From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 9 December 2008 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

Agenda

1. Call to Order

2. Approval of Minutes of 11-11-08 Faculty Senate meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual Annual and Merit Evaluations: Report from the Advisory Committee on Tenure, Promotion, and Third-Year Review

4. Unfinished Business
   - Proposal concerning the policy on departmental T & P panels

5. New Business
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

6. Constituents’ Concerns

7. Adjournment
To: Faculty Senate & Committee on the By-laws & Faculty/Administration Manual
From: Richard Nunan, on behalf of President’s Advisory Committee on Tenure & Promotion
RE: A procedural recommendation concerning departmental T&P panels

Extra-departmental panel member workload policy
In light of recent requests from two departments, the Committee recommends the following Manual policy change.
The beginning of paragraph 3 of Manual section VI.D.4 (top of p. 121 in new online version of the Manual) now reads:
Where the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases.
The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:
When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
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)

Latin American and Caribbean Studies

  Change of Minor--Latin and Caribbean Studies

Geology

  New Course--GEOL 235 Geology and Civilization

International Studies

  New Major--International Studies
  New Concentration--Africa
  New Concentration--Asia
  New Concentration--Asia - Japan Track
  New Concentration--Comparative Literature
  New Concentration--Europe
  New Concentration--Europe - Britain Track
  New Concentration--Europe - Germany Track
  New Concentration--Europe - Italy Track
  New Concentration--Europe - Russia Track
  New Concentration--Latin America and the Caribbean
  New Concentration--Latin America and the Caribbean – Brazil
  New Course--INTL 100 Introduction to International Studies
  New Course--INTL 495 International Studies

Hospitality and Tourism Management
Change Course--HTMT 488 Strategic Hospitality and Tourism Management

Change major

Mathematics

Change Major--Actuarial studies track

School of Languages, Cultures and World Affairs

Change Minor--Archeology Minor

Change minor--Asian Studies

Historic Preservation and Community Planning

New Course--HCPC 375 Landscape Preservation and Community Planning

New Course--HCPC 298 AutoCAD and PhotoShop for Preservationists

Psychology

Change major BS Psychology

New Course--PSYC 460 Advanced Conditioning and Learning with Lab

New Course--PSYC 462 Advanced Social Psychology with Lab

New Course--PSYC 464 Advanced Physiological Psychology with Lab

New Course--PSYC 466 Advanced Sensation and Perception with Lab

New Course--PSYC 468 Advanced Cognitive Psychology with Lab

Discovery Infomatics

New cognate--Accounting

New cognate--Finance

Religious Studies

New Course--RELS 285 Religion and Feminism

Change Course--RELS 265 Women and Religion
Faculty Committee on Graduate Education, Continuing Education, and Special Programs

(All curricular documents are posted on the Faculty Senate Web Site)

Proposal for a New Graduate Course:

Program -- Joint MAT in Middle Grades with The Citadel

EDMG 657: Teaching Writing in the Middle Grades

Proposal to Change a Graduate Program:

MAT in Special Education – Requirement Change

Proposal for a New Certificate Program:

Certificate in Special Education

Proposal to Change a Graduate Course:

ENGL 702 Internship – Change in hours of work
The Faculty Senate met Tuesday evening (9 December 2008). Here are the highlights of the meeting. Full minutes will follow later.

--Provost Elise Jorgens announced that there will very likely be a 2% budget cut this month and another 2% cut in January. She reported, too, that the South Carolina General Assembly has asked the College to start planning for a possible 15% cut next year (2009-10).

--A slightly modified version of the original motion to change the policy on departmental T & P panels with regard to extra-departmental panel members passed.

--The curricular proposals pertaining to International Studies were withdrawn prior to the meeting. All other curricular proposals (both at the undergraduate and graduate levels) passed.
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)

Latin American and Caribbean Studies

Change of Minor--Latin and Caribbean Studies

Geology

New Course--GEOL 235 Geology and Civilization

International Studies

New Major--International Studies

New Concentration--Africa

New Concentration--Asia

New Concentration--Asia - Japan Track

New Concentration--Comparative Literature

New Concentration--Europe

New Concentration--Europe - Britain Track

New Concentration--Europe - Germany Track

New Concentration--Europe - Italy Track

New Concentration--Europe - Russia Track

New Concentration--Latin America and the Caribbean

New Concentration--Latin America and the Caribbean – Brazil

New Course--INTL 100 Introduction to International Studies

New Course--INTL 495 International Studies

Hospitality and Tourism Management

Change Course--HTMT 488 Strategic Hospitality and Tourism Management
Change major

Mathematics

Change Major--Actuarial studies track

School of Languages, Cultures and World Affairs

Change Minor--Archeology Minor

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New Course--HCPC 375 Landscape Preservation and Community Planning

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Change major BS Psychology

New Course--PSYC 460 Advanced Conditioning and Learning with Lab

New Course--PSYC 462 Advanced Social Psychology with Lab

New Course--PSYC 464 Advanced Physiological Psychology with Lab

New Course--PSYC 466 Advanced Sensation and Perception with Lab

New Course--PSYC 468 Advanced Cognitive Psychology with Lab

Discovery Infomatics

New cognate--Accounting

New cognate--Finance

Religious Studies

New Course--RELS 285 Religion and Feminism

Change Course--RELS 265 Women and Religion
Proposal for a New Minor or 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: **Accounting and Legal Studies, Computer Science and Mathematics**

2. Check one: [ ] minor    [x] concentration

3. Name of Minor/Concentration: **Accounting**

4. Desired acronym: **ACDI**

5. Total number of hours required for completion of minor/concentration: **15**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):
   a) What are the goals and objectives of the minor/concentration?
      
      **The students will obtain a solid foundation in:**
      1. the rules of financial accounting and reporting.
      2. systematic processing of transactional data through to the financial statements.
      3. the basic concepts of cost accumulation and product costing systems.
      4. performing risk and profitability analysis to evaluate a company's financial position and performance.
      5. the intricacies of reporting financial assets, liabilities, cash flows, etc.
      6. the financial audit process, including internal controls, generally accepted auditing standards, risk-adjust balance testing, and the data necessary for the audit.

   b) How does the minor/concentration support the mission statement of the department?
      "The mission of the Accounting program is to assist individuals in acquiring the knowledge and skills needed to be leading accounting professional" (ACLS Website). This cognate will bring together the skills of Discover Informatics and Accounting to provide students with the knowledge and skills that are in high demand in the consulting and audit support areas of accounting firms, corporations, and consulting groups.

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?
   This concentration will serve as a cognate area for Discovery Informatics (DI) majors. DI majors have strong Math and Computer Science foundations which is applicable in many areas. This indepth study in Accounting greatly broadens their focus and enables them to apply their Math and Computer Science knowledge in the area of Accounting.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
NO

10. Address potential shifts:
   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
      None
   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
      None

11. Requirements for additional resources made necessary by this minor/concentration.
   a) Staff:
      None
   b) Budget:
      None
   c) Library:
      None

   Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
ACCT 203
ACCT 204 (prerequisite ACCT 203)
ACCT 316 (prerequisites ACCT 203, 204)
ACCT 317 (prerequisites ACCT 203, 204, 316)
ACCT 409 (prerequisites ACCT 203, 204, 316, 317)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director: ____________________________
   Date: 10-30-08

16. Signature of Dean of School: ____________________________
   Date: Nov. 3, 2008
   Date: ____________

17. Signature of Provost: ____________________________
   Date: 11-6-2008

18. Signature of Curriculum Committee Chair: ____________________________
   Date: 11/11/08

19. Signature of Budget Committee Chair: ____________________________
   Date: ______________________

20. Signature of Planning Committee Chair: ____________________________
    Date: ______________________

21. Signature of Faculty Senate Secretary: ____________________________
    Date: ______________________
    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 for a New Minor or 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: **Accounting and Legal Studies, Computer Science, Mathematics**

2. Check one: □ minor     ☑ concentration

3. Name of Minor/Concentration: **Finance**

4. Desired acronym: **FIDl**

5. Total number of hours required for completion of minor/concentration: **15**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?
      The students will obtain a solid foundation in:
      1. the rules of financial accounting and reporting.
      2. systematic processing of transactional data through to the financial statements.
      3. the basic concepts of cost accumulation and product costing systems.
      4. the fundamental concepts of finance, including working capital, financial budgeting, and financing decisions.
      5. the application of financial management concepts to business problems, including financial analysis, cash management, and financial forecasting.
      6. the analysis of securities, portfolio management, and the operation of the securities market.

   b) How does the minor/concentration support the mission statement of the department?
      The cognate in the area of Finance supports the mission of the department by providing the Discovery Informatics student with the knowledge and skills necessary to compete in the fast-paced and data-intensive world of securities and financial analysis.

