1532-1118)
Gay community news (Boston, Mass.) (0147-0728)
Gender and development (1355-2074)
Gender and education (0954-0253)
Gender & history (0953-5233)
Gender & society (0891-2432)
Gender forum
Gender issues (1098-092X)
Gender matters quarterly
Gender, place and culture: a journal of feminist geography (0966-369X)
Gender, work, and organization (0968-6673)
Gendernye issledovanií a (1682-3265)
GLQ (1064-2684)
GMHC treatment issues
Harvard gay & lesbian review (1077-6591)
Harvard journal of law & gender
Harvard women's health watch
Hastings women's law journal (1061-0901)
Hawwa (Leiden) (1569-2078)
Health care for women international
Hear us emerging sisters (1081-8219)
Hecate (0311-4198)
Hecate's Australian women's book review
Hera
Heresies (0146-3411)
Herizons: the Manitoba women's newspaper
Hers
Herstory (St. Louis, Mo.)
Hot wire (0747-8887)
Hurricane Alice (0882-7907)
Hypatia (0887-5367)
Impact (Kampala, Uganda)
In the family (1083-4095)
Initiatives (Washington, D.C.) (1042-413X)
International feminist journal of politics (1461-6742)
International journal of transgenderism (1434-4599)
Iris (Charlottesville, Va.) (0896-1301)
Irish feminist review
IROW news
Issues quarterly (1072-1762)
James White review (0891-5393)
Jenda a journal of culture and African women studies
Journal of African American men (1081-1753)
Journal of feminist studies in religion (8755-4178)
The journal of gender, race, and justice
Journal of gender studies (0958-9236)
Journal of international women's studies
Journal of men's studies (1060-8265)
Journal of Middle East women's studies (1552-5864)
Journal of sex research (0022-4499)
Journal of sexual aggression (1355-2600)
Journal of the history of sexuality (1043-4070)
Journal of women & aging (0895-2841)
Journal of women and religion (0888-5621)
Journal of women, politics & policy (1554-477X)
Journal of women's health
Journal of women's health & gender-based medicine
Journal of women's history (1042-7961)
Kadin/Woman 2000 (1302-9916)
Korean women today : KWIDI newsletter
Lambda book report (1048-9487)
Law & sexuality (1062-0680)
Legacy (Amherst, Mass.) (0748-4321)
Lesbian news (Canoga Park, Calif.) (0739-1803)
Lesbian review of books (1077-5684)
Letras femeninas
Lilith
Listen Real Loud
Lola press (0797-8235)
Magistra
Make
Marie Claire (New York, N.Y. : 1994) (1081-8626)
Marketing to women (1999) (1525-2329)
Melpomene
Men and masculinities (1097-184X)
Meridians (Middletown, Conn.) (1536-6936)
Metis (San Francisco, Calif.) (1087-5433)
Michigan feminist studies (1055-856X)
Michigan journal of gender & law (1095-8835)
Middle East women's studies review (1097-0525)
Minerva
Ms
Nan nü: men, women, and gender in early and Imperial China (1387-6805)
Nashim: a journal of Jewish women's studies & gender issues (0793-8934)
National magazine, or, Lady's emporium
NCJW journal
Networking for women: a quarterly publication of the Israel Women's Network
New Mexico woman
New moon (Duluth, Minn.) (1069-238X)
Nin: journal of gender studies in antiquities
Nineteenth-Century gender studies
Nivedini (1391-0027)
Nomadías (0717-2761)
NORA: Nordic journal of women's studies (0803-8740)
NWSA journal (1040-0656)
O (New York, N.Y.) (1531-3247)
Off our backs (0030-0071)
On campus with women
The OptiMSt
Our rights
OurStories
Out (New York, N.Y.) (1062-7928)
Out traveler (1548-5684)
Outlook
Peace and freedom
The poetess archive journal
Politics & gender
Psychology of men & masculinity (1524-9220)
Psychology of women quarterly (0361-6843)
Race, gender & class (1082-8354)
Resources for feminist research (0707-8412)
Rockgrrl
S & F online
SageWoman
Seeds
Sex education (1468-1811)
Sexuality & culture (1095-5143)
Sexuality and disability (0146-1044)
She ink
SIECUS report (0091-3995)
Signs: Journal of Women in Culture and Society (0097-9740)
Sister Namibia (1026-9126)
Social politics (1072-4745)
Southern African feminist review: SAFERE (1024-9451)
Southern California review of law and women's studies
Storia delle donne: concepire, generare, nascere (1826-7513)
Studies in gender and sexuality (1524-0657)
Studies in Prolife Feminism
Teen Vogue (1540-2215)
Texas journal of women and the law (1058-5427)
Transgender tapestry (1083-0006)
Transitions (Manhasset, N.Y.) (0886-862X)
Tribune - International Women's Tribune Centre. (English ed.) (0738-9779)
Trikone (Palo Alto, Calif.) (1042-735X)
Tulsa studies in women's literature (0732-7730)
UCLA women's law journal
University of Missouri-St. Louis women's studies newsletter
Voices of Thai women
We (Quezon City, Philippines)
WE international (1485-1571)
William & Mary journal of women and the law
WIN news (0145-7985)
WISE words: women's information service & exchange
Woman and earth (1535-6655)
Woman's art journal (0270-7993)
Women alive
Women and environments (0229-480X)
Women + environments international magazine (1499-1993)
Women and Health
Women and language (8755-4550)
Women & music
Women & politics (0195-7732)
Women & therapy (0270-3149)
Women artists news
Women envision (0118-3389)
Women in action (Rome, Italy) (1011-5048)
Women in business
Women in German yearbook (1058-7446)
Women in higher education
Women in Judaism
Women in management review
Women in sport & physical activity journal (1063-6161)
Women Magazine
The women's health activist
Women's health & urban life
Women's health issues
Women's health journal
Women's health law weekly
Women's health weekly
Women's history network news (1097-0657)
Women's International Network news
Women's quarterly (Arlington, Va.) (1079-6622)
Women's research network news (1072-1770)
Women's review of books (0738-1433)
Women's rights law reporter (0085-8269)
Women's sports & fitness
Women's studies (0049-7878)
Women's Studies Center: newsletter
Women's studies forum
Women's studies in communication (0749-1409)
Women's studies international forum (0277-5395)
Women's studies quarterly (0732-1562)
Women's times
Women's world (1019-1534)
WomenWise (0890-9695)
WORLD: women organized to respond to life-threatening diseases
Yale journal of law and feminism
Zhenschchina i zemličča
January 26, 2009

Dr. Alison Piepmeier, Director
Women’s and Gender Studies Program
College of Charleston
CAMPUS

Dear Dr. Piepmeier:

With other representatives of the Department of Communication faculty, I have reviewed the full proposal to create a new undergraduate major in women’s and gender studies at the College of Charleston. *We strongly support this carefully documented and well-written proposal.* Given the College’s self-proclaimed identity as a nationally preeminent liberal arts and sciences university, the creation of this major is long overdue.

The new major proposal should have no meaningful impact on the undergraduate enrollment model for the Department of Communication.

Please contact me if I can assist you in any way where this proposal is concerned.

Sincerely,

---

Brian R. McGee, Ph.D.
Associate Professor and Chair
Department of Communication
MEMO

TO: Alison Piepmeier, Director of Women’s and Gender Studies
FROM: James Newhard, Chair, Department of Classics
DATE: February 13, 2008
SUBJECT: Major in Women’s and Gender Studies

The Department of Classics met on February 10 to consider the proposed major in Women’s and Gender Studies. The proposal was met with enthusiasm, and the Department has voted unanimously in support of this effort.

The Department of Classics has a history of offering courses that count towards the Women’s and Gender Studies, and has enabled faculty to teach in the program as our schedule has allowed. We envision future contributions in the same vein, and would ensure in particular that CLAS 242 would be offered with regular frequency to facilitate the management of this proposed major.
January 23, 2009

Dr. Allison Piepmeier, Director
Women's and Gender Studies Program

Dear Allison:

I am writing this letter in response to your request that the Religious Studies Department faculty review the proposal for the new major in Women's and Gender Studies (WGS). I brought the proposal to the faculty and asked them to review it carefully, particularly those likely to teach relevant courses in the program. The response was 100% positive and supportive. Faculty jointly support the major and those most responsible for teaching courses relevant to the major were quite enthusiastic. The Religious Studies department fully supports this major and we look forward to assisting you in developing the program. One faculty has already suggested creating a new course relevant to the WGS major. I reviewed the proposal and the only concern I have is scheduling courses in rotation that would serve both the WGS and RELS major; we simply need to discuss course scheduling far enough in advance to be sure that we concur on course offerings. I would like to add that faculty also thought the proposal was a model of concise information and very well conceived. You have our full support.

Sincerely,

Lee Irwin

Lee Irwin, Chair
Religious Studies Dept.
4 Glebe Street
Charleston, SC 29401

Office: 843-953-8034
Email: IrwinL@cofc.edu
To: Bob Perkins  Chair: Faculty Curriculum Committee  
From: Maureen Hays Chair: Department of Sociology and Anthropology  
Date: February 1, 2009  
Subject: Women’s and Gender Studies proposal for a new major

The department of Sociology and Anthropology enthusiastically supports the proposal for a new major in Women’s and Gender Studies. We have enjoyed our involvement in the minor, and look forward to an exciting future with the major.

Maureen A. Hays
February 10, 2009

MEMORANDUM

TO: Alison Piepmeier, Director, Women’s and Gender Studies Program
FROM: Glenn Lesses, Chair, Department of Philosophy
RE: Women’s and Gender Studies proposal

Thank you for giving the Philosophy Department the opportunity to consider your proposal for a new major in Women’s and Gender Studies. At our last department meeting, we discussed the proposal at length. The Philosophy Department fully supports a major in Women’s and Gender Studies. We plan to offer regularly PHIL 165 and PHIL 275, which are components of the Culture and Representation category of the proposed major. Although these courses will be regularly scheduled, we cannot commit to offering them in any given semester given our other curricular demands. We also periodically offer special topics courses that might serve as electives in the WGS curriculum.
To:    Cynthia Lowenthal, Dean HSS
From:  Thomas Ross, Psychology Chair
Re:    WGS Major Proposal

Cynthia,

I am writing this letter in support of the WGS Major proposal. As Psychology is one of several departments' participating in this interdisciplinary program, Dr. Alison Piepmeier asked our department to review the proposal. The proposal was reviewed by our curriculum committee and supported. At this time, only one psychology course (PSYC 350 - Psychology of Gender) is included among the degree requirements. This course is one of many electives that WGS majors and minors may take. Accordingly, this proposal does not require any additional staffing or course offerings on the part of the Psychology Department, as we anticipate no significant shift in enrollment patterns. Finally, I wish to note that, beyond its immediate relation to the psychology curriculum, our department supports the proposal overall as we believe the WGS major will contribute significantly to our institutional mission.

Thomas P. Ross, Ph.D.
Associate Professor and Chair
Psychology Department
953-3339 or rosstp@cofc.edu
February 13, 2009

Alison Piepmeier, Ph.D.
Director, Women's and Gender Studies Program

Dear Dr. Piepmeier:

Thank you for sending the proposal for the Women’s and Gender Studies major. I am new to the College and to the Chair position, but I am already familiar with the positive relationship between our departments. In my opinion, the proposed major will only increase the collaborative efforts between our departments and I fully support your efforts to better serve the needs of College of Charleston students. It appears that the minor has continued to grow and that a Women and Gender Studies major will help meet the needs and preferences of students already at the College of Charleston.

I asked my faculty to review the proposal. Their reviews were all positive; the only minor concern the potential that it could increase HHP faculty workload. However, this concern is balanced by the potential for enhanced enrollments in courses that are typically small. In addition, these courses are already offered by our department and contribute to the minor.

I am pleased to express the support of the Department of Health and Human Performance for your proposed new major. Please let me know if I can be of further assistance.

Sincerely,

Michael G. Flynn
Professor and Chair
Department of Health and Human Performance
11 February 2009

Dr. Alison Piepmeier  
Director, Women’s and Gender Studies  
College of Charleston

Dear Alison:

The English Department has reviewed and discussed the proposal for a major in Women’s and Gender Studies and has unanimously approved the proposal without reservation. Colleagues applaud your hard work and that of your steering committee in putting together a solid proposal, and we look forward to working with you as the major develops.

Sincerely,

Trish Ward  
Professor and Chair
February 13, 2009

Dear Colleagues and Members of the Curriculum Committee,

I am writing this letter to inform you of the Theatre Department’s official support of this proposal for an inter-disciplinary major in Women’s and Gender Studies. Our department unanimously supports this proposal and the listing of some of our courses as elective options in it.

As the College continues to strengthen its Liberal Arts and Sciences tradition, such proposals as this one speak directly to our inter-connected and inter-related world. The providing of interdisciplinary study and collaboration as an integral part of our curriculum offers students the opportunity for broader reflection without diminishing the depth of their inquiries. It provides a backdrop more closely related to the complex world in which we live, rather than the more traditional isolationist view. One of the exciting ancillary effects of this program, more than the goals of understanding women’s and gender issues in cross-cultural contexts, will be an additional increased understanding and appreciation of each of the distinct disciplines comprising the elective options in the major. Theatrical literature, for example, has different purpose than poetry. This program invites students to seek their own analysis of women’s and gender issues focused through culture, discipline, and historical context in the strongest of Liberal Arts and Sciences traditions.

Please do not hesitate to contact me if you have any questions or if you need more specific support for this proposal.

Sincerely,

[Signature]

Todd McNerney, Chair
Department of Theatre
February 17, 2009

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Philip H. Jos, Chair, Political Science
RE: Women’s and Gender Studies Major Proposal
CC: Cynthia Lowenthal, Dean, Humanities and Social Sciences
     Alison Piepmeyer, Director, Women’s and Gender Studies

The Department of Political Science’s Curriculum Committee considered the proposal for a new major in Women’s and Gender Studies and their assessment was discussed by the Department as a whole on February 16th. The Departmental Curriculum Committee report is attached.

The Department found the proposal to be well crafted. It has a clear and convincing rationale and takes into account the perspectives of students and alumni as well as anticipating enrollment and staffing needs.

The Department does not anticipate significant new staffing pressures on POLS as a result of the WGS major. In the three year period from Fall 2006 until Spring 2009, POLS 330 and POLS 392 have each been offered once and it is uncertain whether or not they will be offered more frequently in the future.

There was some disappointment that the requirements did not include a class in feminist theory, a common component of similar programs. Although staffing limitations and the fact that WGS 200 includes a theory component were acknowledged, there was broad agreement on the desirability of such a course, and enthusiasm for a faculty line—in Political Science and/or Women’s and Gender Studies—to support the theory component of the major.

Similarly, the Department would very much like to see an expansion of the international component of the curriculum.

Discussion also focused on methodological concerns. It was generally agreed that the nature of the major would not benefit from a stand alone methodology course and that the coherence of the major must stem in part from the relatively well bounded subject focus, as well as continued efforts to ensure that WGS 200 include common elements, regardless of the particular faculty member teaching the course.

The Department endorses the proposal.
POLS Curriculum Committee
Report on Proposed Major in Women's and Gender Studies

Outline of proposal:

The WGS major (33 hours) is structured around four thematic categories (Mind and Body, Culture and Representation, Global Perspectives, Political and Social Organization). Students are required to take one course from each of these categories. All students are required to take WGST 200, a WGST internship and a WGST capstone class. The last 12 hours are electives.

Impact on POLS:

The proposed Women's and Gender Studies major has little direct impact on Political Science enrollment or staffing. Currently no political science professors teach the intro WGST 200 class and only 3 current POLS electives (POLs 330, POLS 353, POLS 392) count towards the proposed major. There are currently four POLS faculty who are affiliated faculty members. (The proposal attached lists three.)

General considerations

The committee thought that this major was overdue and recognized that many of our peer institutions have such a major. The proposal outlines how a potential student can complete the major, indicating which courses are offered on what schedule. The major does not include a designated methodology course. It is an inter-disciplinary major and students will take courses in the humanities and social sciences (with some potential health and other courses added in).
February 12, 2009

To: The Curriculum Committee  
From: The History Department  
Re: The Proposed Major in Women’s and Gender Studies

On February 10, 2009 the History Department voted to support the proposed major in Women’s and Gender Studies. However, the department would like to remove from the proposal the phrase "WGST majors can take HIST 101 and HIST 252 simultaneously, with permission of the instructor" from page 11. With this proposed change, we fully endorse the proposal.

Sincerely,

Bill Olejniczak  
Chair, History Department
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Hispanic Studies/School of Languages, Cultures and World Affairs

2. Name of the Minor/Concentration: Linguistics Minor

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   ADD LANGUAGE TO IDENTIFY THE THREE MAIN CATEGORICAL DIVISIONS:

   Add: "Language and Society" to identify the first category of courses
   Add: "Structured Linguistics" to identify the second category of courses
   Add: "Historical Linguistics" to identify the third category of courses

   COURSE DELETIONS:

   Delete: FREN 480: History of the French Language
   Delete: PSYC 342: Approaches to Human Communication

   COURSE ADDITIONS:

   Add: PSYC 340: Non-Verbal Communication
   Add: HIST 272: Pre-Colonial Africa
   Add: FREN 630: Seminars in French Language Studies (with special permission)
   Add: LALE 601: Applied Linguistics (with special permission)

   CHANGE IN PRE-REQUISITE
   Add: "with special permission" to SPAN 590

   CHANGE TO ADD CATEGORY OPTION:

   Add SPAN 447: Spanish Dialectology to the category of Language and Society (in addition to Historical Linguistics, where it appears now)

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

5. Justification for Change(s):

Add the following language to define the three categorical divisions for the Minor:

There are three main categories of courses. Although the categories are organized based on linguistic areas/topics, there was never a “title” to identify each category. Adding titles for each category will facilitate registration and/or course transfer issues. The categories will be defined as: Language and Society, Structured Linguistics and Historical Linguistics.

Course Deletions:

FREN 480: History of the French Language. It is no longer offered and was removed by the French Dept. and approved by the Faculty Senate in Spring 2008.

PSYC 342: Approaches to Human Communication. This course is not currently being taught and will soon be eliminated by the Psychology Dept. as an offering.

Course Additions:

All of the following additions are courses that already exist in their respective departments. These are not required courses for the Linguistics Minor, they simply provide students additional options for students to complete the minor.

To be added under Language and Society:

PSYC 340: Communication is a course within the scope of the Linguistics Minor; it adds to the choices students can take to complete the Minor; and it will replace PSYC 342, which is being deleted. The content of this course is linguistic appropriate and the linguistic faculty agree it should be added as an additional choice for students.

To be added under Structured Linguistics:

LALE 601: Applied Linguistics. This course addresses issues of applied linguistics for teachers. It is not a required course for the Linguistic Minor. It is an additional offering. Special permission is required for undergraduates to take this course.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

*To be added under Language and Society and Historical Linguistics:

HIST 272: Pre-Colonial Africa. The course addresses issues of linguistics in pre-colonial Africa (contains 1/3 content of linguistics). It offers students an opportunity to learn about African languages, adding to the dimension of the Minor. It is not a required course for the Linguistics Minor; it is an additional offering.

Note: Since linguistics is a component that each instructor may or may not add, credit toward the minor will be awarded upon review by the Director of the Linguistics Minor Program.

*This course addresses issues of oral traditions and historical language, therefore it may count as a course for either Language and Society or Historical Linguistics.

*To be added as an option for Language and Society, Structured Linguistics or Historical Linguistics:

FREN 630: Seminars in French Language Studies. This is a new course in the French Dept. The topics offered will address issues of French language and linguistics. It is not a required course for the Linguistics Minor; it is an additional offering. Special permission is required for undergraduates to take this course.

*The linguistic topics presented in the course will vary, therefore the Director of the Linguistics Minor Program will determine the appropriate category based on topic content.

Pre-Requisite Changes:

SPAN 590: Special Topics (when in the area of Linguistics): To be consistent with all of the graduate courses, the following sentence should be added: "Special permission is required for undergraduates to take this course."

Change to add category option:

SPAN 447: Spanish Dialectology is currently listed Historical Linguistics, however the course addresses both historical and sociolinguistic issues and should be considered as an option for either Language and Society or Historical Linguistics. This would be consistent with HIST 272.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   
   Date: 2/20/09

7. Signature of Dean of School:
   
   Date: 2/20/09

8. Signature of Provost:
   
   Date: 2/24/2009

9. Signature of Curriculum Committee Chair:
   
   Date: 3/24/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

MEMO:

TO: Dr. Martinez and Curriculum Committee Members

FROM: Godwin O. Uwah  
French and Francophone Studies

RE: Letter of Support

I am amenable to having FREN 630, Seminar in French Language Studies, added to the list of courses made available to undergraduate students pursuing a minor in linguistics. As these graduate seminars are of a high level of difficulty, it seems plausible that only the most academically qualified undergraduates be allowed to enroll. I understand that an existing special permission form, used in the past in similar situations, will continue to be required of those undergraduate linguistic minors who express an interest in taking this course. The form calls for the signatures of the department chair and course instructor, among others.
January 28, 2009

Dear Dr. Martinez and Curriculum Committee Members;

I am writing to support the addition of an existing graduate course in the M.Ed. in Languages program to the list of courses made available to undergraduate linguistic minor students. The course in question is LALE 601, Applied Linguistics. I understand that we do not anticipate having many undergraduate linguistic minors petition to take this graduate course, but it should be noted that as this is a required course for all LALE students, we ordinarily have very limited availability. Graduate students who need LALE 601 for their program of study must be given registration priority. In order to ensure that undergraduate students have the needed qualifications to be successful in a graduate level course, and so that they understand that this is a linguistics course geared toward the preparation of language teachers, I propose that the special enrollment form, with signatures, continue to be required of all undergraduate students. I further suggest that if the LALE program director has any question about the academic qualifications of the student making the request, that (s)he conduct a personal interview with the student.

Sincerely,

[Signature]

Robyn A. Holman, Ph.D.
Associate Professor of French
Program Director, M.Ed. in Languages
College of Charleston
February 10, 2009

TO: Elizabeth Martinez-Gibson
Associate Professor
Hispanic Studies

FROM: Bill Olejniczak
Chair
History Department

RE: Linguistics Minor

The Linguistics Minor Committee has been working with Dr. Carmichael to include HIST 272 as an optional course for students in the Linguistics Minor Program. As it is presently taught, the course contains one-third content of linguistic material. Since linguistics is a component that each instructor may or may not add, credit toward the minor will be awarded upon review by the Director of the Linguistics Minor Program. The course would be added as an additional option under the category of Language and Society.

At present the Linguistics Minor has no course addressing African or African American linguistics. This course would be beneficial to the minor.
Elizabeth,

Our departmental curriculum committee met to consider those changes to the linguistic minor that involve psychology courses. We have no problems with your proposed changes (i.e., eliminating PSYC 342 and adding PSYC 340). These changes will not result in any significant shifts in our enrollments, or require any increased staffing. Please let me know if you require anything further.

Sincerely,

Tom

Thomas P. Ross, Ph.D.
Chair and Associate Professor of Psychology
College of Charleston
57 Coming Street
Charleston, SC 29424
Phone (843) 953-3339; Fax (843) 953-7151
http://www.cofc.edu/~rosstp/

From: Martinez-Gibson, Elizabeth A  
Sent: Monday, January 26, 2009 9:36 PM  
To: Ross, Thomas P  
Subject: RE: Linguistics Minor and PYSC courses  

Dr. Ross,

Thank you for getting back to be so quickly. I understand that this is a Dept. decision. It is my understanding that PSYC 342, which is presently a part of the Linguistics Minor, is the course that our Department may be eliminating and that is why we are considering replacing it for PSCY 340, which is offered regularly. So we are looking to eliminate PSYC 342 and add PSYC 340. Please let me know if your Department needs any additional information. Carol will be able to answer any questions also.

Elizabeth A. Martinez-Gibson, Associate Professor
College of Charleston
Dept. of Hispanic Studies
9 Liberty St. JC Long 141
Charleston, SC 29401

843-953-8066  
martinez@cofc.edu  

From: Ross, Thomas P  
Sent: Mon 1/26/2009 4:27 PM  
To: Martinez-Gibson, Elizabeth A  
CC: Hittner, Rhonda Swickert; Toris, Carol Catherine Marie  
Subject: RE: Linguistics Minor and PYSC courses  

Elizabeth,
Transfer Policy for English 110

If approved, English 110 will meet the General Education writing requirement that is currently satisfied by English 101-102 or Honors 105-106. With the new requirement in place, English 101 and 102 and Honors 105/106 will longer be taught at the College, but will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C of C’s current General Education writing requirement and the credit that such coursework would earn towards the proposed requirement.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 101 or Hons 105, C of C</td>
<td>Passing grade earns 3 credit hours; student must complete 102 to satisfy Gen Ed req.</td>
<td>Past coursework will still earn 3 hrs; student must complete English or Honors 110, or English 215, to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 or Hons 105 &amp; 106, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed requirement</td>
<td>Past 101-102 or Hons 105-6 will earn 6 hours and satisfy Gen Ed requirement</td>
</tr>
<tr>
<td>Eng 101 at any SC public institution</td>
<td>3 hrs transfer credit; student must complete 102 to satisfy Gen Ed requirement</td>
<td>3 hrs transfer credit; student must complete 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 at SC public institution</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 to satisfy Gen Ed requirement</td>
<td>Student earning 3 or 4 receives 3 credit hours; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 6 credit hrs for 101 &amp; 102, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 credit hrs, which count toward Humanities req. but do not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 credit hrs. for 101; student must take 110 or 215 to satisfy Gen Ed req. 6 or 7 earns 6 credit hrs. for 101 and 102 and satisfies Gen Ed req. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 or Honors 110, C of C (or equivalent transfer course)</td>
<td>N/A</td>
<td>Student earns 4 credit hrs. and satisfies Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

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1 C of C students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

2 CHE policies are available at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
English 110: Introduction to Academic Writing

Fall 2009
MW 11 – 11:50
F 11 – 12:50
Instructor Name

Course of Charleston
Department of English
Mailbox
Office Hours

Classroom
Office
Office Phone
Email

Course website URL

Course Texts and Materials

• Additional required readings available on WebCT
• Familiarity with an online writing resource such as the Purdue Online Writing Lab (http://owl.english.purdue.edu)

Overview and Objectives

This course satisfies a General Education requirement because it meets General Education goals I.1, “Gathering and using information,” and I.2, “Effective writing and critical reading.” The research, reading, and writing of this particular course will focus on the topic of “Composing Charleston: Writing, Place, and Cultural Memory.”

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and cultural memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.
It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- **Response Essays** are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- **Activity Journal** entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- **Portfolios** are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc).
You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. 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, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/~csl/writing/writing_lab.html.

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 110. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit www.cofc.edu/~english/writers_group.html.

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for
Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

**Office Hours and Email:** I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:

- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
# English 110 Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

## Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Course intro</td>
</tr>
</tbody>
</table>
| F   | In-class Essay  
Conference with students 1-5 |

## Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Graff and Birkenstein, *They Say / I Say* (pp. ix-14)  
Workshop responses to In-class Essay |
| W   | Nora, “Between Memory and History” (available on WebCT)  
Response Essay 1 due |
| F   | Continue discussion of Nora  
Conference with students 6-10 |

## Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Graff and Birkenstein, *They Say / I Say* (pp. 17-38)  
Workshop examples of Response Essay 1 |
| W   | Continue discussion of Nora  
Response Essay 2 due |
| F   | Workshop examples of Response Essay 2  
Conference with students 11-15 |

## Week 4

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Loewen, excerpts from *Lies Across America* (available on WebCT)  
Response Essay 3 due |
| W   | Workshop examples of Response Essay 3 |
| F   | Graff and Birkenstein, *They Say / I Say* (pp. 39-47)  
Conference with students 16-20 |

## Week 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)</td>
</tr>
<tr>
<td>W</td>
<td>In-class peer review</td>
</tr>
</tbody>
</table>
| F   | In-class peer review  
Conference with students 1-5 |
### Week 6

**M** Final draft of Portfolio 1 due by 11:59 pm (via WebCT)

**W** Campus tour, Intro to Unit 2

**F** Kincaid, *A Small Place* (pp. 3-37)
- Conference with students 6-10
- Activity Journal Due

### Week 7

**M** Graff and Birkenstein, *They Say / I Say* (pp. 51-87)
- Response Essay 4 due by 11:59 pm (via WebCT)

**W** Workshop examples of Response Essay 4

**F** Kincaid, *A Small Place* (pp. 41-81)
- Conference with students 11-15

### Week 8

**M** Response Essay 5 due by 11:59 pm (via WebCT)

**W** Workshop examples of Response Essay 5

**F** Brainstorm ideas for Portfolio 2 project
- Conference with students 16-20

### Week 9

**M** No class, Fall Break

**W** Graff and Birkenstein, *They Say / I Say* (pp. 88-135)

**F** Portfolio 2 rough draft due
- Conference with students 1-5

### Week 10

**M** In-class peer review

**W** In-class peer-review

**F** Conference with students 6-10
- Portfolio 2 final draft due

### Week 11

**M** Introduce Portfolio 3
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Discuss Charleston Museum visit</td>
<td>Introduction to the research process</td>
<td>Introduction to archival research</td>
<td>Tour Special Collections</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)</strong></td>
<td>Portfolio conferences</td>
<td>Portfolio conferences</td>
<td>Conference with students 11-15</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Research session in Addlestone Library</td>
<td><strong>No classes, Thanksgiving Holiday</strong></td>
<td><strong>No classes, Thanksgiving Holiday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>In-class peer review</td>
<td>In-class peer review</td>
<td>In-class peer review</td>
<td>Conference with students 16-20</td>
<td>Activity Journal due</td>
</tr>
<tr>
<td>16</td>
<td>Course wrap-up</td>
<td>Portfolio 3 due</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When the Biology Department submitted their Change to the BA degree to the FCC and then to the Faculty Senate in the March 2009 meeting, the Biology Department inadvertently omitted some language in the NOTE that provides details of the degree requirements (see below).

Here are 3 versions: (a) the old one that used to be in the catalog; (b) the one that was approved in the Senate meeting in March; and (c) the corrected version that the Biology Department is requesting.

**a- NOTE:** Students can get 13 hours with three 4-hour courses plus a 1-hour course (BIOL 212L or BIOL 452), or one 4-hour course and three 3-hour courses. Students must complete at least three biology courses with laboratories at the 200 level or above. The laboratory courses may carry separate credit or may be part of a 4-credit course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor’s Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

**b- NOTE:** Students must complete at least three additional biology courses with laboratories, two of which must be at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor’s Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

**c- NOTE:** Students must complete at least three biology courses with laboratories at the 200 level or above.
above, two of which must be at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor’s Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.
Section VII, Appendix A

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>78</td>
<td>18 (23.1%)</td>
<td>60 (76.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>12</td>
<td>6 (50.0%)</td>
<td>6 (50.0%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>78</td>
<td>35 (44.9%)</td>
<td>43 (55.1%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>11</td>
<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>75</td>
<td>18 (24.0%)</td>
<td>57 (76.0%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>9</td>
<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>73</td>
<td>13 (17.8%)</td>
<td>60 (82.2%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>10</td>
<td>4 (40.0%)</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>73</td>
<td>18 (24.7%)</td>
<td>55 (75.3%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>8</td>
<td>0 (0.0%)</td>
<td>8 (100.0%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>8</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>73</td>
<td>35 (47.9%)</td>
<td>38 (52.1%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>8</td>
<td>2 (25.0%)</td>
<td>6 (75.0%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>68</td>
<td>39 (57.4%)</td>
<td>29 (42.6%)</td>
</tr>
<tr>
<td>Semester</td>
<td># ENGL 102 sections</td>
<td># of sections taught by Adjuncts</td>
<td># of sections taught by Roster Faculty</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>26</td>
<td>8 (30.8%)</td>
<td>18 (62.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>76</td>
<td>11 (14.5%)</td>
<td>65 (85.5%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>24</td>
<td>12 (50.0%)</td>
<td>12 (50.0%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>75</td>
<td>16 (21.3%)</td>
<td>59 (78.7%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>22</td>
<td>12 (54.5%)</td>
<td>10 (45.5%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>70</td>
<td>7 (10.0%)</td>
<td>63 (90.0%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>23</td>
<td>15 (65.2%)</td>
<td>8 (34.8%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>71</td>
<td>5 (7.0%)</td>
<td>66 (93.0%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>23</td>
<td>8 (34.8%)</td>
<td>15 (62.5%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>72</td>
<td>15 (20.8%)</td>
<td>57 (79.2%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>24</td>
<td>9 (37.5%)</td>
<td>15 (62.5%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>24</td>
<td>8 (33.3%)</td>
<td>16 (66.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>67</td>
<td>25 (37.3%)</td>
<td>42 (62.7%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>21</td>
<td>10 (47.6%)</td>
<td>11 (52.4%)</td>
</tr>
</tbody>
</table>
## ENGLISH 101 & 102 Adjunct/Roster Faculty Breakdown

<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 &amp; 102 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>104</td>
<td>26 (25%)</td>
<td>78 (75%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>88</td>
<td>17 (19.3%)</td>
<td>71 (80.7%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>102</td>
<td>47 (46.1%)</td>
<td>55 (53.9%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>86</td>
<td>24 (27.9%)</td>
<td>62 (72.1%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>97</td>
<td>30 (30.9%)</td>
<td>67 (69.1%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>79</td>
<td>8 (10.1%)</td>
<td>71 (89.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>96</td>
<td>28 (29.2%)</td>
<td>68 (70.8%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>81</td>
<td>9 (11.1%)</td>
<td>72 (88.9%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>96</td>
<td>26 (27.1%)</td>
<td>70 (72.9%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>80</td>
<td>15 (18.7%)</td>
<td>65 (81.3%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>94</td>
<td>32 (34%)</td>
<td>62 (66%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>78</td>
<td>26 (33.3%)</td>
<td>52 (66.7%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>97</td>
<td>43 (44.3%)</td>
<td>54 (55.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>75</td>
<td>27 (36%)</td>
<td>48 (64%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
<td>40 (44.9%)</td>
</tr>
</tbody>
</table>
Section VII, Appendix B:

English 215: Interdisciplinary Composition

Fall 2008
MWF X – X:50
College of Charleston
Classroom
Department
Office Location
Mailbox
Office Phone
Office Hours
Email
Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting
the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of in-and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one of the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.
**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an 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, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**WebCT:** Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

**Grades:** I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
• Project 3: Final Research Project and Presentation (30%)
• Exercises (10%)
• Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

**Office Hours:** I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.

**Working Schedule**

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to changes according to the needs of the class.