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?
   This concentration will serve as a cognate area for Discovery Informatics (DI) majors. DI majors have strong Math and Computer Science foundations which are applicable in many different areas. This indepth study in Finance greatly broadens their focus and enables them to apply their Math and Computer Science knowledge in the area of Finance.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

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

FINC

10. Address potential shifts:

   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

     None

   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

     None

11. Requirements for additional resources made necessary by this minor/concentration.

   a) Staff:
      0
   b) Budget:
      0
   c) Library:
      0

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.

   ACCT 203
   ACCT 204 (prerequisite ACCT 203)
   FINC 303 (ECON 200, ECON 201, ACCT 203, ACCT 204, MAT 250)
   FINC 315 (prerequisites ACCT 203, 204, ECON 200, 201, FINC 303, MATH 250)
   FINC 400

Note: ECON 200 and 201 satisfy Social Sciences general education requirements. MATH 250 is required of all Discovery Informatics majors.
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:  
   [Signature]  
   Date: 10/28/08  
   Date: 10-30-08

16. Signature of Dean of School:  
   [Signature]  
   Date: Nov. 3, 2008  
   Date:  

17. Signature of Provost:  
   [Signature]  
   Date: 11-6-2008

18. Signature of Curriculum Committee Chair:  
   [Signature]  
   Date: 12/11/08

19. Signature of Budget Committee Chair:  
   [Signature]  
   Date:  

20. Signature of Planning Committee Chair:  
   [Signature]  
   Date:  

21. Signature of Faculty Senate Secretary:  
   [Signature]  
   Date:  
   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 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: **Art History / Program in Historic Preservation and Community Planning**

2. Course Number and Title: **HPCP 298 - AutoCAD and Photoshop for Preservationists**
   Number of Credits: 3  Total hrs/week: 42 hours/4 weeks

   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:
   **Summer 1 2009**

4. Catalog Description (please limit to 50 words):
   This course is an introduction to the use of these commonly used digital media for preservation applications. The class will also work on a team based research project specifically geared to demonstrate the capabilities of these tools. No prior experience required.

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):
   **N/A**

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

   a) What are the goals and objectives of the course?
      The goal is to use digital technologies as a tool to enable students to discover and interpret material culture. The objective is to develop sufficient computer software skills to improve students' presentation abilities.

(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?
   It assists in the development of presentation for studios and in providing tools to show supplemental graphics for oral presentations.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   It would be useful at any point in the curriculum.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
       The course offers new tools for recording observations and developing interpretations of content.

8. a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.
   This is useful for the Archeology minor to assist in developing graphic material as well as learning the software to record data from field work. The course has been cross listed with the Archeology minor. Letters of support have been requested.

    b) Please explain overlap with any existing courses.
       None

9. Method of teaching:
   Lecture, directed computer lab

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    None Foreseen

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

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

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

    a) Staff:
       No additional resources necessary

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

b) Budget:  
No additional resources necessary

They have an older AutoCad no longer used by previous "owner"

They have an older AutoCad no longer used by previous "owner"

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:

N/A

SYLLABUS
AutoCAD and Photoshop for Preservationists
HPCP 298
Maymester 2009
James L. Ward, Assistant Professor of Historic Preservation and Community Planning

OVERVIEW
This course is an introduction to the use of AutoCAD and Photoshop programs for preservation applications. Initially, we will review the setup and command structure of each program and work on daily tutorials to develop beginner's skills. Then we will work on a team based research project specifically geared to demonstrate the capabilities of these tools. Some out of class research is required. Class time will be devoted to using the programs and getting feedback on techniques and practical aspects of using these programs to develop neater, more time efficient, and more thoughtful projects.

OBJECTIVE
The overall objective is to demonstrate to the department, college, and potential future grants benefactors not only that our students can develop sufficient computer software skills in only two weeks to improve their presentation skills and marketability to potential employers but also that the use of such technologies is an important and useful tool for more traditional art historical and preservation tasks. We wish to tell meaningful stories that fill our

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

hearts with the presence of the past and to enable us to discover and interpret those stories to others inside and out of the academic community.

On line Tutorials

- T1 Starting
  - Introduction to AutoCAD
- T2 Editing Graphics
  - Editing & model-space limits
- T3 Renaissance Manipulations
  - Offset, Array & Mirror
- T4 Venturing Into Plotting
  - Paper space, view ports & plotting

Resources

- Delicious Site (https://secure.del.icio.us/login) Under “HPCP340”. I have initially listed sites where you may download free trial versions for work on your own computer.
- My Box site (http://www.box.net/logout) which will enable us to exchange files (in the absence of a network for student file sharing)

Individual Projects

Individual assignments will reflect the day’s tutorials and will be kept by each student in their notebook which they will turn in for review at the end of the course.

Class Projects

This year’s class project is to begin to define the role of computer technologies in the continuing development of our curriculum here at the College. We will develop this theme together on the first day and proceed with the development of interpretive panels based on that theme. In year’s past, themes included

- “Shadows, Footprints, and Hidden Geometries: New Approaches to Interpretation’ in 2005
- “Changing Landscapes: The View from Charleston” in 2007
- This year we have been actively involved in recording the Sottile House and Lance Hall at Circular Church, in helping with the background research for the Historic Charleston Foundation’s attempt to expand the Ashley River Historic District. I have many of the collected documents and photos from these projects as well as of those in year’s past that could be the basis of the team projects.

Grades

Grades are given based on demonstrated abilities using the software as well as

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

The students' abilities to use this technology to further the role of the preservationists in interpreting places. Assignments are due on exam day. The instructor will be available during class times and immediately afterwards for up to two hours each day (depending on conflicts) that teams may sign up for his assistance either on site or in the lab.

Scoring Breakdown:

- Individual assignments (AutoCAD and Photoshop) printed and submitted for 50%
- Team assignment (1) printed in both B&W (as a test) and Color (for final) and team evaluations of individual contributions for 50%
Proposal for a New Course

14. Signature of Department Chair or Program Director: __________________________
   Date: 15.05.08

15. Signature of Dean of School: __________________________
   Date: 10/17/08

16. Signature of Provost: __________________________
   Date: 10/31/2008

17. Signature of Business Affairs Official: __________________________
   Date: __________________________
   Not needed RFP

18. Signature of Curriculum Committee Chair: __________________________
   Date: 12/11/08

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.)
To the Curriculum Committee:

The Archaeology Minor Program supports the proposed Art History/Historic Preservation and Community Planning course HPCP 375 Landscape Preservation and Design. This course has been taught previously as a special topics and counted towards the Archaeology Minor and if it is turned into a recurring course will continue to be counted towards the Archaeology minor. There are no anticipated conflicts with the Archaeology program and we look forward to seeing this course in the future.