**Week 1**

<table>
<thead>
<tr>
<th>M</th>
<th>Course introduction</th>
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<tbody>
<tr>
<td>F</td>
<td>In-class essay</td>
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</table>

**Week 2**

<table>
<thead>
<tr>
<th>M</th>
<th>Discuss responses to in-class essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Douthat, “Approaches to Knowledge” (available on WebCT)</td>
</tr>
<tr>
<td></td>
<td><strong>Exercise 1 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>F</td>
<td>Discuss Douthat and responses to Exercise 1</td>
</tr>
</tbody>
</table>

**Week 3**

<table>
<thead>
<tr>
<th>M</th>
<th>Graff, <em>Clueless in Academe</em>, pp. 1-80</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td><strong>Exercise 2 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>F</td>
<td>Discuss Graff and responses to Exercise 2</td>
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**Week 4**

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<tbody>
<tr>
<td>W</td>
<td><strong>Rough draft of Project 1 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>F</td>
<td>Discuss Graff and workshop rough drafts of Project 1</td>
</tr>
</tbody>
</table>
Week 5
M Graff, *Clueless in Academe*, pp. 115-207
W Peer Response Letter 1 due in class
F Peer review workshop

Week 6
M Graff, *Clueless in Academe*, pp. 211-277
W Discuss Graff and workshop Project 1 rough drafts
F Peer Review Workshop
**Final draft of Project 1 due by 11:59 pm (via WebCT)**

Week 7
M Introduce Project 2
W Library Presentation
F **Exercise 3 due by 11:59 pm (via WebCT)**

Week 8
M Discuss interviewing techniques
W Midterm conferences
F Midterm conferences

Week 9
M **No classes, Fall Break**
W Introduce Project 2
F Bazerman, “What Written Knowledge Does” (available on WebCT)
**Exercise 4 due by 11:59 pm (via WebCT)**

Week 10
M Workshop responses to Exercises 3 and 4
W Continue discussion of Bazerman
F **Rough draft of Project 2 due by 11:59 pm (via WebCT)**
**No class, travel to conference**
<table>
<thead>
<tr>
<th>Week 11</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>Workshop Project 2 rough drafts</td>
</tr>
<tr>
<td>W</td>
<td><strong>Peer Response Letter 2 due in class</strong></td>
</tr>
<tr>
<td></td>
<td>Peer review workshop</td>
</tr>
<tr>
<td>F</td>
<td><strong>Final draft of Project 2 by 11:59 pm (via WebCT)</strong></td>
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</table>

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<thead>
<tr>
<th>Week 12</th>
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<tbody>
<tr>
<td>M</td>
<td>Kuhn, selections from <em>The Structure of Scientific Revolutions</em> (available on WebCT)</td>
</tr>
<tr>
<td>W</td>
<td><strong>Exercise 5 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>F</td>
<td><strong>No class, travel to conference</strong></td>
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</tbody>
</table>

<table>
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<tr>
<th>Week 13</th>
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<tbody>
<tr>
<td>M</td>
<td>Research day, meet in Addlestone Library</td>
</tr>
<tr>
<td>W</td>
<td>Workshop responses to Exercise 5 <strong>Rough draft of Project 3 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>F</td>
<td>Workshop rough drafts of Project 3</td>
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</table>

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<tr>
<th>Week 14</th>
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<tbody>
<tr>
<td>M</td>
<td>Research day, meet in Addlestone Library</td>
</tr>
<tr>
<td>W</td>
<td><strong>No class, Thanksgiving holiday</strong></td>
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<tr>
<td>F</td>
<td><strong>No class, Thanksgiving holiday</strong></td>
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<table>
<thead>
<tr>
<th>Week 15</th>
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<tbody>
<tr>
<td>M</td>
<td><strong>Peer Response Letter 3 due in class</strong></td>
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<td></td>
<td>Peer review workshops</td>
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<tr>
<td>W</td>
<td>Presentations</td>
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<td>F</td>
<td>Presentations</td>
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<table>
<thead>
<tr>
<th>Week 16</th>
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<tbody>
<tr>
<td>M</td>
<td>Presentations, course wrap-up <strong>Project 3 due</strong></td>
</tr>
</tbody>
</table>
I. How proposed course will meet General Education Goals (I.1 and I.2)

Goal I.1 Gathering and using information

- To become more proficient at understanding and analyzing texts suitable for college coursework, English 110 students read, discuss, and write about numerous essays and other examples of academic writing. Short writing assignments promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students learn how to conduct library research to develop expertise on assigned topics, and how to incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

Goal I.2 Effective writing and critical reading

- Formal paper assignments require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments identify the audience and purpose of the paper, and instructors help students shape their work accordingly.

- In keeping with best practices for writing instruction, the course provides several opportunities for individualized feedback by the instructor and revision by the student. English 110 students are required to submit drafts and to revise some of their graded work. They attend small-group workshops in which they assess their own work in progress, and receive class lessons in planning, revising, and editing written work. Instructors not only assign grades and make marginal comments on student writing, but also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit. To insure this individualized level of instruction, all sections of English 110 must
have a cap of 20.

- English 110 students are required to generate a significant quantity (a minimum of 20 pages) of written work. Formal paper grades make up at least 50% of the course grade.

Section II.
Course description, learning objectives, and requirements

English 110: Introduction to Academic Writing 4 hours

Course Description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Satisfies General Education requirement for first-year writing course(s) focused on “Gathering and using information” and “Effective writing and critical reading.”

Learning Objectives: Students receive training and practice in the following areas.

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text’s argument

Course Requirements
- Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

Section III.
Rationale for changing existing Gen Ed requirement

I. English 110 is a four-hour course devoted to academic writing. This course will include all the writing instruction provided by our existing 101-102 sequence, without the literary study that is part of English 102. Writing instruction and literary study are both valuable enterprises, but the study of literature does not, in itself, improve first-year students’ writing (see Fishman and Royer in Section VII). Nor is literary study named as an explicit General Education goal. We would welcome a Gen Ed requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research also shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We would welcome such a requirement at the College, but the English Department cannot deliver discipline-specific writing instruction to all students. Moreover, during 06-07 and 07-08 Senate discussion of a proposed General Education writing requirement in the major, representatives from many departments assured the Senate that writing instruction was already taking place within their majors. In view of these conditions, we believe it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. As a four-hour course, English 110 will promote greater learning within a single semester than a course with only three hours of instructional time. As detailed in the sample syllabus, the fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like.

IV. A one-semester writing requirement will greatly decrease the College’s reliance on adjunct faculty to teach this very important course (see Chase and Section VII, Appendix A on adjunct usage).
Section IV. Sample Syllabus For New Course  
English 110: Introduction to Academic Writing

Fall 2009  
MW 11 – 11:50  
F 11 – 12:50  
Instructor Name  
College of Charleston  
Department of English  
Instructor Name  
Mailbox  
Office Hours  
Mailbox  
Office Hours  
Office Phone  
Office Phone  
Course website URL  
Course website URL

Course Texts and Materials

• Additional required readings available on WebCT
• Familiarity with an online writing resource such as the Purdue Online Writing Lab (http://owl.english.purdue.edu)

Overview and Objectives

This course satisfies a General Education requirement because it meets General Education goals I.1, “Gathering and using information,” and I.2, “Effective writing and critical reading.” The research, reading, and writing of this particular course will focus on the topic of “Composing Charleston: Writing, Place, and Cultural Memory.”

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and cultural memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.
It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation**: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work**: Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- **Response Essays** are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- **Activity Journal** entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- **Portfolios** are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.
So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. 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, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity ([http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html)) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

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**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 110. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit [www.cofc.edu/~english/writers_group.html](http://www.cofc.edu/~english/writers_group.html).

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course
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another time when we can meet or to ask any questions you may have. Send all email
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WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for
the final draft of each Portfolio Project. Your Response Essays will not receive letter
grades; instead, you will receive full credit if you satisfactorily complete each Response
Essay. You may expect to earn a C participation grade if you attend all classes, come to
class prepared, and participate in class discussion one or two times per class. Consistent
and meaningful participation will raise that grade; non-participation, disruptiveness,
absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an
appointment with me to discuss your progress in the course.
# English 110 Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

## Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>W</td>
<td>Course intro</td>
</tr>
</tbody>
</table>
| F    | In-class Essay  
Conference with students 1-5 |

## Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M    | Graff and Birkenstein, *They Say / I Say* (pp. ix-14)  
Workshop responses to In-class Essay |
| W    | Nora, “Between Memory and History” (available on WebCT)  
**Response Essay 1 due** |
| F    | Continue discussion of Nora  
Conference with students 6-10 |

## Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
</table>
| M    | Graff and Birkenstein, *They Say / I Say* (pp. 17-38)  
Workshop examples of Response Essay 1 |
| W    | Continue discussion of Nora  
**Response Essay 2 due** |
| F    | Workshop examples of Response Essay 2  
Conference with students 11-15 |

## Week 4

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
</table>
| M    | Loewen, excerpts from *Lies Across America* (available on WebCT)  
**Response Essay 3 due** |
| W    | Workshop examples of Response Essay 3 |
| F    | Graff and Birkenstein, *They Say / I Say* (pp. 39-47)  
Conference with students 16-20 |

## Week 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M</td>
<td><strong>Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>W</td>
<td>In-class peer review</td>
</tr>
</tbody>
</table>
| F    | In-class peer review  
Conference with students 1-5 |
Week 6
M   Final draft of Portfolio 1 due by 11:59 pm (via WebCT)
W   Campus tour, Intro to Unit 2
F   Kincaid, *A Small Place* (pp. 3-37)
    Conference with students 6-10
    Activity Journal Due

Week 7
M   Graff and Birkenstein, *They Say / I Say* (pp. 51-87)
    **Response Essay 4 due by 11:59 pm (via WebCT)**
W   Workshop examples of Response Essay 4
F   Kincaid, *A Small Place* (pp. 41-81)
    Conference with students 11-15

Week 8
M   **Response Essay 5 due by 11:59 pm (via WebCT)**
W   Workshop examples of Response Essay 5
F   Brainstorm ideas for Portfolio 2 project
    Conference with students 16-20

Week 9
M   **No class, Fall Break**
W   Graff and Birkenstein, *They Say / I Say* (pp. 88-135)
F   **Portfolio 2 rough draft due**
    Conference with students 1-5

Week 10
M   In-class peer review
W   In-class peer-review
F   Conference with students 6-10
    **Portfolio 2 final draft due**

Week 11
M   Introduce Portfolio 3
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
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</table>
| W   | Denmark Vesey newspaper articles (available on WebCT)  
**One-page proposal for Portfolio 3 due** |
| F   | Continue discussion of Vesey articles  
Tour Charleston Museum  
**Activity Journal due** |

**Week 12**

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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M</td>
<td>Discuss Charleston Museum visit</td>
</tr>
<tr>
<td>W</td>
<td>Introduction to the research process</td>
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</tbody>
</table>
| F   | Introduction to archival research  
Tour Special Collections |

**Week 13**

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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M</td>
<td><strong>Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)</strong></td>
</tr>
<tr>
<td>W</td>
<td>Portfolio conferences</td>
</tr>
</tbody>
</table>
| F   | Portfolio conferences  
Conference with students 11-15 |

**Week 14**

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<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M</td>
<td>Research session in Addlestone Library</td>
</tr>
<tr>
<td>W</td>
<td><strong>No classes, Thanksgiving Holiday</strong></td>
</tr>
<tr>
<td>F</td>
<td><strong>No classes, Thanksgiving Holiday</strong></td>
</tr>
</tbody>
</table>

**Week 15**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>In-class peer review</td>
</tr>
<tr>
<td>W</td>
<td>In-class peer review</td>
</tr>
</tbody>
</table>
| F   | In-class peer review  
Conference with students 16-20  
**Activity Journal due** |

**Week 16**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Course wrap-up  
**Portfolio 3 due** |
## Section V.
### Transfer Policy for English 110

If approved, English 110 will meet the General Education writing requirement that is currently satisfied by English 101-102 or Honors 105-106. With the new requirement in place, English 101 and 102 and Honors 105/106 will longer be taught at the College, but will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C of C’s current General Education writing requirement and the credit that such coursework would earn towards the proposed requirement.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 or Hons 105, C of C</td>
<td>Passing grade earns 3 credit hours; student must complete 102 to satisfy Gen Ed req.</td>
<td>Past coursework will still earn 3 hrs; student must complete English or Honors 110, or English 215, to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 or Hons 105 &amp; 106, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed requirement</td>
<td>Past 101-102 or Hons 105-6 will earn 6 hours and satisfy Gen Ed requirement</td>
</tr>
<tr>
<td>Eng 101 at any SC public institution</td>
<td>3 hrs transfer credit; student must complete 102 to satisfy Gen Ed requirement</td>
<td>3 hrs transfer credit; student must complete 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 at SC public institution</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 to satisfy Gen Ed requirement</td>
<td>Student earning 3 or 4 receives 3 credit hours; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td></td>
<td>4 earns 101 &amp; 102, 6 credit hours</td>
<td></td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 6 credit hrs for 101 &amp; 102, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 credit hrs, which count toward Humanities req. but do not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 credit hrs. for 101; student must take 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 110 or Honors 110, C of C (or equivalent transfer course)</td>
<td>N/A</td>
<td>Student earns 4 credit hrs. and satisfies Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

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1. C of C students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate literature courses in other departments.

2. CHE policies are published at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Section VI.
People, departments, or committees consulted about this proposal

Cynthia Lowenthal, Dean, School of Humanities and Social Sciences
Elise Jorgens, Provost
Faculty Curriculum Committee
Kay Smith, Vice President for the Academic Experience
Susan Kattwinkel, Director of First-Year Experience
Pam Niesslein, Office of Institutional Assessment
Cathy Boyd, Registrar
Ray Barclay, Office of Institutional Research
Don Burkhardt, Office of Admissions
John Newell, Honors College
Brian McGee, chair, Department of Communications
Academic Advising and Planning Center
Department of English
Faculty Committee on General Education

Individuals from other institutions:
Kim Taylor, English Department Chair, Trident Technical College
Felicia Steele, First-year Writing Faculty, College of New Jersey
Jessie Moore, Director of First-Year Writing, Elon University
Susan Patton, Assistant Registrar, Elon University
Greg Glau, Director of English Composition, Northern Arizona University
Victor Villanueva, Professor of Rhetoric and Composition, Washington State University

Section VII.
Bibliography of Relevant Research


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Caroll writes:

Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)
This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time…to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)

Fishman, Jenn, and Mary Jo Reiff. “Taking the High Road: Teaching for Transfer in an FYC Program.” Composition Forum 18 (Summer 2008).
http://compositionforum.com/issue/18/tennessee.php

Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others…are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+-course requirement. 41% of public institutions with 9,000-13,999
students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to the 101-102 sequence at C of C is their discussion of the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—the English department would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.


Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
Section VII, Appendix A

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
## ENGLISH 101 Adjunct/Roster Faculty Breakdown

<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>78</td>
<td>18 (23.1%)</td>
<td>60 (76.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>12</td>
<td>6 (50.0%)</td>
<td>6 (50.0%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>78</td>
<td>35 (44.9%)</td>
<td>43 (55.1%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>11</td>
<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>75</td>
<td>18 (24.0%)</td>
<td>57 (76.0%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>9</td>
<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>73</td>
<td>13 (17.8%)</td>
<td>60 (82.2%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>10</td>
<td>4 (40.0%)</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>73</td>
<td>18 (24.7%)</td>
<td>55 (75.3%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>8</td>
<td>0 (0.0%)</td>
<td>8 (100.0%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>8</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>73</td>
<td>35 (47.9%)</td>
<td>38 (52.1%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>8</td>
<td>2 (25.0%)</td>
<td>6 (75.0%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>68</td>
<td>39 (57.4%)</td>
<td>29 (42.6%)</td>
</tr>
<tr>
<td>Semester</td>
<td># ENGL 102 sections</td>
<td># of sections taught by Adjuncts</td>
<td># of sections taught by Roster Faculty</td>
</tr>
<tr>
<td>-----------</td>
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<td>--------------------------------------</td>
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<td>Fall 2001</td>
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<td>Spring 2002</td>
<td>76</td>
<td>11 (14.5%)</td>
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<td>12 (50.0%)</td>
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<td>Spring 2003</td>
<td>75</td>
<td>16 (21.3%)</td>
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<td>Fall 2003</td>
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<td>12 (54.5%)</td>
<td>10 (45.5%)</td>
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<td>70</td>
<td>7 (10.0%)</td>
<td>63 (90.0%)</td>
</tr>
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<td>Fall 2004</td>
<td>23</td>
<td>15 (65.2%)</td>
<td>8 (34.8%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>71</td>
<td>5 (7.0%)</td>
<td>66 (93.0%)</td>
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<tr>
<td>Fall 2005</td>
<td>23</td>
<td>8 (34.8%)</td>
<td>15 (62.5%)</td>
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<tr>
<td>Spring 2006</td>
<td>72</td>
<td>15 (20.8%)</td>
<td>57 (79.2%)</td>
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<tr>
<td>Fall 2006</td>
<td>24</td>
<td>9 (37.5%)</td>
<td>15 (62.5%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>24</td>
<td>8 (33.3%)</td>
<td>16 (66.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>67</td>
<td>25 (37.3%)</td>
<td>42 (62.7%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>21</td>
<td>10 (47.6%)</td>
<td>11 (52.4%)</td>
</tr>
<tr>
<td>Semester</td>
<td># ENGL 101 &amp; 102 sections</td>
<td># of sections taught by Adjuncts</td>
<td># of sections taught by Roster Faculty</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>104</td>
<td>26 (25%)</td>
<td>78 (75%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>88</td>
<td>17 (19.3%)</td>
<td>71 (80.7%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>102</td>
<td>47 (46.1%)</td>
<td>55 (53.9%)</td>
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<tr>
<td>Spring 2003</td>
<td>86</td>
<td>24 (27.9%)</td>
<td>62 (72.1%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>97</td>
<td>30 (30.9%)</td>
<td>67 (69.1%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>79</td>
<td>8 (10.1%)</td>
<td>71 (89.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>96</td>
<td>28 (29.2%)</td>
<td>68 (70.8%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>81</td>
<td>9 (11.1%)</td>
<td>72 (88.9%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>96</td>
<td>26 (27.1%)</td>
<td>70 (72.9%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>80</td>
<td>15 (18.7%)</td>
<td>65 (81.3%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>94</td>
<td>32 (34%)</td>
<td>62 (66%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>78</td>
<td>26 (33.3%)</td>
<td>52 (66.7%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>97</td>
<td>43 (44.3%)</td>
<td>54 (55.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>75</td>
<td>27 (36%)</td>
<td>48 (64%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
<td>40 (44.9%)</td>
</tr>
</tbody>
</table>
Section VII, Appendix B:

English 215: Interdisciplinary Composition

Fall 2008                        Instructor Name
MWF X – X:50                    College of Charleston
Classroom                      Department
Office Location                Mailbox
Office Phone                   Office Hours
Email                          Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting
the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one of the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.
**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an 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, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**WebCT:** Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

**Grades:** I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
• Project 3: Final Research Project and Presentation (30%)
• Exercises (10%)
• Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.

Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they're listed. This schedule is subject to changes according to the needs of the class.

Week 1

W  Course introduction
F  In-class essay

Week 2

M  Discuss responses to in-class essays
W  Douthat, “Approaches to Knowledge” (available on WebCT)
  Exercise 1 due by 11:59 pm (via WebCT)
F  Discuss Douthat and responses to Exercise 1

Week 3

M  Graff, Clueless in Academe, pp. 1-80
W  Exercise 2 due by 11:59 pm (via WebCT)
F  Discuss Graff and responses to Exercise 2

Week 4

M  Graff, Clueless in Academe, pp. 83-112
W  Rough draft of Project 1 due by 11:59 pm (via WebCT)
F  Discuss Graff and workshop rough drafts of Project 1
Week 5
M Graff, *Clueless in Academe*, pp. 115-207
W Peer Response Letter 1 due in class
F Peer review workshop

Week 6
M Graff, *Clueless in Academe*, pp. 211-277
W Discuss Graff and workshop Project 1 rough drafts
F Peer Review Workshop
   Final draft of Project 1 due by 11:59 pm (via WebCT)

Week 7
M Introduce Project 2
W Library Presentation
F Exercise 3 due by 11:59 pm (via WebCT)

Week 8
M Discuss interviewing techniques
W Midterm conferences
F Midterm conferences

Week 9
M No classes, Fall Break
W Introduce Project 2
F Bazerman, “What Written Knowledge Does” (available on WebCT)
   Exercise 4 due by 11:59 pm (via WebCT)

Week 10
M Workshop responses to Exercises 3 and 4
W Continue discussion of Bazerman
F Rough draft of Project 2 due by 11:59 pm (via WebCT)
   No class, travel to conference
### Week 11

- **M**  Workshop Project 2 rough drafts
- **W**  Peer Response Letter 2 due in class  
  Peer review workshop
- **F**  Final draft of Project 2 by 11:59 pm (via WebCT)

### Week 12

- **M**  Kuhn, selections from *The Structure of Scientific Revolutions* (available on WebCT)
- **W**  Exercise 5 due by 11:59 pm (via WebCT)
- **F**  No class, travel to conference

### Week 13

- **M**  Research day, meet in Addlestone Library
- **W**  Workshop responses to Exercise 5  
  Rough draft of Project 3 due by 11:59 pm (via WebCT)
- **F**  Workshop rough drafts of Project 3

### Week 14

- **M**  Research day, meet in Addlestone Library
- **W**  No class, Thanksgiving holiday
- **F**  No class, Thanksgiving holiday

### Week 15

- **M**  Peer Response Letter 3 due in class  
  Peer review workshops
- **W**  Presentations
- **F**  Presentations

### Week 16

- **M**  Presentations, course wrap-up  
  Project 3 due
TO: Committee on General Education  
FROM: Department of English  
January 26, 2009; revised March 23, 2009

PROPOSAL: A new 4-hour course, English 110, shall satisfy General Education Goals I.1 and I.2, and shall replace the current required coursework that satisfies these goals, English 101 and 102.

I. How proposed course will meet General Education Goals (I.1 and I.2)  
II. Course description, learning objectives, and requirements  
III. Rationale for modifying existing Gen Ed requirement  
IV. Sample syllabus for new course  
V. Transfer and AP credit policy for new course  
VI. List of people, departments, or committees consulted about this proposal  
VII. Annotated bibliography of relevant research  
Appendix A: Adjunct usage for English 101-102  
Appendix B: Sample syllabus for English 215, Interdisciplinary Academic Writing

Section I. 
How proposed course will meet General Education Goals  
Goal I.1 Gathering and using information  
Goal I.2 Effective writing and critical reading

• To become more proficient at understanding and analyzing texts suitable for college coursework, English 110 students read, discuss, and write about numerous essays and other examples of academic writing. Short writing assignments promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students learn how to conduct library research to develop expertise on assigned topics, and how to incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

• Formal paper assignments require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments identify the audience and purpose of the paper, and instructors help students shape their work accordingly.

• In keeping with best practices for writing instruction, the course provides several opportunities for individualized feedback by the instructor and revision by the student. English 110 students are required to submit drafts and to revise some of their graded work. They attend small-group workshops in which they assess their own work in progress, and receive class lessons in planning, revising, and editing written work. Instructors not only assign grades and make marginal comments on student writing, but also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit. To insure this individualized level of instruction, all sections of English 110 must
have a cap of 20.

• English 110 students are required to generate a significant quantity (a minimum of 20 pages) of written work. Formal paper grades make up at least 50% of the course grade.

Section II. Course description, learning objectives, and requirements

English 110: Introduction to Academic Writing 4 hours

Course Description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Satisfies General Education requirement for first-year writing course(s) focused on “Gathering and using information” and “Effective writing and critical reading.”

Learning Objectives: Students receive training and practice in the following areas.

Process
• Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
• Shape a written work according to the requirements of purpose, genre, occasion, and audience
• Construct an effective argument using appropriate evidence
• Understand conventions of academic writing
• Document work appropriately
• Follow the conventions of standard American English

Reading and Research
• Develop skills for studying college-level essays and academic articles
• Develop skills for summarizing and paraphrasing college-level essays and academic articles
• Evaluate, analyze, and synthesize appropriate primary and secondary sources
• Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
• Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
• Understand the difference between summary and analysis
• Evaluate the persuasiveness of a text’s argument

Course Requirements

• Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

**Section III. Rationale for changing existing Gen Ed requirement**

I. English 110 is a four-hour course devoted to academic writing. This course will include all the writing instruction provided by our existing 101-102 sequence, without the literary study that is part of English 102. Writing instruction and literary study are both valuable enterprises, but the study of literature does not, in itself, improve first-year students’ writing (see Fishman and Royer in Section VII). Nor is literary study named as an explicit General Education goal. We would welcome a Gen Ed requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research also shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We would welcome such a requirement at the College, but the English Department cannot deliver discipline-specific writing instruction to all students. Moreover, during 06-07 and 07-08 Senate discussion of a proposed General Education writing requirement in the major, representatives from many departments assured the Senate that writing instruction was already taking place within their majors. In view of these conditions, we believe it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. As a four-hour course, English 110 will promote greater learning within a single semester than a course with only three hours of instructional time. As detailed in the sample syllabus, the fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like.

IV. A one-semester writing requirement will greatly decrease the College’s reliance on adjunct faculty to teach this very important course (see Chase and Section VII, Appendix A on adjunct usage).
Section IV. Sample Syllabus For New Course
English 110: Introduction to Academic Writing

Fall 2009
MW 11 – 11:50
F 11 – 12:50
Classroom
Office
Office Phone
Email

Instructor Name
College of Charleston
Department of English
Mailbox
Office Hours
Course website URL

Course Texts and Materials

• Additional required readings available on WebCT
• Familiarity with an online writing resource such as the Purdue Online Writing Lab (http://owl.english.purdue.edu)

Overview and Objectives

This course satisfies a General Education requirement because it meets General Education goals I.1, “Gathering and using information,” and I.2, “Effective writing and critical reading.” The research, reading, and writing of this particular course will focus on the topic of “Composing Charleston: Writing, Place, and Cultural Memory.”

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and cultural memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.
It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- *Response Essays* are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- *Activity Journal* entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- *Portfolios* are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.
So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. 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, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity ([http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html)) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at [http://www.cofc.edu/%7Ecs1/writing/writing_lab.html](http://www.cofc.edu/%7Ecs1/writing/writing_lab.html).

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 110. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit [www.cofc.edu/~english/writers_group.html](http://www.cofc.edu/~english/writers_group.html).

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course
materials and resources for students and instructors. You will want to check the course
website regularly because I will post important materials to the site. If you need an extra
copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable
accommodations for persons with documented disabilities. If you have a disability for
which you are or may be requesting an accommodation, you are encouraged to contact
the Center for Disability Services located in the Lightsey Center, Suite 104. Students
approved for accommodations should notify me as quickly as possible.

**Office Hours and Email:** I keep regular office hours each week, and this time is
reserved for you to discuss with me any issues, concerns, or suggestions you have about
your work or about the course. I have an open door policy, so please don’t hesitate to
visit me during office hours. If you can’t make the hours posted, email me to arrange
another time when we can meet or to ask any questions you may have. Send all email
inquires to WarnickC@cofc.edu; please do not send them through the Mail function on
WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for
the final draft of each Portfolio Project. Your Response Essays will not receive letter
grades; instead, you will receive full credit if you satisfactorily complete each Response
Essay. You may expect to earn a C participation grade if you attend all classes, come to
class prepared, and participate in class discussion one or two times per class. Consistent
and meaningful participation will raise that grade; non-participation, disruptiveness,
absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an
appointment with me to discuss your progress in the course.
English 110 Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

Week 1

W  Course intro
F  In-class Essay
   Conference with students 1-5

Week 2

M  Graff and Birkenstein, *They Say / I Say* (pp. ix-14)
   Workshop responses to In-class Essay
W  Nora, “Between Memory and History” (available on WebCT)
   **Response Essay 1 due**
F  Continue discussion of Nora
   Conference with students 6-10

Week 3

M  Graff and Birkenstein, *They Say / I Say* (pp. 17-38)
   Workshop examples of Response Essay 1
W  Continue discussion of Nora
   **Response Essay 2 due**
F  Workshop examples of Response Essay 2
   Conference with students 11-15

Week 4

M  Loewen, excerpts from *Lies Across America* (available on WebCT)
   **Response Essay 3 due**
W  Workshop examples of Response Essay 3
F  Graff and Birkenstein, *They Say / I Say* (pp. 39-47)
   Conference with students 16-20

Week 5

M  Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)
W  In-class peer review
F  In-class peer review
   Conference with students 1-5
Week 6

M  Final draft of Portfolio 1 due by 11:59 pm (via WebCT)

W  Campus tour, Intro to Unit 2

F  Kincaid, *A Small Place* (pp. 3-37)
   Conference with students 6-10
   Activity Journal Due

Week 7

M  Graff and Birkenstein, *They Say / I Say* (pp. 51-87)
   **Response Essay 4 due by 11:59 pm (via WebCT)**

W  Workshop examples of Response Essay 4

F  Kincaid, *A Small Place* (pp. 41-81)
   Conference with students 11-15

Week 8

M  **Response Essay 5 due by 11:59 pm (via WebCT)**

W  Workshop examples of Response Essay 5

F  Brainstorm ideas for Portfolio 2 project
   Conference with students 16-20

Week 9

M  **No class, Fall Break**

W  Graff and Birkenstein, *They Say / I Say* (pp. 88-135)

F  **Portfolio 2 rough draft due**
   Conference with students 1-5

Week 10

M  In-class peer review

W  In-class peer-review

F  Conference with students 6-10
   **Portfolio 2 final draft due**

Week 11

M  Introduce Portfolio 3
Week 12

M  Discuss Charleston Museum visit
W  Introduction to the research process
F  Introduction to archival research
    Tour Special Collections

Week 13

M  Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)
W  Portfolio conferences
F  Portfolio conferences
    Conference with students 11-15

Week 14

M  Research session in Addlestone Library
W  No classes, Thanksgiving Holiday
F  No classes, Thanksgiving Holiday

Week 15

M  In-class peer review
W  In-class peer review
F  In-class peer review
    Conference with students 16-20
    Activity Journal due

Week 16

M  Course wrap-up
    Portfolio 3 due
Section V.
Transfer Policy for English 110

If approved, English 110 will meet the General Education writing requirement that is currently satisfied by English 101-102 or Honors 105-106.¹ With the new requirement in place, English 101 and 102 and Honors 105/106 will longer be taught at the College, but will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.²

This table identifies coursework that currently satisfies some or all of C of C’s current General Education writing requirement and the credit that such coursework would earn towards the proposed requirement.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 or Hons 105, C of C</td>
<td>Passing grade earns 3 credit hours; student must complete 102 to satisfy Gen Ed req.</td>
<td>Past coursework will still earn 3 hrs; student must complete English or Honors 110, or English 215, to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 or Hons 105 &amp; 106, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed requirement</td>
<td>Past 101-102 or Hons 105-6 will earn 6 hours and satisfy Gen Ed requirement</td>
</tr>
<tr>
<td>Eng 101 at any SC public institution</td>
<td>3 hrs transfer credit; student must complete 102 to satisfy Gen Ed requirement</td>
<td>3 hrs transfer credit; student must complete 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 at SC public institution</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 to satisfy Gen Ed requirement</td>
<td>Student earning 3 or 4 receives 3 credit hours; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 6 credit hrs for 101 &amp; 102, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 credit hrs, which count toward Humanities req. but do not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 credit hrs. for 101; student must take 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 110 or Honors 110, C of C (or equivalent transfer course)</td>
<td>N/A</td>
<td>Student earns 4 credit hrs. and satisfies Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

¹ C of C students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate literature courses in other departments.
² CHE policies are published at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Section VI.
People, departments, or committees consulted about this proposal

Cynthia Lowenthal, Dean, School of Humanities and Social Sciences
Elise Jorgens, Provost
Faculty Curriculum Committee
Kay Smith, Vice President for the Academic Experience
Susan Kattwinkel, Director of First-Year Experience
Pam Niesslein, Office of Institutional Assessment
Cathy Boyd, Registrar
Ray Barclay, Office of Institutional Research
Don Burkhardt, Office of Admissions
John Newell, Honors College
Brian McGee, chair, Department of Communications
Academic Advising and Planning Center
Department of English
Faculty Committee on General Education

Individuals from other institutions:
Kim Taylor, English Department Chair, Trident Technical College
Felicia Steele, First-year Writing Faculty, College of New Jersey
Jessie Moore, Director of First-Year Writing, Elon University
Susan Patton, Assistant Registrar, Elon University
Greg Glau, Director of English Composition, Northern Arizona University
Victor Villanueva, Professor of Rhetoric and Composition, Washington State University

Section VII.
Bibliography of Relevant Research


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Caroll writes:

Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)

This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

> One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time…to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)


Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others...are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+-course requirement. 41% of public institutions with 9,000-13,999
students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to the 101-102 sequence at C of C is their discussion of the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—the English department would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.


Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
March 24, 2009  
To: General Education Committee  
From: Department of History  
Subject: History General Education Proposal

We seek your committee’s approval of our proposal to modify the current General Education requirement, which is in Goal III.1 “Knowledge of Human History.” Goal III.1 is currently satisfied by either the History 101-102 or History 103-104 sequence. We seek to re-title the categories “Pre-Modern History” and “Modern History,” using the exact language approved by the Faculty Senate in 2007-2008 during its discussion about the General Education proposal. The language that emerged out of that discussion divided Goal III.1 into 3 parts: the “Requirement,” the “Defining Characteristics,” and the “Approval Criteria.” In all three of these sections, we have retained the exact wording approved by the Senate in 2007-2008.

The “Requirement” is as follows:
1) Students must complete two approved courses.  
2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be tagged to indicate which eras they cover.

The “Defining Characteristics” are as follows:
1) Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of pre-modern and modern eras.  
2) Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.  
3) Critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

The “Approval Criteria” are as follows:
1) Develop students’ knowledge of the history of human civilizations, societies, and cultures and an awareness of historical experience through the study of the political, social, cultural, and intellectual aspects of selected eras of human history.  
2) Teach students how to situate primary historical records in their contexts and use these sources to construct historical arguments.  
3) Enable students to critically appreciate earlier eras of the human past so as to gain a greater understanding of the
contemporary world.
4) Approved courses will cover substantial historical developments and periods within the pre-modern and modern periods, rather than only specific episodes.

The changes that will result can be summarized as follows:
1) History 101 (Europe to 1715) and History 103 (World History to 1500) will satisfy the requirement in Pre-Modern History.
History 102 (Europe since 1715) and History 104 (World History since 1500) will satisfy the requirement in Modern History. The History department will review and revise its History 101-104 courses and submit them to the General Education committee.
2) Students will not be required to fulfill the “Knowledge of Human History” requirement in sequenced courses; that is, students may register and complete a modern history course before they register for a pre-modern history course.
3) Departments may seek to have courses approved that will meet the “defining characteristics” and “approval criteria” in order to satisfy the Goal III.1 “Knowledge of Human History.”
4) The History department will develop an assessment tool for these courses that adheres to best practices in the historical profession.

Proposed policy on Transfer Credit to Satisfy the College of Charleston’s General Education “Knowledge of Human History” requirement:
1) History 101-104 will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit as follows:
2) History 101 or 103 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the pre-modern history requirement).
3) History 102 or 104 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the modern history requirement).
4) 3 or 4 on AP European history (Student earns 3 credit hours and satisfies the modern history requirement).
5) 3 or 4 on AP World history (Student earns 3 credit hours and satisfies the modern history requirement).
6) 5 on AP European or World history (Student earns 6 credit hours and satisfies the pre-modern and modern history requirements).
7) 4 or better on IB History exam (4 or 5 earns 3 credit hours and satisfies the modern history requirement; 6 or 7
earns 6 credit hours and satisfies the pre-modern and modern history requirement).
In addition, the History department will be happy to provide assistance to the General Education committee in determining courses that will satisfy the “Knowledge of Human History” requirement. It is expected that every course that satisfies the “Knowledge of Human History” requirement will provide a detailed explanation in its course syllabus of how the course fulfills the “defining characteristics” and “approval criteria.”

**Timetable:**
The Registrar will not enter courses that will fulfill the “Knowledge of Human History” criteria until Fall semester 2010, in order to allow the relevant offices to prepare for these changes. Thus, prospective courses may be submitted to the General Education committee in fall 2009 and thereafter for approval.

**Rationale:**
Modifying the requirements for Goal III.1 “Knowledge of Human History,” by adopting the language approved during the Senate’s 2007-2008 review of the College’s General Education program, will provide several important benefits for our students and faculty. By allowing faculty from a range of departments to offer courses that fulfill the “Knowledge of Human History” requirement, students will be exposed to a broader range of historical topics, enriching their General Education experience. At the same time, the proposed change will allow the History department to reduce its use of adjunct faculty and facilitate increased involvement by its roster faculty in teaching nondepartmental courses, including First Year Experience courses.
Proposal to Count Courses for the History General Education Requirement

Jewish Studies, February 2009

The current general education requirement in History now reads:

“six hours: complete either HIST 101 and 102 or complete HIST 103 and 104. Both must be taken in sequence.”

We propose that Jewish Studies 210 and 215, taken in sequence, be allowed to count for this requirement.

Rationale

Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present) form a two-semester sequence that covers the long span of Jewish history from its ancient origins to the contemporary period. (Syllabi for these courses are attached to this proposal.) The courses are open to students without prerequisite and do not require any specialized knowledge of Judaism or in history. We are committed to teaching them on a regular basis, and they will be taught by tenure-track faculty (now Joshua Shanes and Adam Mendelsohn) with Ph.D.’s in history.

The goals for general education most recently approved by the faculty Senate call for knowledge of “Historical, Cultural, and Intellectual Perspectives,” including knowledge of (a) human history and the natural world; (b) artistic, cultural, and intellectual achievements; (c) human behavior and social interaction; and (d) perspectives and contributions of academic disciplines. All of these sub-goals are clearly advanced by this sequence of courses. The courses obviously emphasize the knowledge of human history and deploy the methodological perspective of history as a discipline. They introduce students to the intellectual and cultural legacy of the Jewish tradition. By emphasizing the efforts of the Jewish people to maintain community, and to live in and alongside non-Jewish communities, they teach important lessons about social interaction. Beyond the general education goals most clearly related to the History requirement, these courses also emphasize “social and cultural analysis” and also “experiencing, understanding and using multiple cultural perspectives,” since it is impossible to understand Jewish history without understanding the Jews’ relationships as a cultural minority within other, surrounding cultures.