Sincerely,

Erin K Beutel
Director Archaeology Minor Program
Associate Professor
Dept. of Geology and Environmental Geosciences
beutele@cofc.edu
843-953-5591
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: **Art History / Program in Historic Preservation and Community Planning**

2. Course Number and Title: **HPCP 375 - Landscape Preservation and Design**
   Number of Credits: 3   Total hrs/week: 42 hours/14 weeks
   Lecture: ☑   Lab: ☐   Recitation: ☐   Seminar: ☐

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

3. Semester and year when course will first be offered:
   **Spring 2009**

4. Catalog Description (please limit to 50 words):
   **This course is a studio effort to understand and work with the defining elements of important, specific historic and cultural landscapes. It uses a generalist's approach and weaves a consideration of natural systems with human impacts to tell the story of the place and our culture.**

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.

6. Prerequisites (or other restrictions):
   **N/A**

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

   a) What are the goals and objectives of the course?
      **The overall goal is to make students more fully aware of the differences required in preservation and planning efforts outside of buildings. The objectives will be to learn landscape documentation techniques, to develop interpretive ideas, management approaches, and treatment techniques for these landscapes.**

(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?

It focus on the unique attributes of historic and cultural sites and develops preservation design and planning ideas to supplement both the architectural design and urban planning components of the students understanding.

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

It would be useful at any point in the curriculum after the introductory course.

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

The course offers insights that are unique to outdoor places and in the process involves an understanding of the basic components of natural systems and a "landscape" level of planning tied to an historical analysis of places.

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

This is useful for the Archeology minor to assist in documenting sites and analyzing data for interpretive and design work. The course has been cross listed with the Archeology minor. Letters of support have been requested.

b) Please explain overlap with any existing courses.

None

9. Method of teaching:

Lecture, directed computer lab

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

None Foreseen

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

None Foreseen

c) Frequency of offering:

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<th>Each Spring</th>
<th>Every Two Years</th>
<th>Every Three Years</th>
<th>Other</th>
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(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 additional resources necessary**

b) Budget:
   **No additional resources necessary**

c) Library:
   **No additional resources necessary**

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:

   N/A

   SYLLABUS

   **College of Charleston**
   Program in Historic Preservation and Community Planning - Department of Art History
   ARTH 290-001
   Spring Semester

   12 Bull Street lecture room and studios
   WEB PAGE showing syllabi, notes, etc:
   http://www.cofc.edu/~wardi/Index.html
   be sure to check the “Message Center”

   James L. Ward, RLA, Assistant Professor
   wardi@cofc.edu
   Office Hours:
   M, T, W: 11:00-12:00 PM
   or by app’t on Monday and Friday afternoons
   12 Bull Street (in the addition accessible off the rear garden) or by appointment

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

Course Description
This is intended to be a course for designers, planners, and historians to explore defining elements of landscapes. Students will apply this perspective to evaluate specific historical places over time. They will also critique examples of contemporary development from this historical and landscape perspective in an attempt to provide designs or management solutions to assist in the long term preservation and interpretation of historic sites.

A large part of the appeal of the Preservation and Planning curriculum is that it is preparing the student for focused, professional training in graduate school as planner, architect, landscape architect, and the like. For others, it is a way to refresh their academic training with practical applications and real problem solving - aspects which are parts of all of our lives. The course is an attempt to achieve a “landscape level of analysis”, incorporating new methods and insights in the preservation process.

This studio in Historic Preservation will provide the basic skills for observing, measuring, and recording various aspects of historic landscapes. It will also be a useful adjunct to the other studios in Urban Planning and Preservation as well as Landscape Ecology. We will spend time on the larger question of the making of the American Landscape in general and this landscape in particular. We will be considering not just the visible artifact, but also consider it as far from inert. As the subject is a landscape, we will be looking at different aspects of its makeup that have not been previously seen in Preservation studies - Natural Systems Infrastructure and Cultural context.

General Content and Objectives
The content of this course will be a focused study of three landscapes. The specific sites will be subject to final confirmation.

a) A small scale garden setting, (such as a College of Charleston garden);
b) An urban park with a history (such as Hampton Park); and

c) An historical landscape trying to maintain some interpretive value in the face of development (such as Battlefield site preservation on James Island); OR a larger scale setting such as a plantation or neighborhood (such as Dixie plantation or McLeod plantation).

The steps in each case will require a similar strategy:

1) Development of base maps at appropriate scales from existing data at appropriate scales;
2) Analysis

   a. collection of onsite data,
   b. site record based on topography, soils, slopes, wetlands, etc.,
   c. review of the historical record
   d. understanding the current pressures and potential development scenarios; and

3) Planning or development of an approach to design and management that reflects these considerations as well as developing the most effective ways to communicate these design and preservation ideas.

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

The final product of the course will be more the development of graphic designs and interpretation rather than of papers or exams. The format lends itself to the development of individual student portfolios as well as inclusion of a broad array of prior interests brought to the process. It is the conversation generated by these studies and by the varying backgrounds of the students that makes a studio course dynamic and educational.

Texts
I will be presenting from selected portions of the following as supplemental readings
   a) Michael Conzen, The Making of the American Landscape
   b) (online) Preservation Brief #36: “Protecting Cultural Landscapes”
   c) John A. Burns (editor) Recording Historic Structures pages 250-276
   d) Charles F. Kovacik and John J. Winberry, South Carolina The Making of A Landscape
   e) Linda F. Stine, Martha Zierden, Lesley M. Drucker, and Christopher Judge (editors), Carolina’s Historical Landscapes: Archaeological Perspectives
   f) Paul Groth and Todd Bressi (edit), Understanding Ordinary Landscapes
   g) Arnold Alanen and Robert Melnick (edit), Preserving Cultural Landscapes in America
   h) Samuel N. Stokes, Saving America’s Countryside: A Guide to Rural Conservation
   i) (online) Preservation Brief #36: “Protecting Cultural Landscapes”

Special Considerations for Studio Work

GENERAL:
• This format is a dynamic method for developing individual effort as well as for developing a team approach to problem solving.
• The studio provides time during class to work on projects but is completely dependent on work completed out of class to pursue the topics adequately. You will need to meet as groups outside of class.
• You should come to class with your materials prepared to work on your project until and after you meet with the Instructor. It is important to discuss topics in class and methods of presentation with students and Instructor.
• Returning studio students who have experience with AUTOCAD will have the option of developing skills with computer aided drafting and imaging for their individual drawing assignments.
• All students are encouraged to develop their personal portfolio. As such students are required to keep originals of their drawings and turn in prints. Professor will not keep drawings after the beginning of the following term.

COLLEGE EQUIPMENT
• Measurement equipment is available for check-out from the Departmental Secretary.
• Computer usage for AUTOCADD is subject to reserved sign up times as posted on the door to secretary’s office.

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

- Desks and flat file storage will be assigned to students at the beginning of the semester for that semester only. Any items left after the day of the exam is subject to being removed and disposed of.
- Students will be responsible for the return in good order of all equipment in their charge. Any damage or loss shall be paid for prior to issuing grade for course.

Grading Criteria
Each project will be 33% of the total grade with 50% of the work as an individual and 50% as a team. I will assign grades based on the thoroughness of the effort, the development of ideas pertinent to our discussions, neatness and accuracy of drawings, and creativity.

Miscellaneous, but Important
- Attendance is required. It will be important to discuss topics in class and will supplement the readings. Multiple unexplained or unexcused absences are sufficient grounds for failing the course. SPECIAL NOTE: More than two unexcused absences will result in a grade of 'WF' at the Instructor’s discretion. Students who leave early without specific permission will be counted as absent.
- All drawings turned in for grade shall be either a copy at 8 1/2” X 11”, 11” X 17”, or a print measuring 24” X 36” when required. No originals will be accepted. Prints and copies will be kept by Instructor. Color drawings for presentations are acceptable, if done on a print and will be returned after being recorded by Instructor by the end of the term. All drawings submitted to Professor shall include complete title information shown in an organized way (per standard title sheets or title sheet on a paper) including name and/or team members, date, and assignment number.
- The honor code of the College of Charleston applies to this course including provisions for cheating and plagiarism.
- There will be no make-up exams or delays in quiz or exam deadlines without an excuse approved by the Dean of Students’ office presented in a timely manner. If approved by instructor ahead of time, delays in handing in drafting assignments will lower grades by 5 points for every class they are late.
- In every instance, communication with the Instructor is essential to coordinate your work. If you send an email, please make sure I acknowledge it as email from the COC computers are frequently infected with viruses. In no case will I be opening attachments. I may not be getting your messages. I also have a mailbox in the Art History Department which I check 3 or 4 times a week.
- Please refer to Departmental handout for copier use.
- Students are responsible for their own equipment. Any items left in drawers or on desks are problematic especially as multiple other courses are using the studios.

INDIVIDUAL DRAFTING EQUIPMENT REQUIREMENTS (not complete, but a good start) This equipment is available from Artist & Craftsman, Office Depot.
Proposal for a New Course

Charleston Blueprint and in other locations. You should shop for best prices and availability.

1. 25’ tape
2. Triangular scales - architectural and engineering
3. 11 X 17 vellum sheets for scaled pencil drawings 1/8” spacing
4. Tracing paper – 24” roll
5. Vellum paper for inking – individual 24” X 36” sheets
6. Eraser – Magic Rub
7. Triangle (preferably adjustable, but 45 degree will do)
8. Compass and simple french curves
9. “Staedler” pigment liner set of 4 – 1, 3, 5, & 7
10. Pencils - 2H, HB, 2B, 4B with sharpener
11. Colored pencils as you may require for field notes (for example red and blue to distinguish initial measurements and field checks)
12. Magic Tape and drafting tape
13. Access to a camera (one per team as noted in schedule)
14. Something to put your stuff in and carry it around (a canvas bag is fine)

EQUIPMENT AVAILABLE FOR CHECKOUT FROM OFFICE
You are responsible for this equipment being returned to the office in good working order. There is a sign out sheet which must be countersigned by the Departmental Secretary or the Professor.

1. 200’ tape
2. Laser measuring devise for heights
3. Wooden Stakes, nails, nylon string, string levels, carpenter’s square, calipers, and moulding gauge
4. Theodolite, tripod and rod
5. Digital Camera

DRAFTING STUDIO NOTES As available in studio, drafting tables, drafting surfaces, parallel bars, benches, lights, and drawing files. You should put your group number and names on what you want use of. Some sharing of desks with other classes will be required. We will try to allow exclusive use of drawing drawers by respective teams. This is unsecured and should not be used to keep irreplaceable or expensive items.

Copies are now monitored more closely and require payment to departmental secretary. These policies are attached to this syllabus. Please review those policies closely.
All teams shall have desk and drawings stored and cleared out of studios by last day of exams. Anything left there shall be subject to disposal. Desks and equipment assigned to individuals shall be checked prior to issuing grades.

PRELIMINARY SCHEDULE
LANDSCAPE PRESERVATION STUDIO ARTH 290-001
1 1/9 Introduction – Basic concepts, course objectives, miscellaneous
Proposal for a New Course

policies
Equipment Needs and desk/storage assignments
Drafting and text assignments
Class Organization and team organization
Equipment policies and handouts
Introduction to Landscape Preservation lecture
2 1/16 Discuss logistics of drafting techniques
Discuss field equipment and measurements (per HABS)
Discuss dimensioning and field measurement techniques
Discuss research sources for mapping and scale issues
Present examples of base, analysis, and design/planning/interpretation
3 1/23 Project #1: Field work for first project and development of a base plan (TEAM)
4 1/30 Development of Base Plan – work day and drafting (TEAM)
5 2/6 Research and Base Supplement – work day and drafting (TEAM)
6 2/13 Design/Planning/Interpretation – work day and drafting (INDIVIDUAL) (project due 2/16)
7 2/20 PROJECT #2: Field work for first project and development of a base Plan (TEAM)
8 2/27 Development of Base Plan – work day and drafting (TEAM)

SPRING BREAK
9 3/13 Research and Base Supplement – work day and drafting (TEAM)
10 3/20 Design/Planning/Interpretation – work day and drafting (INDIVIDUAL) (project due 3/30)
11 3/27 PROJECT #3: Field work for first project and development of a base Plan(TEAM)
12 4/3 Development of Base Plan – work day and drafting(TEAM)
13 4/10 JW is to be out of town, Work Day Research and Base Supplement – work day and drafting(TEAM)
14 4/17 Design/Planning/Interpretation – Final projects due (INDIVIDUAL) (project due 4/20)
4/27 All projects and revisions due

Note that due dates are typically on Friday at 2:00 PM sharp. This is to allow adequate coordination among teams and to get prints and copies through shops.

(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: 15-IX-08

15. Signature of Dean of School:

Date: 10/17/08

16. Signature of Provost:

Date: 10/21/2008

17. Signature of Business Affairs Official

Not needed

Date:

18. Signature of Curriculum Committee Chair

Date: 11/1/08

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.
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: Hospitality & Tourism Management

2. Degree: BS in Hospitality & Tourism Management

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):
   Delete MGMT 319 The Creation of New Business Enterprises from the list of acceptable upper level business electives available to students pursuing this major

5. Justification for Change(s):
   MGMT 319 was originally included as an option for majors because of the course focus on developing a business plan. Because we are doing that now in our capstone course, HTMT 488, taking MGMT 319 would be repetitive. As a result, we would like to drop MGMT 319 from the approved list of upper-level business electives.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

[Signature]

Date: 9/16/08

7. Signature of Dean(s) of School:

[Signature]

Date: 10-13-08

8. Signature of Provost:

[Signature]

Date: 10-13-2008

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 12-11-08

10. Signature of Budget Committee Chair:

[Signature]

Date: 12/3/08

11. Signature of Planning Committee Chair:

[Signature]

Date: 12/8/08

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.)
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: Hospitality and Tourism Management

2. Course Number and Title: HTMT 488

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):

   Remove HTMT 444 as a co-requisite

5. Justification for Change(s):

   The HTMT Departmental mission includes a commitment to providing students a high quality comprehensive hospitality management education in a liberal arts environment supported by a progressive series of practical, applied, and experiential learning opportunities at one of the world's premiere destinations. Experiential learning opportunities are facilitated through the HTMT 444 professional internship class, which is now a co-requisite for the HTMT 488 departmental capstone class.

   However, mandating HTMT 444 as a co-requisite for HTMT 488 precludes the student from doing his or her internship in the summer semester following their senior academic year. This is problem because professional internships are, at times, natural bridges for students to transition into their career path, which can sometimes be more readily facilitated and focused on after the completion of all other course work.

   Please note, that the HTMT Department does not feel a preponderance of its students will choose the option of doing their professional internship in the summer following their senior year because of the additional costs that would be incurred. However, the Department feels the option should be available to those students who might find the option viable. Dropping HTMT 444 as co-requisite for HTMT 488, simply allows that option.

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

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

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: 9/17/08

9. Signature of Dean of School:
   
   [Signature]
   
   Date: 10-13-08

10. Signature of Curriculum Committee Chair:
    
    [Signature]
    
    Date: 12/1/08

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 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: **Hospitality & Tourism Management**

2. Degree: **BS in Hospitality & Tourism Management**

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):
   Delete MGMT 319 The Creation of New Business Enterprises from the list of acceptable upper level business electives available to students pursuing this major

5. Justification for Change(s):
   MGMT 319 was orginally included as an option for majors because of the course focus on developing a business plan. Because we are doing that now in our capstone course, HTMT 488, taking MGMT 319 would be repetitive. As a result, we would like to drop MGMT 319 from the approved list of upper-level business electives.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

Date: 9/16/08

7. Signature of Dean(s) of School:

Date: 10-13-08

8. Signature of Provost:

Date: 10-13-2008

9. Signature of Curriculum Committee Chair:

Campus Curriculum Committee

Date: 10/7/08

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.)
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: 9/24/08

15. Signature of Dean of School:

Date: 9/23/08

16. Signature of Provost:

Date: 11/20/2008

17. Signature of Business Affairs Official

Date:

18. Signature of Curriculum Committee Chair

Date: 9/24/08

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.
SAMPLE SYLLABUS

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
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<td>B</td>
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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”
• John R. Bowen, “The Myth of Global Ethnic Conflict”

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
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)

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
• Kofi Annan, “The Politics of Globalization”

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?”
• Larry Diamond, “The Globalization of Democracy,” handout

Friday, October 23 (readings are handouts)
• Salman Rushdie, “Imaginary Homelands”
• Bihkhu 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”
• Ann Elizabeth Mayer, “The Fundamentalist Impact on Law, Politics, and the Constitution in Iran”
• Azar Nafisi, Reading Lolita in Tehran, excerpt

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 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.