In the Senate debates last year over the failed General Education proposal, there was great controversy over many issues, but fairly broad support for a revised requirement in History that would allow a student to take any two-semester sequence of courses that covers a long range of human history in continuous and sequential form. We understand that the Department of History has now endorsed and is forwarding to you a proposal to rewrite the History requirement along just these lines.
This sequence of courses very clearly fits the revised model. While there are legitimate questions about whether a historical sequence in some other discipline should count for this requirement (does a two-semester survey in art history or philosophy really count as the study of human history?), those concerns do not apply to this sequence of courses. These are clearly history courses, taught by trained historians from a historical perspective.

It might be argued that this sequence of courses should not be included with HIST 101-102 and 103-104 because the focus of JWST 210-215, Jewish history, is too narrow when compared to Western or world history. In one sense, the focus is clearly narrower, but it is not clear that this should disqualify this new sequence. The spirit of the revised proposal was that what matters is not the particular subject matter, but the range of historical time and the application of historical thinking. And it is important to stress that though the Jewish tradition is one particular cultural tradition, it is an extremely varied tradition, embracing religious, political, sociological, and even literary and artistic elements. The tradition has always been in transition and negotiation through Jews’ relation to larger, surrounding cultural traditions. It is impossible to understand the Jewish tradition without understanding important features of Roman, Christian, Islamic, and modern, secular history. A sequence in Jewish history is more focused than a more general sequence in Western history, but there is also a way in which it can and must be more “multicultural” than the more general sequence. For these reasons, we believe this sequence clearly fulfills the goals we have approved for general education.

Clearly, this proposal implies that Jewish Studies strongly supports the revised proposal, under which any two-semester historical sequence might count for Gen Ed requirement. We certainly hope that History and other departments will soon bring other sequences forward to meet the revised requirement. But any sequence of courses will require approval from the General Education Committee, and since our courses are already in place and ready to go, we are putting this sequence forward now, in the hope that the committee will approve both the revised requirement and this particular sequence.
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.

Statement on General Education
This class fulfills a general education requirement (“historical, cultural, and intellectual perspectives”). The purpose of our general education requirements is to introduce you to the different perspectives taken by different academic disciplines in the pursuit of different forms of knowledge. Understanding these perspectives and forms of knowledge is crucial for appreciating the range of human experience, and for acting as an informed citizen.
In a general education class in history, you will learn to think from a historical perspective: to understand institutions and events against the background of a long range of time. You will come to understand the many factors that made the institutions and events what they became, to appreciate the ways they were shaped by and but also turned out differently from the past. In this course in Jewish history, we will emphasize the ways in which the Jewish tradition has developed and changed over time, and has always been shaped by the interaction between Jews and their surrounding cultures.

**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.

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.

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](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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance/Participation:</td>
<td>20% (includes quizzes)</td>
</tr>
<tr>
<td>Short essays:</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>Medium essays:</td>
<td>30% (15% each)</td>
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<tr>
<td>Final Exam:</td>
<td>30%</td>
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</table>
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]
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.

This class fulfills a general education requirement (“historical, cultural, and intellectual perspectives”). The purpose of our general education requirements is to introduce you to the different perspectives taken by different academic disciplines in the pursuit of different forms of knowledge. Understanding these perspectives and forms of knowledge is crucial for
appreciating the range of human experience, and for acting as an informed citizen.

In a general education class in history, you will learn to think from a historical perspective: to understand institutions and events against the background of a long range of time. You will come to understand the many factors that made the institutions and events what they became, to appreciate the ways they were shaped by and but also turned out differently from the past. In this course in Jewish history, we will emphasize the ways in which the Jewish tradition has developed and changed over time, and has always been shaped by the interaction between Jews and their surrounding cultures.

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*

**Schedule (subject to change with notice)**

**Unit I 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**

* Students will need to purchase *Thieves in the Night* on-line. Inexpensive used copies are available at amazon.com, alibris.com, and many other sites.
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


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”**
Mendes-Flohr/Reinharz, 331-33 (Marr); 334-6 (Toussenel); 340-2 (Stoecker); 343-46 (Treitschke); 350 (Fritsch)
*Jüd Suess* (Film: Available at library media room or this evening in class)

Thursday evening, 7pm: *Jüd Suess* 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 (Bilu); 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  
**SPRING BREAK**

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


**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
Memmi, 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 (Bilu), 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
Gartner, *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
Gartner, *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

Gartner, Jews in Modern Times, 276-80, 322-33, 410-20

Mendes-Flohr/Reinharz, 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
Proposal to Count Courses for General Education Credit

Jewish Studies, April 2009

The current general education requirement in History now reads:

“six hours: complete either HIST 101 and 102 or complete HIST 103 and 104. Both must be taken in sequence.”

The Department of History has proposed, with our strong endorsement, that students achieve part of the goal of acquiring “Historical, Cultural, and Intellectual Perspectives” by instead being required to take:

two approved courses in history, one on the pre-modern and one on the modern era.

If this proposal is adopted, we then propose that:

**JWST 210 be approved for General Education credit in the history of the pre-modern era, and JWST 215 be approved for General Education credit in the history of the modern era.** (Both JWST 210 and 215 are existing catalog courses, already approved by the Curriculum Committee and the faculty Senate for academic credit.)

Rationale

Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present) form a two-semester sequence that covers the long span of Jewish history from its ancient origins to the contemporary period. (Syllabi for these courses are attached to this proposal.) The courses are open to students without prerequisite and do not require any specialized knowledge of Judaism or in history. We are committed to teaching them on a regular basis, and they will be taught by tenure-track faculty (now Joshua Shanes and Adam Mendelsohn, both of whom hold Ph.D.’s in history).

The goals for general education most recently approved by the faculty Senate call for knowledge of “Historical, Cultural, and Intellectual Perspectives,” including knowledge of (a) human history and the natural world; (b) artistic, cultural, and intellectual achievements; (c) human behavior and social interaction; and (d) perspectives and contributions of academic disciplines. All of these sub-goals are clearly advanced by these courses. The courses obviously emphasize the knowledge of human history and deploy the methodological perspective of history as a discipline. They introduce students to the intellectual and cultural legacy of the Jewish tradition. By emphasizing the efforts of the Jewish people to maintain community, and to live in and alongside non-Jewish communities, they teach important lessons about social interaction. Beyond the general education goals most clearly related to the History requirement, these courses also emphasize “social and cultural analysis” and also “experiencing, understanding and using multiple cultural perspectives,” since it is impossible to understand
Jewish history without understanding the Jews’ relationships as a cultural minority within other, surrounding cultures.

As the attached syllabi will show, each of these courses meets all of the approval criteria for courses that would fulfill the revised General Education requirement in history. The courses discuss Judaism in its political, social, cultural, and intellectual aspects, as the course description makes clear. As the “course learning objectives” make clear, the courses will ask students to use primary historical records, to construct historical arguments, and to understand their own situation better by critically appreciating earlier eras of the past. Finally, the courses do not cover specific episodes but the entire range of the pre-modern and modern eras in Jewish history.

It might be argued that these courses should not be included with HIST 101-104 because the focus of JWST 210-215, Jewish history, is too narrow when compared to Western or world history. In one sense, the focus is clearly narrower, but it is not clear that this should disqualify these courses. The spirit of the revised proposal is that what matters is not the particular subject matter, but the range of historical time and the application of historical thinking. And it is important to stress that though the Jewish tradition is one particular cultural tradition, it is an extremely varied tradition, embracing religious, political, sociological, and even literary and artistic elements. The tradition has always been in transition and negotiation through Jews’ relation to larger, surrounding cultural traditions. It is impossible to understand the Jewish tradition without understanding important features of Roman, Christian, Islamic, and modern, secular history. A survey course in Jewish history is more focused than a survey course in Western history, but there is also a way in which it can and must be more “multicultural” than the more general course. For these reasons, we believe these courses clearly fulfill the goals we have approved for general education, and the approval criteria for general education credit in history.
April 6, 2009

To: General Education Committee

From: Department of History

Re: History General Education Proposal

We seek your committee’s approval of our proposal to modify the current General Education requirement, under Goal III.1 “Knowledge of Human History.” Goal III.1 is currently satisfied by either the History 101-102 or History 103-104 sequence. We seek to change the categories “Pre-Modern History” and “Modern History” to the language that emerged out of the discussion on General Education that divided Goal III.1 into 3 parts: the “Requirement,” the “Defining Characteristics,” and the “Approval Criteria.”

The proposal focuses only on the “Knowledge of Human History” component of the General Education goals. The General Education History courses that meet the “Requirement,” “Defining Characteristics,” and “Approval Criteria” will satisfy the General Education History requirement.

Rationale:
Modifying the requirements for Goal III.1 “Knowledge of Human History,” will provide several important benefits for our students and faculty. By allowing faculty from a range of departments to offer courses that fulfill the “Knowledge of Human History” requirement, students will be exposed to a broader range of historical topics, enriching their General Education experience. At the same time, the proposed change will allow the Department of History to reduce its use of adjunct faculty and facilitate increased involvement by its roster faculty in teaching non-departmental courses, such as First Year Experience courses.

The “Requirement” is as follows:
1) Students must complete two approved courses.
2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be tagged to indicate which eras they cover.

The “Defining Characteristics” are as follows:
1) Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of pre-modern and modern eras.
2) Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.

3) Critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

The “Approval Criteria” are as follows:
1) Develop students’ knowledge of the history of human civilizations, societies, and cultures and an awareness of historical experience through the study of the political, social, cultural, and intellectual aspects of selected eras of human history.

2) Teach students how to situate primary historical records in their contexts and use these sources to construct historical arguments.

3) Enable students to critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

4) Approved courses will cover substantial historical developments and periods within the pre-modern and modern periods, rather than only specific episodes.

The changes that will result can be summarized as follows:
1) History 101 (Europe to 1715) and History 103 (World History to 1500) will satisfy the requirement in Pre-Modern History. History 102 (Europe since 1715) and History 104 (World History since 1500) will satisfy the requirement in Modern History. The Department of History will review and revise its History 101-104 courses and submit them to the General Education Committee.

2) Students will not be required to fulfill the “Knowledge of Human History” requirement in sequenced courses; that is, students may register and complete a modern history course before they register for a pre-modern history course.

3) Departments may seek to have courses approved that will meet the “Defining Characteristics” and “Approval Criteria” in order to satisfy the Goal III.1 “Knowledge of Human History.”

4) The Department of History will develop an assessment tool for these courses that adheres to best practices in the historical profession.

5) Each course that satisfies the General Education History requirement will have a paragraph in the syllabus that explains how the course fulfills the “Defining Characteristics” and the “Approval Criteria.”

Proposed policy on Transfer Credit to Satisfy the College of Charleston’s General Education “Knowledge of Human History” requirement:
1) History 101-104 will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit as follows:

2) History 101 or 103 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the pre-modern history requirement).
3) History 102 or 104 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the modern history requirement).
4) 3 or 4 on AP European history (Student earns 3 credit hours and satisfies the modern history requirement).
5) 3 or 4 on AP World History (Student earns 3 credit hours and satisfies the modern history requirement).
6) 5 on AP European or World history (Student earns 6 credit hours and satisfies the pre-modern and modern history requirements).
7) 4 or better on IB History exam (4 or 5 earns 3 credit hours and satisfies the modern history requirement; 6 or 7 earns 6 credit hours and satisfies the pre-modern and modern history requirement).

Assistance:
The Department of History will be happy to provide assistance to the General Education Committee in determining courses that will satisfy the “Knowledge of Human History” requirement. It is expected that every course that satisfies the “Knowledge of Human History” requirement will provide a detailed explanation in its course syllabus of how the course fulfills the “Defining Characteristics” and “Approval Criteria.”

Timetable:
The Department of History will work with the Registrar and other relevant administrative offices in accordance to a timetable set by the Registrar for implementing these changes.
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for Faculty Senate April 7, 2009 meeting as follows:

Proposals for a New Graduate Course in MAT in Middle Grades:

EDMG 698: Transition to the Profession
EDMG 699: Middle Grades Clinical Internship

Proposal for a New Graduate Certificate Program in MS in Computer Science and Information Science:

**Service-Oriented Computing** (Certificate Program Proposal)

This packet also includes Proposals for a New Graduate Course:

CSIS 633: Semantic Web Principles
CSIS 659: Service-Oriented Computing

and a Proposal to Change a Graduate Course:

**CSIS 636**: Name change
From -- Information Technology Policy and Strategy
To -- Information Technology Policy, Strategy and Governance
Service-Oriented Computing
A Graduate Certificate Program

Proposed by the
Department of Computer Science, College of Charleston

and the
Joint MS CSIS Program, co-sponsored with the Department of Mathematics and Computer Science,
The Citadel

Submitted
February 03, 2009

Summary
This proposal seeks to establish a graduate certificate program in Service-Oriented Computing (SOC) consisting of 12 credit hours of coursework delivered by the graduate faculty of the joint MS program in Computer and Information Sciences (CSIS) with the Citadel.

1. Educational Objectives
The program is developed to serve professionals currently working in software development and related fields who desire to expand their knowledge and skills but who may not be able to enter a graduate degree program. Once enrolled in the certificate program they may become interested in continuing their graduate studies and then apply to pursue a Master’s in CSIS contingent upon additional admission requirements such as the Graduate Record Examination.

2. Proposed Course Sequence
The graduate certificate in Service-Oriented Computing (SOC) will consist of four courses:

CSIS 604 Distributed Computer Systems Architecture
CSIS 633 Semantic Web, Principles and Practice
CSIS 636 Information Technology Policy, Strategy and Governance
CSIS 659 Service-Oriented Computing

The two foundational courses for this program already exist as CSIS 604 Distributed Computer Systems Architecture and CSIS 659 Service-Oriented Computing. To date, CSIS 659 has been successfully offered twice as a special topics course. CSIS 659 is already a course at the Citadel and, by this proposal, will be added to the College of Charleston catalog. The CSIS 636 Information Technology Policy and Strategy already exists and, by this proposal, will merely change its name to CSIS 636 Information Technology Policy, Strategy and Governance. CSIS 633 Semantic Web, Principles and Practice is a new course.
The four course descriptions are:

**CSIS 604 Distributed Computer Systems Architecture**: This course covers basic techniques for the design and construction of distributed systems. Its aim is to give the skills needed to build simple systems and to identify key issues for the analysis of distribution problems.

**CSIS 633 Semantic Web Principles and Practice**: This course covers the emerging technology supporting the Semantic Web with machine-processable content. Students will engineer and implement ontologies, associated metadata and logical inference systems. Covered are specialized languages such as Extensible Markup Language (XML), Resource Description Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.

**CSIS 636 Information Technology Policy, Strategy and Governance**: This course will consider the development and implementation of policies and plans to achieve organizational goals, the defining of systems that support the operational, administrative and strategic needs of the organization, and the study of approaches to managing the information systems function in organizations.

**CSIS 659 Service-Oriented Computing**: Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating how business and IT concerns can be aligned. Students will gain experience with service-oriented development, process modeling and execution and securing services.

### 3. Meeting the Objectives

We envision that this certificate program will serve as a conduit for students into the joint MS program in Computer and Information Sciences (MS CSIS). All four courses taught in this certificate program can be leveraged toward completion of the MS degree.

Additionally, graduates of the MS CSIS program will be invited to take the SOC Certificate. Since all MS CSCI graduates have taken CSIS 604, they will need only to complete a maximum of three more courses from the required four. In fact, some MS CSIS graduates will have already taken CSIS 636 and the new CSIS 633 (under the Special Topics Designation.)

SOC courses will generally be offered sequentially in fall, spring and summer terms. The pattern of the course offering will be influenced by the MS degree program courses. The schedule for the first cohort of SOC certificate students is:

- **Summer 2009**: CSIS 633 Semantic Web, Principles and Practice
- **Fall 2009**: CSIS 604 Distributed Computer Systems Architecture
- **Spring 2010**: CSIS 659 Service-Oriented Computing
- **Summer 2010**: CSIS 636 Information Technology Policy, Strategy and Governance

### 4. Statement of Need

Service-Oriented Computing (SOC) is a sub-discipline of Computer Science that has emerged at the intersection of Information Science, Web Science and Service Science. SOC combines Service
Oriented Architecture (SOA) and Business Process Management (BPM). SOC is a new way to package and deliver software as consumable services over networks, such as the Internet, using evolving standards for information exchange. The most common application of SOC is in the automation of business processes within an organization and between organizations, leading to more efficient and robust platforms to support increased technical agility and competitiveness.

Locally, one of the factors driving the need for SOA education is the presence of SPAWAR Systems Center Charleston. One of SPAWAR's goals is to become an SOA Competency Center for the US Navy. The driving factor toward SOA adoption in military systems is the Defense Information Systems Agency (DISA) Net-Centric Enterprise Services (NCES) program (http://www.disa.mil/nces), whose goal is to enable the successful conduct of warfare and other operations in the Information Age. DISA's NCES is based upon the principles and tenets of SOA.

In addition to the SOC student market represented by SPAWAR, contractors and other businesses in the Lowcountry have also expressed an interest in the certificate program. They include ICF International and Modus21.

There is a need for graduate education and professional certification targeted at Service-Oriented Computing. David Linthicum argues for SOA education in "SOA Talent Clearly Lacking... Now What? (ebizQ on 2/5/2008)" and provides the following supporting statistics, generated from a survey conducted at IBM's 2007 IMPACT Conference (that provides SOC professional development):

- 56% respondents say a lack of SOA skills is 'the #1 Inhibitor' to launching and delivering SOA projects with strong business impact
- About half of all respondents admit they have less than 25% of SOA skills they deem necessary to meet long term goals
- 80% of respondents will invest to increase SOA skills in their company this year
- More than 60% of corporate executives invested in SOA-targeted retraining for both IT and business staffs in the past year

The Department of Computer Science received a Lowcountry Graduate Center Opportunity Grant in 2008 for $11,000 to cover the cost of course development, marketing, and materials generation for this SOC certificate program. Course development will be completed in Summer 2009. The PI for this grant is Dr. Paul Buhler, the Certificate Coordinator. The budget is:

<table>
<thead>
<tr>
<th>Course development funds</th>
<th>$3,000 x 2 courses</th>
<th>$6,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing materials and marketing support</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>SOC-related educational materials and other development costs</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$11,000</strong></td>
</tr>
</tbody>
</table>

In conclusion, there is a demonstrated and recognized market need for this certificate program, underscored by successful funding for the program's development.
5. Faculty
The names of the College of Charleston faculty associated with and/or contributing to this certificate program are:

Paul Buhler, Ph.D., Associate Professor & Graduate Program Director, MS CSIS program designer, teaching

James Bowring, Ph.D., Visiting Assistant Professor teaching

Christopher Starr, Ph.D., Department Chair & Associate Professor program designer, teaching

Anthony Leclerc, Ph.D., Associate Professor teaching

6. Certificate Coordinator
Paul Buhler, PhD., Director of the MS CSIS program, College of Charleston. Certificate oversight will be shared with the Joint CSIS Steering Committee, a joint committee between the computer science faculty at the College of Charleston and The Citadel.