   (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?

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: □
- 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:
      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: 9/23/08

15. Signature of Dean of School:

Date: 9/13/08

16. Signature of Provost:

Susan J. Manson

Date: 11/20/2008

17. Signature of Business Affairs Official

not needed

Date:

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.)
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 Foweraker, 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


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 Minor or 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: INTL

2. Check one: ☐ minor  ☐ concentration

3. Name of Minor/Concentration: Africa concentration

4. Desired acronym: INTL

5. Total number of hours required for completion of minor/concentration: 18

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):
   a) What are the goals and objectives of the minor/concentration?
      The Africa concentration is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs 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 minor/concentration support the mission statement of the department?
      same as above

8. How does the minor/concentration 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, 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.
Proposal for a New Minor or Concentration

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

   see INTL major proposal

10. Address potential shifts:

   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

       see INTL major proposal

   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

       see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.

   a) Staff:

       see INTL major proposal

   b) Budget:

       see INTL major proposal

   c) Library:

       see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.

    curriculum attached
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:
   
16. Signature of Dean of School:
   
17. Signature of Provost:
   Susan J. Markson 10/13/2008
   
18. Signature of Curriculum Committee Chair:
   
19. Signature of Budget Committee Chair:
   
20. Signature of Planning Committee Chair:
   
21. Signature of Faculty Senate Secretary:
   
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.
International Studies
Africa Concentration

The Africa Concentration in International Studies requires completion of 18 hours including a core of 9 hours and 9 hours of electives with at least 3 hours in each of three disciplines which will include the core History courses.

Requirements: 18 hours
Core courses:
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)

Nine 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 (The Maghrib) (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 Africanism/AU (Prerequisites: HIST 101−102 or HIST 103−104)

LT 150-450 African Literature in Translation
POLS 322 Politics of Africa

POLS 331 Politics of Film and Reality in South Africa
POLS 366 International Diplomacy Studies - Model AU

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Proposal for a New Minor or 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: **INTL**

2. Check one: □ minor  ■ concentration

3. Name of Minor/Concentration: **Asia concentration + Japan track**

4. Desired acronym: **INTL**

5. Total number of hours required for completion of minor/concentration: **21**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?
   
   The Asia concentration and Japan track is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs 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 minor/concentration support the mission statement of the department?
   
   same as above

8. How does the minor/concentration 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, 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.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
   see INTL major proposal

10. Address potential shifts:
    a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
       see INTL major proposal
    b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
       see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.
    a) Staff:
       see INTL major proposal
    b) Budget:
       see INTL major proposal
    c) Library:
       see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
   curriculum attached
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:
   
   Date: 10/13/08

16. Signature of Dean of School:
   
   Date: 10/13/08

17. Signature of Provost: Susan J. Morrison 10/13/2008
   
   Date: 

18. Signature of Curriculum Committee Chair:
   
   Date: 12/1/08

19. Signature of Budget Committee Chair:
   
   Date: 

20. Signature of Planning Committee Chair:
   
   Date: 

21. Signature of Faculty Senate Secretary:
   
   Date: 

   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.)
International Studies
Asia Concentration

The Asia Concentration in International Studies requires completion of 21 hours including a core of 3 hours and 18 elective hours.

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; those pursuing the Asia Concentration Japan Track will conform to the requirements of that program). 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.

ARTH 103 Survey of Asian Art
ARTH 241 Art of India
ARTH 242 Art of China
ARTH 243 Art of Japan

ASST 101 Introduction to Asian Studies
ASST 105 Value and Tradition in Asian Civilization
ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

CHNS 290 Special Topics in Chinese Literature
CHNS 390 Special Topics in Chinese Literature
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)

HIST 276 Medieval 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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 Modern Japan (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 377 Iran/Persia (Prerequisites: HIST 101–102 or HIST 103–104)

JPNS 370 Studies in Japanese Film and Literature
JPNS 390 Special Topics
LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation
LTJP 390 Special Topics in Japanese Literature in Translation

POLS 323 Politics of East Asia
POLS 362 Case Studies in Foreign Policy

RELS 240 The Buddhist Tradition
RELS 245 Religions of India
RELS 248 Religions of China and Japan
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

**Foreign Language Requirement:** 6 semesters of one Asian language or 4 semesters of one Asian language and 2 semesters of another Asian language.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Asia Concentration

Japan Track

The Asia Concentration Japan Track in International Studies requires completion of 21 hours including an Asian Studies core of 3 hours; a Japanese language core of 6 hours; and 12 elective hours.

Requirements: 21 hours

Asian Studies Core: 3 hours
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Japanese Studies Core: 6 hours
JPNS 313 Japanese Conversation and Composition I (Prerequisites: JPNS 202 or placement.)
JPNS 314 Japanese Conversation and Composition II (Prerequisites: JPNS 313 or placement.)
JPNS 328 Foreign Language Study Abroad
JPNS 329 Current Issues Abroad
JPNS 220 Special Assignment Abroad

Japanese Studies Electives: 12 hours
ARTH 103 History of Asian Art
ARTH 243 History of the Art of Japan
HIST 286 History of Japan to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 History of Modern Japan (Prerequisites: HIST 101–102 or HIST 103–104)
JPNS 343 Advanced Conversation and Composition (Prerequisites: JPNS 313 or placement.)
JPNS 370 Studies in Film and Literature
JPNS 390 Special Topics in Languages and Cultures
LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation: A Foreign Author
LTJP 390 Special Topics
POLS 323 Politics of East Asia

RELS 248 Religious Traditions of China and Japan

(ARTH 103 is listed under both the Asian Studies Core and the Japanese Studies Electives, but it can be counted towards only one of the two categories.)

**Foreign Language Requirement:** 6 semesters of Japanese language. Japanese 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.*
Proposal for a New Minor or 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: INTL

2. Check one: □ minor  □ concentration

3. Name of Minor/Concentration: **Comparative Literature concentration**

4. Desired acronym: INTL

5. Total number of hours required for completion of minor/concentration: 19

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):
   
a) What are the goals and objectives of the minor/concentration?
   
The **Comparative Literature concentration** is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs 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 minor/concentration support the mission statement of the department?
   
   same as above

8. How does the minor/concentration 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, 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.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
   see INTL major proposal

10. Address potential shifts:
    a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
        see INTL major proposal
    b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
        see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.
    a) Staff:
        see INTL major proposal
    b) Budget:
        see INTL major proposal
    c) Library:
        see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
    curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director: 
   Date: 10/13/08

16. Signature of Dean of School: 
   Date: 10/13/08

17. Signature of Provost: 
   Date: 11/20/2008

18. Signature of Curriculum Committee Chair: 
   Date: 12/1/08

19. Signature of Budget Committee Chair: 
   Date: 

20. Signature of Planning Committee Chair: 
   Date: 

21. Signature of Faculty Senate Secretary: 
   Date: 
   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.)
International Studies
Comparative Literature Concentration

The Comparative Literature Concentration in International Studies requires completion of 19 hours including a core of 4 hours (including a 1 hour Capstone); 6 hours from selected literature surveys, and 9 hours of electives.