7. Facilities and Budget
The Lowcountry Graduate Center will host the delivery of the SOC certificate because it also hosts the MS CSIS degree program. This proposed graduate certificate program contains no costs for new faculty, no costs for facilities and no costs for new courses beyond that covered by existing grant support. The development cost for the one new course, CSIS 633, has been covered by the grant detailed in Section 4 above. This graduate certificate program maintains the admission and academic standing requirements of the MS CSCI degree, with the exception of the GRE, which is not required to enter the certificate program.

Based on these facts, we request expedited approval.
INSTITUTIONAL APPROVAL

Signature of Program Director: Da Lene Blake Date: 2-2-09
Signature of Department Chair: Christ C. Brown Date: 2-2-09
Signature of Schools' Dean: Henry J. Porthir Date: Feb. 3, 2009
Signature of the Provost: Susan J. Bramson Date: 2/9/2008
Signature of Budget Director**: Date: 2-10-09

**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

H. Z. R. Turner Date: 2/18/2009

Signature of Chair of Grad Council: Amy Thompson Needless Date: 3/16/09

Signature of the Faculty Secretary: ________________________________ Date: __________________

SCANNED
FEB 10 2009
Graduate School Office

SOC Graduate Certificate Proposal Page 5 of 5 2/2/09
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Computer Science
Graduate Program: Graduate Certificate in Service-Oriented Computing / MS CSIS

Course Number & Title CSIS 633 Semantic Web Principles and Practice
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 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 covers the emerging technology supporting the Semantic Web with machine-processable content. Students will engineer and implement ontologies, associated metadata and logical inference systems. Covered are specialized languages such as Extensible Markup Language (XML), Resource Description Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.*

Prerequisites (or other restrictions) NONE

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

a. What are the goals and objectives of the course? *The principal objective of this course is to introduce the student to the technologies supporting the Semantic Web as it evolves to support the businesses of tomorrow.*

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? *This course is one of the four required courses in the Graduate Certificate in Service-Oriented Computing and will be an elective in MS CSIS. The mission of both programs is to meet the community and industrial demand for current training in information systems technologies.*

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? Citadel

Method of teaching: Classroom Lectures

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

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. NONE

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

a. Staff NONE

b. Budget NONE

c. Library NONE

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: \[\text{Rebekah Beal}\]  Date: 2-2-09

Signature of Department Chair: \[\text{Christy C. Stavem}\]  Date: 2-2-09

Additional Chair's Signature*: \[

Signature of Schools' Dean: \[\text{George J. Pottinger}\]  Date: Feb 3, 2009

Additional Schools' Dean Signature*: \[

Signature of the Provost: \[\text{Susan J. Spiegel}\]  Date: 2/10/2009

Signature of Budget Director**: \[

*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: \[\text{R. K. Turney}\]  Date: 2/18/2009

Signature of Chair of Grad Council: \[\text{Amy Thompson Mander}\]  Date: 2/16/09

Signature of the Faculty Secretary: \[\text{[Signature]}\]  Date: 

If more space is needed for any section, please attach additional sheets to this form.
CSIS 633 N90  Semantic Web Principles and Practice  Spring 2010
Syllabus

Instructor
Dr. First Last:  http://www.cs.cofc.edu/~last
Office:  J.C. Long (LONG) 2xx
Tel:  843.953.xxx
Email:  Please use lastF@cofc.edu with Subject = "CSIS633" for a response within 24 hours.  I will ignore other Emails.
Office hours:  TBA

Class place and time
Classroom:  Lowcountry Graduate Center, Room TBA
Time:  TBA

Catalog description
CSIS 633 Semantic Web Principles and Practice:  This course covers the emerging technology supporting the Semantic Web with machine-processable content. Students will engineer and implement ontologies, associated metadata and logical inference systems.  Covered are specialized languages such as Extensible Markup Language (XML), Resource Description Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.

Required texts


Electronic Resources
1)  Class Website and electronic group
2)  Google Scholar
3)  The College of Charleston Libraries supply free full access to a wide range of electronic resources, including the ACM Digital library and the IEEE Computer Society Journals.
4)  Center for Student Learning

Learning Objectives
The principal objectives of this course are to train you in the engineering and implementation of ontologies for the Semantic Web.  The topical areas include:
Structured Web Documents
Resource Description Framework
Web Ontology Language
Logic and Inference
Applications
Ontology Engineering
Modeling

Professional Development
We highly recommend that you join either the Association for Computing Machinery (ACM) or the Institute of Electrical and Electronics Engineers (IEEE) Computer Society. Both offer student memberships. We have a College of Charleston student chapter of the ACM, which you are encouraged to join (free, with free food) and attend. In your professional careers as business informatics experts, you should maintain one or both of these memberships.

Attendance and class participation
I expect you to attend and participate in every class session. Your active participation will lead to your success and to the success of the class. I expect you in class on time and prepared by having read the assigned readings. Class participation counts as 10% of your grade.

Homework and assignments
All assignments are due at the beginning of class on their due date with no exceptions. Unless otherwise specified, you will electronically submit each assignment. I require professional-grade documents containing identifying information as well as the work itself.

Classroom disruption
Please read the College of Charleston’s Student Code of Conduct. When you come to class please turn off your cell phones and all other electronic communication devices.

Disabilities
If you have a documented disability and are approved to receive accommodations through SNAP Services, please contact me during office hours or by appointment.

Student Honor Code
I expect you to abide by the Honor Code and the Student Handbook: A Guide to Civil and Honorable Conduct. If you have a question about how to interpret the Honor Code, ask before acting! Each student will submit their own work and, when collaborating, provide a reference to those people and documents consulted.

Grading scale
A: 100 – 90, B: 89 – 80, C: 79 – 75, F: 74 – 0

Evaluation schedule
60% Tests (2, a mid-term and final)
30% Programming/Homework Assignments (4-5 in number)
10% Class participation
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Computer Science
Graduate Program: Graduate Certificate in Service-Oriented Computing / MS CSIS

Course Number & Title CSIS 659 Service-Oriented Computing
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 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): Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating how business and IT concerns can be aligned. Students will gain experience with service-oriented development, process modeling and execution, and securing services.

Prerequisites (or other restrictions) NONE

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

a. What are the goals and objectives of the course? The principal objective of this course is to introduce the student to the problems and tools at the intersection of service-oriented computing and business process management.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This course is one of four courses required in the Graduate Certificate in Service-Oriented Computing and is as an elective in MS CSIS. The mission of both programs is to meet the community and industrial demand for current training in information systems technologies.

c. 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? Citadel

Method of teaching: Classroom Lectures

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

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. NONE

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

a. Staff NONE

b. Budget NONE

c. Library NONE

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: 2-2-09
Signature of Department Chair: [signature] Date: 2-2-09
Additional Chair's Signature*: [signature] Date:
Signature of Schools' Dean: [signature] Date: Feb. 3, 2009
Additional Schools' Dean Signature*: [signature] Date: 2/9/2009
Signature of the Provost: [signature] Date: 2/9/2009
Signature of Budget Director**: [signature] Date: 2-10-09

*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: 2/18/2009
Signature of Chair of Grad Council: [signature] Date: 3/10/09
Signature of the Faculty Secretary: [signature] Date:

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

November 2007
Syllabus for CSIS 659 – Service-Oriented Computing

Instructor
Paul Buhler
Office phone: 953-7146
Email: pbuhler@cs.cofc.edu

Office hours: by appointment, email responses within 24 hrs.

Online peer support group at TBD

Course Description
Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating that in combination business and IT concerns can be aligned. Experience with service-oriented development, process modeling and execution, and securing services will be obtained.

Course Goals
I have three primary topical objectives for this course. Each topic will be taught with a What, Why, How approach. The three topical areas are:
- The major tenants of Service-Oriented Architecture. You will have the opportunity to use industry tools to create/deploy/call Web services, which provide the predominant platform for realizing SOA
- Composition of Web services into a meaningful process via BPMN and a process server
- issues of securing Web services with WS-Security; exposure to XML Signature and XML Encryption will be obtained via programming exercises

Textbooks

Attendance
I do not have a rigid attendance policy for this course; however, you are responsible to keep up and discover what you may have missed. If you must miss class, please send me an email and let me know.

Evaluation
60% Tests (2, a mid-term and final)
40% Programming/Homework Assignments (4-5 in number)

Letter grades will be determined on the following scale:
A: 100 – 90, B: 89 – 80, C: 79 – 75, F: 74 – 0

Assignments
Assignments will include regular reading of material from the text, as well as class handouts. There will be approximately 3 programming assignments, which are to be done individually, without collaboration, unless specifically permitted in the assignment instructions.

Important: source code and algorithms obtained from the Internet or other resources must be acknowledged.

All suspected violations of the honor code, will be referred to the honor board.
Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: Computer Science
Graduate Program: Graduate Certificate in Service-Oriented Computing / MS CSIS

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2009

Change(s) desired: Name Change:

From: CSIS 636 Information Technology Policy and Strategy
To: CSIS 636 Information Technology Policy, Strategy and Governance

Justification for change(s)

The new course name reflects the evolving content of the course propagating from changes in the discipline.

Signature of Program Director: [Signature]
Date: 2/2/09

Date approved by the Department: [Signature]
Date: 2/2/09

Signature of Department Chair: [Signature]
Date: Feb 3, 2009

Signature of Schools' Dean: [Signature]
Date: 2/2/09

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]
Date: 2/18/2009

Signature of Chair of Grad Council: [Signature]
Date: 3/18/09

Signature of the Faculty Secretary: ___________________________
Date: ___.__.09

Graduate School Office

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

November 2007
Department: TEDU
Graduate Program: Master of Arts in Middle Grades Teaching

Course Number & Title: EDMG 698 Transition to the Profession
Total hours/week: 3
Number of Credits: Lectures: 3, Lab: 0

This is a weekly seminar course.

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attached 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 is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of EHHP.

Prerequisites (or other restrictions)
Course must be taken concurrently with Clinical Internship

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

1. Update and complete a plan to manage a classroom that provides for the optimal growth and development of students of diverse ability, achievement, economic, social, racial, gender, and ethnic difference (EHHP Standards I & III).
2. Develop long-range plans and lesson plans that will provide a learning environment conducive to the development and/or maintenance of high self-esteem and confidence for each student (SOE Standards I, II, III & IV).
3. Construct a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members (SOE Standard VII)
4. Document secondary students learning, using analysis tools such as pre/post tests and statistical analysis of learning in the candidate work sample.
5. Maintain a journal that demonstrates insights, reflection and other dispositions of effective teachers (SOE Standard VII).
6. Document professional accomplishments and design a five-year plan for future professional development (SOE Standard VII).

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

November 2007
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link between the two colleges. Thus, we support the college mission because, the new M.A.T. in the middle grades program aligns with the College of Charleston’s mission to “meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast.” (College of Charleston Mission Statement, 2005).

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.)

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

Method of teaching: Education courses are theory and practice courses. Thus combined forms of teaching from lecture and dialogue to field experiences are required.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.
   None

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

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

a. Staff—this will fill partially filled sections
   None

b. Budget—this will fill partially filled sections
   None

c. Library—we already have adequate middle grades materials available.
   None

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: Meta Van Dickey
Date: 1-17-09

Signature of Department Chair: Meta Van Dickey
Date: 1-17-09

Additional Chair’s Signature*: ____________________________
Date: ________________

Signature of Schools’ Dean: James W. Winkley
Date: 1-20-09

Additional Schools’ Dean Signature*: ____________________________
Date: ________________

Signature of the Provost: Susan J. Graham
Date: 1-26-2009

Signature of Budget Director**: ____________________________
Date: 2-19-09

*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

H.L.R. Timney
Date: 2/18/2009

Signature of Chair of Grad Council: Anywhere McCool
Date: 3/16/09

Signature of the Faculty Secretary: ____________________________
Date: ____________________________

If more space is needed for any section, please attach additional sheets to this form.
College of Charleston/Citadel  
School of Education  
Syllabus EDMG 698 Transition to the Profession – A Weekly Seminar  
Semester, Year  

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Transition to the Profession Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit:</td>
<td>3 Semester Hours</td>
</tr>
<tr>
<td>Course Instructor:</td>
<td></td>
</tr>
<tr>
<td>Conference Times:</td>
<td>After observations and by arrangement</td>
</tr>
<tr>
<td>Office:</td>
<td></td>
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<tr>
<td>Telephone:</td>
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</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**  
This course is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of EHHP.

**Co and Prerequisites:**  
Prior to clinical practice, qualified candidates enrolled in the MAT Middle School Program must have completed courses and experiences required in (1) the Citadel/College of Charleston program; and (2) enrolled in clinical practice.

**Elements of Teacher Competency:**  
All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

**Course Objectives:**  
1. Update and complete a plan to manage a classroom that provides for the optimal growth and development of students of diverse ability, achievement, economic, social, racial, gender, and ethnic difference (EHHP Standards I & III).
2. Develop long range plans and lesson plans that will provide a learning environment conducive to the development and/or maintenance of high self-esteem and confidence for each student (SOE Standards I, II, III & IV).

3. Construct a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII)

4. Document secondary students learning, using analysis tools such as pre/post tests and statistical analysis of learning in the candidate work sample.

5. Maintain a journal that demonstrates insights, reflection and other dispositions of effective teachers (SOE Standard VII).

6. Document professional accomplishments and design a five-year plan for future professional development (SOE Standard VII).

**Course Requirements:**

**INSTRUCTIONAL PLANNING**

See scoring rubrics for:

- Unit Work Sample
- Long Range Plans
- System of Communication
- Journal
- Five-year plan
- Contextual Factors
- Portfolio

  - Learning Goals
  - Assessment Plan
  - Design for Instruction
  - Analysis of Student Learning
  - Reflection and Self-evaluation
  - Resume
  - Philosophy
  - Other Artifacts

Use national and state curriculum standards to identify, plan, teach and assess important concepts and themes in your content area. It is essential to use standards of grammar.
## Description of Grading Criteria:

XXXX XXX, Transitions, is a graded course. Interns are required to demonstrate that they possess the knowledge, skills and dispositions to be competent middle school teachers. They demonstrate these abilities and skills by written products that are required for the ADEPT Process of evaluation, by utilizing the standards for their content area, and by completing a professional portfolio. Failure to complete the Transition to the Profession Conference will result in failure of the course.

Course grading is based on the rubrics for the outline of materials listed in the course requirements section of this syllabus.

We will use the standard grading scale.

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-82</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74</td>
</tr>
</tbody>
</table>

## Grading Criteria

**UWS Section I: Unit Topic or Title.** Provide a title and an over view of the Unit (one paragraph to a page maximum).

---

**UWS Section II: Contextual Factors.** This was provided in the Long Range Plan and does not need to be repeated here.

---
UWS Section III: Unit Plan

- **Part A.** This part of the UWS includes the unit objectives (i.e., what the students are expected to know and to be able to do at the end of the unit) and the correlated standards or expectations.

**Learning Goals**

UWS Standard: The intern sets significant, challenging, varied and appropriate learning goals.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating → Criterion ↓</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance, Challenge and Variety</td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
<td></td>
</tr>
<tr>
<td>Appropriateness For Students</td>
<td>Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td>Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
<tr>
<td>Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
<td>Most of the goals are explicitly aligned with national, state or local standards.</td>
<td></td>
</tr>
</tbody>
</table>

- **Part B.** This part of the UWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement.

**Assessment Plan**

UWS Standard: The intern uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating → Criterion ↓</th>
<th>1 Unacceptable</th>
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<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Goals and Instruction</td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td>Multiple Modes and Approaches</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td>Technical Soundness</td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
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<td>---------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Adaptations Based on the Individual Needs of Students</td>
<td>Intern does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Intern makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Intern makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>

- **Part C.** This part of the UWS includes the results and analyses of the pre-assessments (Paragraph to a page maximum).

- **Part D.** This part of the UWS includes the key instructional activities, strategies, materials, and resources (including instructional technology) and their related unit objectives.

**DESIGN FOR INSTRUCTION**

UWS Standard: The intern designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
<th>Rating</th>
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<th>1</th>
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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Goals</td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td>Accurate Representation of Content</td>
<td>Intern's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Intern's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Intern's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td>Lesson and Unit Structure</td>
<td>The lessons within the unit are not logically organized organization (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td>Use of a Variety of Instruction, Activities, Assignments and Resources</td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
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</tr>
<tr>
<td>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td>Technology Planning</td>
<td>Curriculum planning includes methods and strategies that address content standards and student technology standards.</td>
<td>Curriculum planning includes methods and strategies that address content standards and student technology standards, maximizing use of technology resources.</td>
<td>Curriculum planning includes methods and strategies that address content standards and student technology standards, maximizing collaborative use of technology resources and tools.</td>
<td></td>
</tr>
<tr>
<td>Technology Assessment</td>
<td>Use of technology provides no evidence that students use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills.</td>
<td>Use of technology provides evidence that candidates use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills.</td>
<td>Use of technology provides evidence that candidates use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills to produce and publish.</td>
<td></td>
</tr>
<tr>
<td>Technology Productivity</td>
<td>Technology is used to enhance communication, collaboration, and productivity.</td>
<td>Technology is used to enhance communication, collaboration, productivity, and presentation skills.</td>
<td>Technology is used to enhance communication, collaboration, productivity, presentation skills, and reflection of professional practice development.</td>
<td></td>
</tr>
</tbody>
</table>

UWS Section IV: Analysis of Student Learning. This section includes a table that includes student (use letters to represent, not names) pre and post test data and one or more visual representations (e.g., tables, graphs, charts) that depict student performance for one entire class (Excel would be the best method to do this). Each visual representation is accompanied by a descriptive narrative that summarizes the analysis of student progress and achievement.

**ANALYSIS OF STUDENT LEARNING**

UWS Standard: The intern uses assessment data to profile student learning and communicate information about student progress and achievement.

<table>
<thead>
<tr>
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<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment with Learning Goals</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
<td></td>
</tr>
</tbody>
</table>

UWS Section V: Reflection and Self-Assessment. Reflect on and describe the relationship between your students' progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?

**REFLECTION AND SELF-EVALUATION**

UWS Standard: The intern analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating</th>
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<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Student Learning</td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td>Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td>Alignment Among Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
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</tr>
<tr>
<td>Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
<tr>
<td>Implications for Professional Development</td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td></td>
</tr>
</tbody>
</table>

**POTENTIAL WEEKLY SCHEDULE OF TOPICS:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC—Readings will be provided for each session</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation—and initial Transition to the Profession sessions</td>
<td>Turn in all schedules (semester long, daily and weekly) Read student teaching manual; study all materials</td>
</tr>
<tr>
<td>Week 2</td>
<td>Labor day—no school</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Portfolio, ADEPT Long Range and Short Range Planning</td>
<td>Bring your draft</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reflection and Documentation—journaling</td>
<td>Bring your current journal</td>
</tr>
<tr>
<td>Week 5</td>
<td>Credential File Seminar—3:30-5pm</td>
<td>Sci. Ctr. Rm 121</td>
</tr>
<tr>
<td>Week 6</td>
<td>Teacher Career Fair—3:30-5:30pm</td>
<td>Gaillard Auditorium</td>
</tr>
<tr>
<td>Week 7</td>
<td>Student Achievement Data Collection</td>
<td>Bring your ADEPT materials for review</td>
</tr>
<tr>
<td>Week 8</td>
<td>Case Studies and journal analysis for student learning growth and other ways to determine student learning</td>
<td>Bring your original philosophy from 201</td>
</tr>
<tr>
<td>Week 9</td>
<td>Adolescent Development &amp; Philosophy</td>
<td>Resume and professional goals DUE</td>
</tr>
<tr>
<td>Week 10</td>
<td>Finalize ADEPT materials</td>
<td>Bring your ADEPT materials for review</td>
</tr>
<tr>
<td>Week 11</td>
<td>Teaching Styles</td>
<td>Turn in all written ADEPT materials</td>
</tr>
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</tr>
<tr>
<td>Week 12</td>
<td>Certification, Interviews &amp; Professionalism</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Schedule visits to other classrooms</td>
<td>Review all portfolio materials</td>
</tr>
<tr>
<td>Week 14</td>
<td>Attend Transition to the Profession Conference</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Turn in all materials</td>
<td>Individually scheduled</td>
</tr>
</tbody>
</table>

A violation of the College of Charleston Honor Code, School of Education Policies and Procedures, SC professional standards (state) or school (district) policies/regulations will result in a grade of F for the course.
Department: TEDU
Graduate Program: Master of Arts in Middle Grades Teaching

Course Number & Title EDMG 699 Middle Grades Clinical Internship
Total hours/week: Full time classroom placement
Number of Credits Lectures: 6 Lab: 

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, 2010

Catalog description (Please limit to 50 words):
This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the EHHP.

Prerequisites (or other restrictions)
Course must be taken concurrently with Transition to the Profession course

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

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

1. Implement curriculum that is based on the Standards for the science, social studies, language arts or mathematics, South Carolina Curriculum Standards for middle grades and IEP goals when appropriate for students with special learning needs and diverse learning styles (SOE Standards I, II, III & VII).
2. Plan and implement a variety of effective teaching strategies, learning activities, technology and other instructional materials specific to science, social studies, language arts and mathematics instruction and evaluate their impact on student growth and development (SOE Standards I & III).
3. Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (SOE Standards I, III & VII).
4. Implement a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII).

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

There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link between the two colleges. Thus, we support the college mission because, the new M.A.T. in the

If more space is needed for any section, please attach additional sheets to this form.
middle grades program aligns with the College of Charleston's mission to "meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast." (College of Charleston Mission Statement, 2005).

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?  □ NO  □ YES  
If yes, at what institution? The Citadel

Method of teaching: Education courses are theory and practice courses. Thus combined forms of teaching from lecture and dialogue to field experiences are required.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.
   None

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

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

a. Staff—people on staff will teach this course, it is likely to fill sections with students.
   None

b. Budget—additional funds would be for faculty members to travel for school visits. This is general about $50.00 per student
   None

c. Library—none, our library already has adequate materials for middle school teaching.
   None

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: 1-18-09

Signature of Department Chair: [Signature]
Date: 1-18-09

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

Signature of Schools’ Dean: [Signature]
Date: 1-20-09

Additional Schools’ Dean Signature*: [Signature]
Date: 1/26/2009

Signature of the Provost: [Signature] (pending correction)
Date: 2-19-09

Signature of Budget Director**: [Signature]
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]
Date: 2/18/2009

Signature of Chair of Grad Council: [Signature]
Date: 3/16/09

Signature of the Faculty Secretary: 
Date: 

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

November 2007

Page 3 of 3
**College of Charleston/Citadel**  
**School of Education**  
**EDMG 699**  
**Syllabus / MAT MS Clinical Practice**  
**Fall 2007**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Clinical Practice in Middle Grades</th>
</tr>
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<tbody>
<tr>
<td>Credit:</td>
<td>6 Semester Hours</td>
</tr>
<tr>
<td>Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Conference Times:</td>
<td>After observations and by arrangement</td>
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<tr>
<td>Office:</td>
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<td>Telephone:</td>
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<td>E-mail:</td>
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<tr>
<td><strong>Course Description:</strong></td>
<td>This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the EHHP.</td>
</tr>
<tr>
<td><strong>Course Prerequisites:</strong></td>
<td>Transition to the profession must be taken con-currently. Prior to clinical practice, qualified candidates enrolled in the Middle School MAT Program must have completed courses and experiences required and met all other requirements of the Schools of Education (Citadel and College of Charleston).</td>
</tr>
<tr>
<td><strong>General Procedures:</strong></td>
<td>The Clinical Practice <em>Handbook</em> provides guidelines for procedures associated with the clinical practice semester. Because of the daily contact, your Cooperating Teacher will mostly determine the planning, preparation, and implementation of your specific teaching responsibilities. The College supervisor will work in partnership with the cooperating teacher to ensure that all requirements and obligations of the student teaching experience are met. The ADEPT (Assisting, Developing, and Evaluating Professional Teaching) process of evaluation, a statewide assessment system, is used to assist the intern in acquiring and mastering professional teaching skills and abilities (in Handbook).</td>
</tr>
<tr>
<td><strong>Course Objectives:</strong></td>
<td>1. Implement curriculum that is based on the Standards for the science, social studies, language</td>
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</table>
arts or mathematics, South Carolina Curriculum Standards for middle grades and IEP goals when appropriate for students with special learning needs and diverse learning styles (SOE Standards I, II, III & VII).

2. Plan and implement a variety of effective teaching strategies, learning activities, technology and other instructional materials specific to science, social studies, language arts and mathematics instruction and evaluate their impact on student growth and development (SOE Standards I & III).

3. Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (SOE Standards I, III & VII).

4. Implement a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII).

<table>
<thead>
<tr>
<th>Course Requirements: Description of Projects/Assignments:</th>
<th>SPECIFIC PROCESSES INTERNS MUST DEMONSTRATE:</th>
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<tbody>
<tr>
<td></td>
<td>INSTRUCTIONAL PLANNING</td>
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<tr>
<td></td>
<td>1. Select, design, and organize objectives, strategies, and materials (I, II, III, VI);</td>
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<td></td>
<td>2. Use different increments of planning: Long Range Plan, unit and daily lesson plans (I, II, III);</td>
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<td>3. Identify the content areas of ELA (writing, reading, speaking, listening) and understand their instructional implications (I, II, III);</td>
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<td>4. Identify a variety of classroom management and discipline techniques and know and practice their appropriate use in the classroom (I);</td>
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<td>5. Develop plans for the use of appropriate reference and study skills in the classroom;</td>
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<td>6. Develop and implement an instructional plan appropriate to the needs, interests, and abilities of students (I);</td>
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<td>7. Apply the concepts and principles of behavioral, learning, and developmental theories as they relate</td>
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</tbody>
</table>
8. Identify a wide variety of data sources, materials, and resources and develop plans for their use in the classroom (II);

9. Practice reflective thinking, and interpersonal skills and dispositions that are essential to secondary teaching (VII);

**INSTRUCTIONAL PERFORMANCE**

10. Use a variety of effective instructional strategies appropriate to diverse cultural groups and individual learning styles (III) while employing a variety of stimulating instructional strategies;

11. Select, integrate, and translate appropriate knowledge and methodology from education classes into the middle school classroom (II).

12. Integrate content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students (I, II);

**INSTRUCTIONAL ASSESSMENT**

13. Ask questions at varying levels to elicit personal responses, as well as facts and inferences (VI) and assess student progress. Interpret this progress to students, parents, and administrators (V, VI);

14. Link a variety of instructional methods, strategies, and techniques to your assessment plan (V);

15. Know a variety of evaluation techniques and use them appropriately for pre- and post-assessment of learning (V);

16. Provide evidence that middle grades students have learned as a result of your planning and teaching (V);

**INSTRUCTION IN ORAL AND WRITTEN LANGUAGE**
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<tr>
<td>17.</td>
<td>Guide students in developing an appreciation and understanding for the content area (VII);</td>
</tr>
<tr>
<td>18.</td>
<td>Build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socio-economic, and community to help all students achieve high levels of learning (I);</td>
</tr>
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</table>

**STANDARDS AND CURRICULUM**

19. Use national and state curriculum standards to identify, plan, teach and assess important concepts and themes.

Failure to meet expectations on any of these instructional planning projects/assignments will result in a NEAT plan. See Clinical Internship Handbook for details.

**Description of Grading Criteria:**

EDMG 699, Clinical Practice in the Middle Grades, is a pass/fail course. In order to pass, interns are required to demonstrate that they possess the knowledge, skills and dispositions to be a competent middle grades teacher. They demonstrate these abilities and skills by passing the ADEPT Process of evaluation, by utilizing the standards for the content area, and by showing that they consistently demonstrate the School of Education Standards - meeting all the expectations of clinical practice, and adhering to all the rules and expectations of the clinical placement site.

Course grading is based on several data points, including but not limited to: classroom observations, conferences, ability to teach content knowledge, examination of documents (long range plan, lesson plans, unit plan, portfolio, student achievement data sheet, blogs/journals, etc.), examination of teaching samples and artifacts and by observing evidence of ethical/professional behaviors and dispositions. Midterm and final evaluations by your cooperating teacher and college supervisor will be used to formally document progress in meeting course objectives.
Your grade for this course will be either pass or fail.

**Evaluation Criteria:**

1. Satisfactory completion of all ADEPT performance standards is required for a passing grade in student teaching. A final assessment of "Needs improvement/unsatisfactory" on any of the ADEPT PD’s will result in a failing grade. Observations, conferences, review of the long range plan, examination of lesson plans, mid-term and final examination, and journal review by the college supervisor and the cooperating teacher will document progress in meeting course requirements and teaching knowledge, skills, abilities and dispositions.

2. The cooperating teacher and college supervisor will document satisfactory completion of planning and instruction based on the Standards for Middle Grades teaching. Content-specific observations, conferences, review of the long range plan, portfolio assessment, examination of lesson plans, unit plans, blog/journal review, and examination of teacher/student work samples will document progress.

3. The focus of all assessment is to document that the clinical intern has the knowledge, skills, abilities and dispositions to be a competent middle school teacher. Therefore, if an intern does not meet the other requirements of clinical internship as set forth in the Handbook or does not meet all the requirements and assignments of the course, a failing grade can result.

4. All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade.

5. A violation of the College of Charleston Honor Code, School of Education Policies and Procedures, SC professional standards (state) or school (district) policies/regulations will result in a grade of F for the course.

**EXPECTATIONS FOR INTERNS:**

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<table>
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<tbody>
<tr>
<td>1. Review the Clinical Practice Handbook and all policies, procedures and expectations.</td>
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<tr>
<td>2. Attend the weekly seminar for the Transitions to the Profession course. The seminar schedule will be submitted under separate syllabus.</td>
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<tr>
<td>3. Complete 12 weeks of in-school work including a minimum of 6 - 8 weeks of full-time teaching and daily lesson planning for all instruction. Satisfactorily meet all professional responsibilities.</td>
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<tr>
<td>4. Successfully complete all requirements of the ADEPT evaluation process.</td>
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<tr>
<td>5. Successfully complete all requirements for the evaluation of South Carolina Curriculum Standards.</td>
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<tr>
<td>6. Provide evidence that you have successfully planned for and taught appropriate curriculum according to South Carolina State and National Standards. Standards must be documented in the <strong>long-range plan, lesson plans, unit plan and teaching.</strong></td>
<td></td>
</tr>
<tr>
<td>7. Submit all completed forms, assignments and plans when they are due.</td>
<td></td>
</tr>
<tr>
<td>8. <strong>Maintain a notebook!</strong> The notebook should be organized, be available to the college supervisor during classroom visits and include:</td>
<td></td>
</tr>
<tr>
<td>- Copies of schedules and calendars.</td>
<td></td>
</tr>
<tr>
<td>- Copy of the Long Range Plan (drafts then final version).</td>
<td></td>
</tr>
<tr>
<td>- Lesson plans, activities and assessments current and available at all times.</td>
<td></td>
</tr>
<tr>
<td>- Weekly assessments (observations and conferences) by cooperating teacher (plus a copy for college</td>
<td></td>
</tr>
</tbody>
</table>


10. E-Journal/blog. Keep a dated, reflective journal of your experiences, observations, and reactions. Do not repeat material from your lesson plans in your journal. The purpose of the journal is to assist you in developing reflection as a part of good teaching. Include self-evaluation of lessons. The journal should be more than a list of day, time and activity information. Include your thoughts and the reactions of the students to lessons. The journal is designed to help you assess your strengths and areas where you need greater effort. (See handout). The journal will be submitted electronically each week (www.blogger.com account).

Attendance Policies: Punctuality and attendance are professional behaviors that are discussed under the attendance policy in the Clinical Experience Manual. Contact the school, cooperating teacher and your college supervisor in a timely manner (ASAP) if you will be absent. In the unlikely event that you will be late or must leave early, inform your cooperating teacher. An absence does NOT excuse you from meeting your professional responsibilities such as providing lesson plans and materials for a substitute teacher. All missed time/days must be made up.
Advisory Committee on Tenure, Promotion, & Third-Year Review
Motions for Recommendations to Amend Standards Governing Tenure and Promotion in Faculty-Administration Manual
[Page numbers refer to pagination in the current on-line pdf copy of the FAM.]

Motion 1: Recommendation to Amend Language Governing ‘Exemplary area’

Modify VI.A (p. 93), second paragraph of Preamble to section on Tenure, Promotion, and Third-year Review, to read as follows:

"Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research and professional development, and service. In addition, evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required."

[The last sentence of above paragraph currently reads: “In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

Similarly, VI.A.4.a (p. 102), last sentence in first paragraph of section enumerating specific criteria for tenure and promotion to Associate Professor should read:

“Evidence of either exemplary performance in at least one of the specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[That sentence currently reads: “Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.b (p. 103), second sentence of paragraph enumerating specific criteria for tenuring candidates who were hired at the rank of Associate Professor should read:

Evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[That sentence is currently identical to the language just quoted for section 4.a]

VI.A.4.c (p. 103), last sentence of first paragraph enumerating specific criteria for promotion to the rank of Professor should read:

“Evidence of either exemplary performance in at least one of the specified professional competency areas or significant achievement in all three areas is required.”

[That sentence is currently identical to the language just quoted for section 4.a]
**Rationale:**
Judging by behavior at all institutional levels of evaluation for tenure and promotion, most of us (the Faculty and the Administration) do not believe that we should withhold tenure or promotion from candidates who perform strongly in all three areas, even though their records may not reflect a truly exemplary performance in any one area. The collective sentiment appears to be that well-balanced solid performance in all three areas is at least equally deserving of institutional support. Moreover, at the time of the tenure evaluation, we do not typically expect candidates to have yet developed strong service records. Chairs routinely advise junior faculty to accumulate a respectable service record, but not to assume an unduly heavy service burden prior to the tenure evaluation. The modified language attempts to capture both of these realities.

The last of the recommendations above, the augmented modification that would make significant achievement in *all three* areas one possible strategy for satisfying the standard for promotion to the rank of Professor reflects the expectation that promotion at this level requires a strong service record as well as strong teaching and research.

Note that the alternative of exhibiting an exemplary performance in one area does not exempt candidates at any level from satisfactory performance in the other two areas, as laid out independently in language also appearing on *Manual* pages 102-103. Note also that those minimal criteria for satisfactory performance in each area are characterized as “necessary, though not sufficient” for tenure and/or promotion. That condition implies that “significant achievement” *exceeds* the relevant minimal criteria in some substantive way.

Some modifications of the language describing satisfactory performance in each of the three areas may also be in order. But with one exception (Motion 2 below), we are not proposing any further modifications today.

**Motion 2**
**Recommendation to Eliminate ‘Exemplary Teaching Effectiveness’ Standard for Promotion to Professor**

VI.A.4.c(1) on p. 103, characterizing criterion for promotion to the rank of Professor in the area of teaching should read:

(1) Promotion to the rank of Professor requires *sustained high quality and effective teaching.*

[That sentence currently reads:
(1) Promotion to the rank of Professor requires *exemplary teaching effectiveness.*]

[The proposed change would replace the *exemplary teaching effectiveness* standard with language signaling an expectation of continuing development as a teacher since meeting the standard for tenure (*sustained effectiveness in teaching*) VI.A.4.a(1), p. 102.]
Rationale:
The language we are moving to replace (“exemplary teaching effectiveness”) was incorporated in the Manual standard for promotion to Professor many years ago in order to signal a more stringent requirement for achievement of that rank, paralleling the more stringent requirement in the area of service. The problem is that the word ‘exemplary’ creates confusion since promotion to professor has also required “an exemplary performance” in one of the three evaluation areas. The language as it currently exists seems to imply that the exemplary area must be teaching, which the Advisory Committee does not believe is the intent of these requirements, and which has not been the case in actual practice. (The requirement that there be an exemplary area for promotion is not a requirement that the area be in teaching.) The new language we are proposing (“sustained effectiveness in teaching”) still requires high quality teaching while clearing up the confusion about an exemplary area and (we hope) discouraging the temptation to dissemble in evaluating this aspect of candidate performance.