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

Three additional courses from at least two 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: 9 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 Classical Drama: Tragedy
CLAS 255 Classical Drama: 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 Major British Writers I (Prerequisites: ENGL 101 and 102)
ENGL 202 Major British Writers II (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 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102)
ENGL 313 African American Literature (Prerequisites: ENGL 101 and 102)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102)
ENGL 320 Literature for Adolescents (Prerequisites: ENGL 101 and 102)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102)
ENGL 327 The British Novel I (Prerequisites: ENGL 101 and 102)
ENGL 328 The British Novel II (Prerequisites: ENGL 101 and 102)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102)
ENGL 336 Women Writers (Prerequisites: ENGL 101 and 102)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102)
ENGL 338 Modern Drama (Prerequisites: ENGL 101 and 102)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102)
ENGL 341 Twentieth-Century Southern Literature (Prerequisites: ENGL 101 and 102)
ENGL 342 Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102)
ENGL 343 American Renaissance: 1830–1870 (Prerequisites: ENGL 101 and 102)
ENGL 346 Contemporary American Fiction (Prerequisites: ENGL 101 and 102)
ENGL 349 American Novel to 1900 (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102)
ENGL 351 Studies in American Film (Prerequisites: ENGL 101 and 102; ENGL 212 or permission of the instructor)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102)
ENGL 354 Jewish-American Literature (Prerequisites: ENGL 101 and 102)
ENGL 355 The American Short Story (Prerequisites: ENGL 101 and 102)
ENGL 356 American Novel: 1900–1965 (Prerequisites: ENGL 101 and 102)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)
ENGL 359 Contemporary American Poetry (Prerequisites: ENGL 101 and 102)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102)
ENGL 370 Major Literary Genres (Prerequisites: ENGL 101 and 102)
ENGL 390 Studies in Film (Prerequisites: ENGL 101 and 102; ENGL 212 or permission of the instructor)

French
LTFR 150 French Literature in (English) Translation
LTFR 250 Francophone Literature in Translation
LTFR 350 French Literature in (English) Translation
LTFR 450 French Literature in (English) Translation
FREN 322 Survey of French Literature I (Prerequisite: FREN 313 or permission of the instructor.)
FREN 323 Survey of French Literature II (Prerequisite: FREN 313 or permission of the instructor.)
FREN 324 French Civilization and Literature (Prerequisite or Co-requisite: FREN 313 or permission of the instructor.)
FREN 325 French Civilization and Literature (Prerequisite or Co-requisite: FREN 313 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 (Prerequisite: FREN 434 or permission of the instructor.)
FREN 436 Literature of the 19th Century II (Prerequisite: FREN 435)
FREN 437 Twentieth-Century French Literature
FREN 438 Theater of the 20th Century
FREN 443 The Novel in France
FREN 451 African Literature of French Expression
FREN 452 Literature of the Maghreb
FREN 474 French Women Writers
FREN 483 French Fairy Tales: Word and Image

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 courses or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses 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 450 Italian Literature in English Translation
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 370 Studies in Italian Film and Literature
ITAL 452 20th-Century Italian Literature (Prerequisite: ITAL 313 or 314, or permission of the instructor)

Japanese
LTJP 150 Japanese Literature in (English) Translation
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
LATN 305 Medieval Latin
LATN 321 Cicero (Prerequisite: LATN 301 and 305)
LATN 322 Vergil (Prerequisite: LATN 301 and 305)
LATN 323 Roman Historiography (Prerequisite: LATN 301 and 305)
LATN 371 Roman Comedy (Prerequisite: LATN 301 and 305)
LATN 372 Roman Satire (Prerequisite: LATN 301 and 305)
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 Latin American Literature and Film
LTSP 350 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: 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Proposal for a New Minor or 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: INTL

2. Check one: ☐ minor ☒ concentration

3. Name of Minor/Concentration: Europe concentration + Britain, Germany, Italy, Russia tracks

4. Desired acronym: INTL

5. Total number of hours required for completion of minor/concentration: Europe 18; Britain 18; Germany 21; Italy 21; Russia 21

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?

   The Europe concentration + Britain, Germany, Italy, Russia tracks is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs 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 minor/concentration support the mission statement of the department?

   same as above

8. How does the minor/concentration 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, 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.

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Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
   see INTL major proposal

10. Address potential shifts:

   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
      see INTL major proposal
   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
      see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.

   a) Staff:
      see INTL major proposal
   b) Budget:
      see INTL major proposal
   c) Library:
      see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
   curriculum attached

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Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director: 
   Date: 11/13/08
   Date:

16. Signature of Dean of School: 
   Date: 6/13/08
   Date:

17. Signature of Provost: 
   Date: 11/20/08

18. Signature of Curriculum Committee Chair: 
   Date: 12/1/08

19. Signature of Budget Committee Chair: 
   Date: 

20. Signature of Planning Committee Chair: 
   Date: 

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

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International Studies

Europe Concentration

The Europe Concentration in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone.

Requirements: 18 hours

NOTE: Six credit hours of electives must be taken from Cluster A, B, or C with the following restrictions: no more than 6 credit hours from one cluster, and no more than 6 credit hours devoted to the study of one country may count towards the 18-hour concentration.

Cluster A: History and Ideas: 3 hours
Choose one 3-credit-hour course from the following:

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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 245 Tsarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (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 the 20th Century (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 291 Disease, Medicine, and History (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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 354 Tudor England, 1485–1603 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355 Stuart England, 1603–1714 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356 Georgian Britain (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357 Victorian Britain (Prerequisites: HIST 101–102 or HIST 103–104)

PHIL 203 Philosophy of Human Nature
PHIL 205 Existentialism
PHIL 220 History of Ancient Philosophy
PHIL 230 History of Modern Philosophy
PHIL 240 Jewish Philosophy
PHIL 250 Marxism
PHIL 304 19th-Century Philosophy (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 (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
POLS 346 Modern Ideologies (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)

RELS 202 The New Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 230 The Christian Tradition

SOCY 260 Development of Social Thought (Prerequisite: SOCY 101.)

**Cluster B: Languages, Literature, Culture: 3 hours**

**Choose one 3-credit-hour course from the following.**

COMM 382 Theories of Rhetoric (Prerequisites: COMM 210 and either junior or senior standing; or permission of the instructor.)
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 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102)
ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102)
ENGL 312 History of the English Language (Prerequisites: ENGL 101 and 102)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102)
ENGL 327 The British Novel: I (Prerequisites: ENGL 101 and 102)
ENGL 328 The British Novel: II (Prerequisites: ENGL 101 and 102)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102)

LTFR 250 French Literature in (English) Translation
LTFR 350 French Literature in (English) Translation
LTFR 450 French Literature in (English) Translation

LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation

LTIT 150 Italian Literature in (English) Translation
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation

ITAL 370 Studies in Italian Film and Literature (English)
LTIT 450 Italian Literature in (English) Translation
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

LTSP 250 Literature in (English) Translation: A Foreign Literature
LTSP 350 Literature in (English) Translation: A Foreign Author
LTSP 450 Spanish Literature in (English) Translation: Comparative Literature

CLAS 242 Images of Women in Classical Antiquity
CLAS 253 Ancient Epic
CLAS 254 Classical Drama: Tragedy
CLAS 255 Classical Drama: Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 302 Topics in Latin Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 303 Topics in Classical Civilization (Prerequisite: three semester hours in Classics or permission of the instructor.)

ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 265 The City as a Work of Art
ARTH 277 Renaissance Art
ARTH 280 History of Baroque Art
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 (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 (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 370 History of Italian Early Renaissance Art (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 (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 (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 394 History of 18th- and 19th-Century 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 (Prerequisite: MUSC 131 or permission of the instructor.)
MUSC 337 Opera Literature (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.)
MUSC 481 Music Theory III (Prerequisite: MUSC 382.)
MUSC 482 Music Theory IV (Prerequisite: MUSC 481.)