Motion 3
Recommendation for workload relief for all regular members of the Advisory Committee on Tenure, Promotion, and Third-Year Review

Whenever the total number of tenure, promotion, and renewal cases before the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review exceeds 25 in a single academic year, the five regular members of the Committee should be granted extra workload relief in the form of a teaching reduction of one course section for the spring semester of that year.

Rationale:
In recent years, the regular members of this Committee routinely exceed 200 hours of committee service, the bulk of it during the months of January and February. The work is intense and stressful, in ways incomparable to that experienced on any other standing faculty committee. Since the work also arguably exceeds the time and energy most faculty are obliged to devote to any single course section, some compensatory reduction in teaching workload is long overdue.
President’s Advisory Committee on Tenure, Promotion, & Third-Year Review
Motions for Recommendations to Amend Standards Governing Tenure and Promotion in *Faculty-Administration Manual*

Page numbers refer to pagination in the current on-line pdf copy of the FAM.

**Motion 1**
Recommendation to Amend Language Governing ‘Exemplary area’

VI.A (p. 93), second paragraph of Preamble to section on Tenure, Promotion, and Third-year Review:

"Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research and professional development, and service. In addition, evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required."

[Last sentence of above paragraph currently reads:
“In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

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Evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[That sentence currently reads:
“Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]
VI.A.4.c (p. 103), last sentence of first paragraph enumerating specific criteria for promotion to the rank of Professor should read:

“Evidence of **either** exemplary performance in at least one of the specified professional competency areas **or** significant achievement in all three areas is required.”

[That sentence currently reads:  
“Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

---

**Motion 2**

**Recommendation to Eliminate ‘Exemplary Teaching Effectiveness’ Standard for Promotion to Professor**

VI.A.4.c(1) on p. 103, characterizing criterion for promotion to the rank of Professor in the area of teaching should read:

(1) Promotion to the rank of Professor requires sustained effectiveness in teaching.

[That sentence currently reads:  
(1) Promotion to the rank of Professor requires exemplary teaching effectiveness.

[The proposed change would replace the ‘exemplary teaching effectiveness’ standard with the same language currently used for tenure & promotion to Associate Professor in VI.A.4.a(1) on p. 102.]

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**Motion 3**

**Recommendation for workload relief for all regular members of the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review**

Whenever the total number of tenure, promotion, and renewal cases before the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review exceeds 25 in a single academic year, the five regular members of the Committee should be granted extra workload relief in the form of a teaching reduction of one course section for the spring semester of that year.
To: College of Charleston Faculty Senate  
From: Richard Nunan, Chair, Advisory Committee on Tenure & Promotion  
        (On behalf of Marion Doig, Susan Farrell, Luci Moriera, Julie Swanson, and  
        T&P alternate Howard Rudd)  
Subject: Annual Report, T&P Committee

This report is only partly summative about the Committee’s activities this year. It is also  
formative in offering advice about possible further modifications in the Faculty-Administration  
Manual standards governing faculty evaluation. The Committee believes it would be prudent for  
the Senate to consider changes in problematic Manual language next year, ones which are too  
complex, and perhaps too controversial, for consideration this year. We lay out the issues below,  
following the summative component of the report, and invite next year’s T&P Committee to  
pursue them further, in consultation with next year’s Welfare Committee, with the Office of  
Academic Affairs, and with the Faculty Senate.

Summative Details:

The main business of the Committee, of course, was the evaluation of candidates for tenure,  
promotion to Associate Professor, to Professor, to Senior Instructor, and Senior Instructor  
Renewal. We had 38 such cases this year, and had 17 meetings of varying duration (two to four  
hours each; three on average) during the months of January and February, for the purpose of  
evaluating those cases and reviewing drafts of our recommendation letters to the President.

Also as part of our regular business, we have scheduled four meetings with faculty over the  
course of the academic year: one at the end of last August to review the evaluation process and  
answer questions from 2008-09 candidates, their department chairs, and the deans; one in  
November to provide information to more junior faculty not yet up for evaluation; one in March  
at one of the Provost’s Academic Forums to provide feedback to the Chairs and Deans about  
ways in which the evaluative process could be further improved; and one later this month, for  
next year’s set of candidates.

Although not part of the Committee’s evaluative activity, in recent years deliberations on policy  
issues seems to have become a routine (and fairly time-consuming) component of the  
Committee’s activities. This year was no exception.

Over the summer, working jointly with the Office of Institutional Research (without whose  
capable initiative this outcome would have been impossible), we devised a policy for  
administrative creation of the summary tables of course evaluation averages which we had  
recommended last year to be instituted as regular practice effective this year (ratified by the  
Senate in Spring 08). Relying on IR to generate these reports will save faculty evaluation  
candidates considerable time in packet preparation. Because we did not start on this idea until  
late summer, the practice was implemented only partially last fall, but we intend to encourage  
universal implementation for 2009-10 packet construction.
At the November Senate meeting, we introduced a motion to permit departmental panels with large numbers of evaluatees in a given year to subdivide the labor of external panel member between two individuals. This motion was passed, with minor modifications in the language introduced by the By-Laws Committee, at the December Senate meeting.

At the December Senate meeting, in response to a prior invitation from the Office of Academic Affairs and the Speaker of the Faculty, we submitted and explained a series of comments on a new draft Manual policy on Annual & Merit Evaluations of Faculty crafted chiefly by Bev Diamond in the Office of Academic Affairs. Our recommendations were subsequently incorporated in the document and the new Manual language.

At the April Senate meeting, in addition to the formative elements of this report, we offered two motions for modification of language in the Manual, one to amend the language governing exemplary areas of performance, and one to replace the language requiring “exemplary teaching effectiveness” for promotion to Professor. We also offered a third motion on future workload relief for the regular members of this committee. The disposition of these motions in the Senate—whether to recommend the changes to the Office of Academic Affairs, or to modify the motions, or simply to vote one or more of them down, is unsettled at this time of writing.

Formative Recommendations for Consideration Next Year:

Apart from the relatively minor modifications in Manual language that we are proposing for Senate endorsement this year (see the three Committee motions on the April 09 Senate agenda), we have identified three potentially more controversial areas in which we believe the current Manual language is also in serious need of reform. We bring these to the Senate’s attention now, in the hope of getting some initial feedback, with an eye toward consideration of possible modifications of that language next fall.

There is, we believe, a presumption in our evaluative culture here at the College that candidates for promotion to the rank of Professor are expected, formally at least, to meet somewhat higher standards of performance in all three areas of evaluation than the standards required for tenure and promotion to Associate Professor. This presumption, specifically with respect to the area of teaching, is being referenced in the T&P Committee’s second motion before the Senate at the April 7th Senate meeting. We also have some observations to offer about this presumption in the areas of research and service.

In the Committee’s experience, it is not clear that faculty and administrative evaluators, at any level of evaluation, are altogether serious about such higher expectations in any of the three areas. We offer this observation as a bit of descriptive cultural anthropology, not as a value judgment. Whether we should hold ourselves to higher expectations with respect to promotions to the rank of Professor is a matter for multiple constituencies to decide: not just the T&P Committee or the Faculty Welfare Committee, but ultimately the Faculty Senate and the Office of Academic Affairs. The T&P Committee does have a specific charge, however, to apply the Manual standards as written. If we rely on what appears to be the “plain meaning” of the Manual language, that responsibility proves to be rather difficult for the Committee, with respect to each of the issues below. And that is the concern which motivates us to bring these issues to the Senate’s attention.
I. Comparison of research standards for tenure and for promotion to Professor

The area in which the Manual’s language does the least to signal a contrast between the standards for tenure and for promotion to Professor is that of research and professional development. With the exception of a single word—‘typically’—in the criteria for tenure, the modest variations in the language governing the two standards appear to be operationally inconsequential. And that one difference is quite misleading with respect to actual practice. The relevant passages (with substantive differences highlighted in red) read as follows:

Tenure and promotion to Associate Professor (VI.A.4.a(2), p. 102):
There must be clear evidence of high promise for continued quality scholarship and professional activity. Since peer refereeing is one criterion of scholarly quality, typically the evidence must include scholarly books or journal articles (or otherwise juried publications, or professional evaluated performances or exhibits in the arts).

Promotion to Professor (VI.A.4.c(2), p. 103):
Because Professor is the highest rank, there must be clear evidence of continuing quality scholarship. Peer refereeing is one criterion of scholarly quality; therefore the evidence must include scholarly books or journal articles (or otherwise juried publications, or professional evaluated performances or exhibits in the arts). In addition to scholarship, sustained professional activity is expected.

On the question of whether the standard for promotion to Professor should be higher, and if so, how we should signal that, we defer to the Senate and the Office of Academic Affairs for advice on whether it would even be appropriate to modify the Manual language to that end. What is more immediately problematic for us, however, is the fact that the only sense in which the current language suggests that the standard is higher is inconsistent with institutional practice. We refer here to the possible implication that publication is really a necessary condition only for promotion to Professor, but not an absolute requirement for tenure. On the face of it, that would appear to be the effect of the word ‘typically’ in the criterion for tenure, especially when coupled with the reference to ‘promise’ for continued quality scholarship in future, as distinct from past achievement. But the mere promise of future research productivity, even in the absence of past productivity (if we can even plausibly evaluate such “promise” in the absence of publications), is simply not sufficient to secure tenure and promotion to Associate Professor at the College. And yet the absence of such promissory language in the standard for promotion to Professor gives the appearance of reaffirming this inference, by suggesting that concrete achievement in the way of published articles, competitively juried art works and the like, is a prerequisite only for promotion to Professor. This would of course signal a higher standard for that promotion, but only at the expense of relying on an evaluative standard for the tenure decision which we simply do not use the College. Published articles, competitively juried art works, etc. are required at both levels. Minimally, we need to modify the language governing the standard for tenure, perhaps simply by deleting the word ‘typically’. [Note that this standard applies only to instructional faculty in tenurable lines; it does not apply to library faculty or senior instructors. That issue is addressed below.]

II. Comparison of service standards for tenure and for promotion to Professor
In the case of service, the expression “participation in a leadership capacity” has been used to signal that a higher standard is expected for promotion to the rank of Professor, as indicated in the relevant passages below:

Service standard for tenure and promotion to Associate Professor (VI.A.4.a(3), p. 103): 
*There should be active and sustained participation in service to the College and, where appropriate, to the community.*

Service standard for Promotion to Professor (VI.A.4.c(3), p. 103): 
*There should be active and sustained participation in a leadership capacity in service to the College and, where appropriate, to the community.*

There are significant questions about the extent to which evaluators at each level take the ‘leadership’ language seriously in evaluation of promotion to Professor cases, and about what might reasonably constitute a leadership role. This may be impossible to address, but applying this standard with any consistency across departments and schools certainly is problematic.

There are two more issues of concern to the T&P Committee with respect to the language at both levels of evaluation (tenure and promotion). It is our perception that the service requirement, as actually applied by the various evaluative authorities, may be adequately satisfied either through service to the College or through service to the community (or both), and that evaluators typically interpret ‘the community’ very loosely, as encompassing service in one’s professional capacity on the local, state, regional, or national level. The current language, however, is ambiguous on both counts. It implies either that a successful candidate for promotion to Professor must participate “in a leadership capacity in service” to both the college and the community, or that the candidate must provide service to the College, and may sometimes also be expected to provide service to the community (if we attend to the qualifier ‘and where appropriate’). Does the qualifier mean, for example, that School of Education faculty, given their particular mission, are required also to participate in professional service at the local or state level, while School of Science and Math faculty (other than those involved in teacher education) are not? We assume that this was not the intended interpretation, but perhaps others will conclude that our assumption is erroneous? We also think it prudent to clarify the potentially misleading phrase “the community” to avoid the possible misunderstanding that this phrase applies only to the Charleston community.

III. Comparison of standards for tenure and promotion of Librarians

This issue, which is a different sort of comparison from either of the previous ones, is in our judgment the most seriously problematic of the three areas of concern to which we are directing the Senate’s attention.

In brief, we find the *Manual* language with respect to the evaluation of both tenure and promotion for librarians to be disturbingly ambiguous in the area of *Professional Growth and Development*. (For reasons which will become apparent, the word ‘Research’ has intentionally been excised from the relevant *Manual* section subheading governing the evaluation of librarians.)
In the section specifically devoted to the professional growth and development tenure criteria for librarians, the following passage appears (VI.C.4.b(2), p. 116):

*Traditional publication is not the only medium through which the library profession exchanges information and research findings, although librarianship possesses a growing body of scholarly literature. Workshops, symposia, seminars, meetings of regional and national organizations, et cetera, are also major means of communication within the discipline. Therefore, a candidate’s contributions in these areas should be considered the equivalent of traditional scholarship.*

This language, which has no antecedent in the corresponding set of criteria for tenure-line teaching faculty, suggests that professional activity other than publications can simply replace publications, when it comes to tenuring librarians. The language used in the context of tenure evaluation for teaching faculty does not appear until the professional development standard for Librarian III, an evaluation which, if it occurs at all, does so at a later time in the librarian’s career. For the category of Librarian III, the standard stated first on p. 102 for tenure evaluation of teaching faculty (see above), is repeated in VI.C.4.c(2), p. 117:

*There must be clear evidence of high promise for continued quality of scholarship and professional activities. Since peer refereeing is one criterion of scholarly quality, typically the evidence must include scholarly books or journal articles (or otherwise juried publications).*

Setting aside the ambiguity discussed earlier (what ‘typically’ might mean with respect to the tenure evaluation of teaching faculty), this addition for Librarian III candidates, interpreted in accordance with our actual practice with respect to teaching faculty, suggests that the successful candidate for Librarian III would be expected to have accumulated a significant publication record. (This hypothesis was confirmed in an interview earlier this year between the Chair of the T&P Committee and the Dean of Libraries.)

Our charge as a Committee is to apply the standards as given, not to rewrite them. We do not here propose to rewrite them. It is for others to judge whether it is appropriate to award tenure to a class of faculty who are not actually expected to publish. Our problem is one of implementation utilizing the current language. Immediately following the language for tenure of librarians quoted above, this requirement is added:

*In addition, there must be clear evidence of promise for continued professional growth and development.* (VI.C.4.b(2), p. 116)

With respect to assessing the claim to “clear evidence of promise for continued professional growth and development”, faculty and administrative evaluators at the College typically adopt the reasonable strategy of attempting to assess the likelihood that the candidate will continue to develop in the area of professional growth to the point where future promotion will be warranted. With teaching faculty, that is a reasonable inference when a tenure candidate has developed the substantive publication record expected for tenure. But this standard does not apply in cases where no publications are required. In short, the *Manual* simultaneously invites us to evaluate a library tenure candidate’s likelihood to rise eventually to the rank of Librarian III (who must publish), and instructs us to do no such thing (since library tenure candidates need not publish).

The problem here is further compounded when we look more carefully at the research standards for promotion to Librarian III and Librarian IV. In both of those cases the language borrowed from the tenure standard for teaching faculty is immediately followed by the ‘no publications
necessary’ language first introduced in the tenure standard for librarians. In other words, it is not clear that librarians of any rank have to publish, if we are to judge by the language we find in the Manual.

Once again we ask: exactly how are we to evaluate candidates for Librarian III and Librarian IV? Which standard is in effect? Again here the Manual language is badly in need of clarification.

There are two other more straightforward disparities between the library and teaching faculty standards for Professional Growth and Development which need attention, and which are probably nothing more than oversights. The qualifier ‘high’ is missing from the expression ‘promise for continued professional growth and development’ in the language governing tenure for librarians, although it is present in the analogous language governing Librarian III and IV promotions, paralleling the comparable language governing tenure for teaching faculty. Similarly, the sentence “All evidence should be evaluated rigorously” is missing at the end of paragraph detailing the specific criteria governing Professional Growth and Development for tenure of librarians, although it is again included for all the other cases: tenure and promotion of teaching faculty, and promotion to Librarian III or IV.

Finally, there is the matter of the following passage in the preamble to evaluation of Library faculty, privileging the Dean of the Libraries, among all the academic deans, for a special status when it comes to evaluation of his/her own faculty:

*In considering tenure and promotion for a professional librarian, the Dean’s assessment of the candidate will carry particular weight with the Provost and the President, who require that the Dean submits an independent evaluation and recommendation, together with the complete dossier prepared by the library faculty’s evaluation panel, after he or she has reviewed the packet that includes colleague opinions.* (VI.C, 110)

No other academic dean enjoys this status, which affords the Dean of the Libraries a certain amount of license to veto an opposing judgment of the library panel, the T&P Committee, or even a Provost. While library faculty do have a unique set of responsibilities at the College, the same could be said for faculty residing in any discipline or school. This passage makes it difficult to determine exactly what the T&P Committee’s role is in evaluating librarians, especially in relation to the Dean of Libraries’ role in such evaluations.

In closing, we observe also that it is now a very odd feature of our system of faculty evaluation to grant tenure to one class of faculty from whom we require no publications (Librarians), and to withhold it from another (the Senior Instructors). Without expressing any judgment as to the most appropriate solution, this arrangement seems to us inequitable.
Committee on Nominations and Elections

Nominations to 2009-2010 senate committees

Committee on Nominations and Elections
* incumbent
*c incumbent chair

**Academic Planning Committee** 7 (at least 4 senators)

Avendano Nadia HISP Asst Prof Senator
Cherry Lynn Communication Assoc Prof Senator
Coseru Christian Philosophy Asst Prof
* Eichelberger Julia English Prof Senator
Lafortune Stephane Mathematics Assoc Prof
* Miner Jess Classics Asst Prof
Riggs-Gelasco Pamela Chemistry and Biochemistry Assoc Prof Senator

**Budget Committee** 7 (at least 4 senators)

* England M. Rohn Mathematics Sr Inst Senator
* Heeney Tom Communication Assoc Prof
Martinez-Gibson Elizabeth HISP Assoc Prof Senator
McNerney Todd Theater Assoc Prof Senator
Newhard James Classics Assoc Prof Senator
Stewart Kendra Political Science Assoc Prof
* Vulava Vijay Geology and Environmental Geosciences Asst Prof

**Committee on By-Laws and Faculty/Administration Manual** 3 (at least 2 senators)

Beutel Erin Geology and Environmental Geosciences Assoc Prof
Arsenault Steve Accounting and Legal Studies Assoc Prof Senator
Phillips C. Michael Library Lib III Senator