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
THTR 388 Dramatic Theory and Criticism

FREN 220 Special Assignment Abroad*
FREN 322 Survey of French Literature I* (Prerequisite: FREN 313 or permission of the instructor.)
FREN 323 Survey of French Literature II* (Prerequisite: FREN 313 or permission of the
instructor.)
FREN 324 French Civilization and Literature*(Prerequisite: FREN 313 or permission of the Instructor.)
FREN 325 French Civilization and Literature*(Prerequisite: FREN 313 or permission of the instructor.)
FREN 330 Collateral Study*
FREN 343 La France Contemporaine*
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: Junior standing or departmental approval.)
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* (Prerequisite: FREN 434 or permission of the Instructor.)
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*
FREN 443 The Novel in France*
FREN 472 The Legacy of the French Classic Theatre
FREN 474 French Women Writers*

GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media*(Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
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 courses or permission of the instructor.)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or
permission of the instructor.)

GREK 203 New Testament Greek*
GREK 204 New Testament Greek*
GREK 205 Homeric 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.)

ITAL 328 Italian Language Study Abroad*
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)

LATN 301 Introduction to Latin Literature* (Prerequisite: LATN 301 and 305)
LATN 305 Medieval Latin* (Prerequisite: LATN 301 and 305)
LATN 321 Cicero* (Prerequisite: LATN 301 and 305)
LATN 322 Virgil* (Prerequisite: LATN 301 and 305)
LATN 323 Roman Historiography* (Prerequisite: LATN 301 and 305)
LATN 371 Roman Comedy* (Prerequisite: LATN 301 and 305)
LATN 372 Roman Satire* (Prerequisite: LATN 301 and 305)
LATN 373 Roman Biography* (Prerequisite: LATN 301 and 305)

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
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.)

Cluster C: Economics, Politics, Society: 3 hours
Choose one 3-credit-hour course from the following:

ANTH 326 Peoples and Cultures of Europe (Prerequisite: ANTH 101 or permission of the instructor)

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*
FREN 381 French for World Business I*
FREN 382 French for World Business II*

GERM 331 German for Business*
GERM 332 German in International Business*

SPAN 318 Spanish for International Business* (Prerequisites: SPAN 275, 313, 314 or 312 or 326, or 350 or permission of the instructor.)

DSCI 314 Global Operations and Technology Movement (Prerequisites: Junior standing; DSCI 232, MGMT 301, MATH 104 or 250, MATH 105 or 120.)

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.)

TRAN 432 Global Logistics Systems Management (Prerequisite: TRAN 311, 312, MGMT 322; ECON 200, 201, 303, senior standing)

POL 326 Soviet and Russian Politics
POL 334 Geographies and Politics of the European Union

Electives: 6 hours from A, B, and C

Capstone: 3 hours
EUST 400 European Studies Capstone

*Please note: courses marked with an asterisk are taught in that language.

Foreign Language Requirement: European language only. 6 semesters in one language or 4 semesters in one language and 2 semesters in another. 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.
International Studies  
*Europe Concentration*  
*Britain Track*

The Europe Concentration - Britain Track in International Studies offers a multi disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Britain Track in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone

**Required: 18 hours**  
One course/3 credit hours each in the following clusters (total 9 credit hours):

**A) HISTORY AND IDEAS**
- HIST 354: Tudor England  (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 355: Stuart England  (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 356: Georgian England  (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 357: Victorian Britain  (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 273: Modern Africa  (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 285: Indian Subcontinent Since 1500  (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 301: Colonial America  (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 302: Era of the American Revolution  (Prerequisites: HIST 101–102 or HIST 103–104)

**B) LANGUAGES, LITERATURE, AND CULTURE**
- ARTH 241: History of the Art of India
- ENGL 201/202: Major British Writers  (Prerequisites: ENGL 101 and 102)
- ENGL 301/302: Shakespeare, Early/Later Period  (Prerequisites: ENGL 101 and 102)
- ENGL 304: Chaucer  (Prerequisites: ENGL 101 and 102)
- ENGL 306: Milton  (Prerequisites: ENGL 101 and 102)
- ENGL 307: Introduction to Old English  (Prerequisites: ENGL 101 and 102)
- ENGL 308: Spenser  (Prerequisites: ENGL 101 and 102)
- ENGL 311: Middle English Lit  (Prerequisites: ENGL 101 and 102)
- ENGL 314: Non-Dramatic Literature of the Renaissance  (Prerequisites: ENGL 101
and 102)
ENGL 317/318/325: Seventeenth/Eighteenth/Twentieth Century English Literature (Prerequisites: ENGL 101 and 102)
ENGL 321: Romantic Literature (Prerequisites: ENGL 101 and 102)
ENGL 323: Victorian Literature (Prerequisites: ENGL 101 and 102)
ENGL 327/328: British Novel I/II (Prerequisites: ENGL 101 and 102)
ENGL 337: British Drama to 1642 (Prerequisites: ENGL 101 and 102)
ENGL 340: Restoration and Eighteenth Century Drama (Prerequisites: ENGL 101 and 102)

ENGL 342: Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102)
ENGL 358: Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)

C) ECONOMICS, POLITICS, AND SOCIETY

POLS 331: Politics of Film and Reality in South Africa
POLS 334: Geographies and Politics of the European Union
POLS 367: Geography of International Conflict

ELECTIVES: 6 credit hours
Students choose the remaining two courses (6 credits) from any cluster.
No more than six hours (6 credits) in one interdisciplinary cluster.

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student’s final project must focus on a Britain-related topic.

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another. 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.
International Studies

Europe Concentration

Germany Track

The Europe Concentration - Germany Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Germany Track in International Studies requires completion of 21 hours including a 3 hour core course; 6 hours in German language courses; 9 hours of electives; and a 3 hour European Studies capstone.

Requirement: 21 hours

Core course: 3 hours selected from course in German literature and culture in translation
LTGR 150 German Literature in (English) Translation or
LTGR 250 German Literature in (English) Translation or
LTGR 270 Studies in German Film or
LTGR 450 German Literature in (English) Translation

6 hours in German language:
GRMN All courses at or above the 300 level in German
GRMN 313 German Conversation and Composition I
GRMN 314 German Conversation and Composition II
GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor)
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 courses or permission of the instructor)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or permission of the instructor)
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
courses or permission of the instructor.)

GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses or permission of the instructor.)

Electives: 9 hours selected from any LTGR courses (above) and/or the following:

ARTH 365 History of Northern Renaissance Painting (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 389 19th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
HIST 244 Political and Social History of Germany from 1866 to the present (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to the 20th Century (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 230 Masterworks of Music Literature (Prerequisite: MUSC 131 or permission of the instructor.)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor)
PHIL 205 Existentialism
PHIL 230 History of Modern Philosophy
PHIL 250 Marxism
PHIL 304 Nineteenth-Century Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 Twentieth-Century Continental Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
POLS 334 Geographies and Politics of the European Union

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on an German-related topic.

Foreign Language Requirement: 6 semesters of German language. German 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 offered as appropriate.
International Studies

Europe Concentration

Italy Track

The Europe Concentration - Italy Track in International Studies offers a multi disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Italy Track in International Studies requires completion of 21 hours including a language core of 6 hours; an Italian Literature and Culture core of 3 hours; 9 elective hours; and a 3 hour European Studies Capstone.

Requirements: 21 hours

Six hours selected from the following core courses:
ITAL 313 Italian Conversation & Composition I (Prerequisite: ITAL 202 or placement, or permission of the instructor)
ITAL 314 Italian Conversation & Composition II (Prerequisite: ITAL 202 or placement, or permission of the instructor)

Three hours selected from courses in Italian literature and culture in translation:
LTIT 250 Italian Poetry
LTIT 270 Introduction to Italian Cinema
LTIT 350 Dante in Translation
LTIT 370 Studies in Italian Cinema
LTIT 390 Italian Literature in Translation

Electives: nine hours selected from any LTIT courses (above) and/or the following:
ARTH 277 Renaissance Art
ARTH 280 Baroque Art
ARTH 370 History of Italian Early Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 375 History of Italian High & Late Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ENGL 203 Survey of European Literature (Prerequisites: ENGL 101 and 102)
HIST 336 Italian Renaissance (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)
ITAL 300+ All courses at or above the 300 level.

CAPSTONE: 3 credit hours
EUST 400 European Studies Capstone
Student's final project must focus on an Italian-related topic.

**Foreign Language Requirement:** 6 semesters of Italian language. Italian 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.*
International Studies

Europe Concentration

Russia Track

The Europe Concentration - Russia Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Russia Track in International Studies requires completion of 21 hours including a language core of 6 hours; a Russian Literature or Film core of 3 hours; a Russian history and politics core of 3 hours; 6 elective hours; and a 3 hour European Studies Capstone.

Required: 21 hours

Six hours in Russian language:
RUSS 313 Russian Conversation and Composition I
RUSS 314 Russian Conversation and Composition II

Three hours in Russian literature or film selected from:
LTRS 150 Russian Literature in Translation
LTRS 210 19th century Russian Literature
LTRS 220 20th century Russian Literature
LTRS 250 Russian Literature in Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in Translation
LTRS 450 Russian Literature in Translation

Three hours in Russian history and politics selected from:
HIST 245 Czarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 343 Europe Since 1939 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 326 Soviet and Russian Politics
POLS 329 Politics of Protest and Revolution
POLS 346 Modern Ideologies
POLS 360 International Relations
POLS 362 Case Studies in Foreign Policy

Electives: Six additional hours in Russian language, literature, film, history, politics
or art, selected from the courses listed above and/or from:

ARTH 350 History of Early Christian and Byzantine Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
RUSS 330 Collateral Study
RUSS 390 Special Topics in Russian

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a Russia-related topic.

Foreign Language Requirement: 6 semesters of Russian language. Russian 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 Minor or 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: INTL

2. Check one: □ minor    ☑ concentration

3. Name of Minor/Concentration: Latin America and Caribbean concentration + Brazil track

4. Desired acronym: INTL

5. Total number of hours required for completion of minor/concentration: 21

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

a) What are the goals and objectives of the minor/concentration?

The Latin America and Caribbean concentration + Brazil track is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs 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 minor/concentration support the mission statement of the department?

same as above

8. How does the minor/concentration 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, 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.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

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

see INTL major proposal

10. Address potential shifts:

a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

see INTL major proposal

b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.

a) Staff:

see INTL major proposal

b) Budget:

see INTL major proposal

c) Library:

see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.

curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director: [Signature]  
   Date: 10/13/08  
   Date: [Blank]

16. Signature of Dean of School: [Signature]  
   Date: 10/13/08  
   Date: [Blank]

17. Signature of Provost: [Signature]  
   Date: [Blank]  
   Date: [Blank]  
   Susan J. Mervis  
   10/13/2008

18. Signature of Curriculum Committee Chair: [Signature]  
   Date: 10/11/08  
   Date: [Blank]

19. Signature of Budget Committee Chair: [Blank]  
   Date: [Blank]

20. Signature of Planning Committee Chair: [Blank]  
   Date: [Blank]

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

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.
International Studies

*Latin America and the Caribbean Concentration*

The Latin America and the Caribbean Concentration in International Studies requires completion of 2 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. Students may not take more than 9 hours in any one discipline, excluding LACS.

**Required: 21 hours**

**Core course: 3 hours**

LACS 101 Introduction to Latin American and Caribbean Studies

**History and Politics: 9 hours**

- ANTH 328 Aztecs, Maya and their Ancestors (Prerequisite: ANTH 101 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 (Prerequisites: HIST 101–102 or HIST 103–104)
- HIST 365 Modern Brazil (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
- POLS 333 The Politics of Modern Brazil
- POLS 328 Modernization, Depend. & Pol. Development
- POLS 335 Cuban Revolution
- POLS 366 Model Organization of American States

**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)
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.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
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
PORT 328 Portuguese Language Study Abroad
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 - 6 semesters in one
language or any combination of 4 semesters in one language and 2 semesters in
the other. 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.*
International Studies
Latin America and the Caribbean Concentration
Brazil Track

The Latin America and the Caribbean Concentration Brazil Track in International Studies requires completion of 2 hours including a 9 hour core course, 6 semester hours from the history and politics category, and 6 hours from the literature, film and culture category.

Required: 21 hours
Core courses: 9 hours
LACS 101 Introduction to Latin American and Caribbean Studies
PORT 313 Portuguese Composition (Prerequisite: PORT 202 or placement, or permission of the instructor)

OR
PORT 314 Portuguese Conversation (Prerequisite: PORT 202 or placement, or permission of the instructor)

And one additional 300 level Portuguese language course

History and Politics: 6 hours
HIST 364 Sugar and Slaves in Colonial Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 333 The Politics of Modern Brazil
POLS 328 Modernization, Depend. & Pol. Development

Literature, Film, and Culture: 6 hours
LACS 105 Intro. to Contemporary Brazil
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
PORT 328 Portuguese Language Study Abroad

Foreign Language Requirement: 6 semesters of Portuguese language.
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.
October 23, 2008

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Maureen Hays, Chair, Department of Sociology and Anthropology
RE: International Studies major proposal

Sociology and Anthropology faculty first reviewed a proposal for an International Studies major last spring and our conclusions did not differ radically after reviewing the revised proposal several weeks ago. The department of Sociology and Anthropology fully supports interdisciplinarity and international studies (at our core, it is what we do) however, we do not support this proposal in its current form.

We are not quite clear on the benefit to students of an IS major over majoring in one of the contributing disciplines and minoring in an existing area studies. With a major and an area studies minor, studies are grounded in method and theory. The IS major does not seem to be grounded in method and theory. The core is a collection of introductory level course and the emphasis is on completing 18-24 hours in an area or thematic concentration (the existing area studies minors). It seems this should be reversed.

Adding a disciplinary minor might solve this problem however, the disciplines are not specified nor are the courses. A student minoring in Anthropology could complete that minor without a single course in method, theory, or current living cultures. Some very clear parameters should be defined concerning the disciplinary minor.

The department of Sociology and Anthropology fully supports a major in International Studies however, the current proposal still seems to need revisions.

Maureen Hays

Chair, Department of Sociology and Anthropology
13 November 2008

MEMO TO: Bob Perkins  
Curriculum Committee Chair

FROM: Trish Ward  
English Department Chair

ABOUT: Proposal for an International Studies Major

The English Department discussed the revised proposal for a new International Studies major at its department meeting on November 11, the first opportunity available after receiving your October 21 memo. The department approves, in general, to the proposal, with the following caveats:

1. Although the major has gateway and capstone courses, and although the proposal now provides for a roster faculty member to teach the courses, the middle of the major seems incoherent. Why, for example, is our whole literature and film curriculum listed under the Comparative Literature track? Many of these courses simply aren't appropriate for the major. I seriously doubt that ENGL 307: Introduction to Old English (a course I teach) would be relevant for an International Studies major.

2. We also wish to note that our current upper-level courses may not contribute as effectively to an IS major as they contribute to an English major/minor or a Comp Lit minor. Most of the students in most of our upper-level courses are English majors and minors who have already taken our sophomore survey courses (201, 202, and 207). Our upper-level courses are open to non-majors, but these courses are designed primarily for English majors and minors who are extending the skills and knowledge base that they developed in our survey courses. When taken without the grounding of our survey courses, these upper-level courses can be considerably more challenging. We wish to emphasize, therefore, that the IS major does not seem to us to provide a clear sequence of coursework that will increase students’ skills and knowledge as they advance to our upper-level courses.
3. The English Department has been discussing major curricular reforms for the last three years and is hoping to send our own proposed changes to the Curriculum Committee in the near future. It is very likely that many of our current course offerings will be deleted and others added. We cannot promise, therefore, that the English courses listed under the various tracks of the IS major will be available.

4. Currently our upper level literature and film courses have a high fill rate, and many are over full. We will give priority to our majors and minors.

5. Since the English Department will contribute to at least five tracks within the major, we will need to have a voice in any strategic planning for the major.
TO: Bob Perkins, Chair, Faculty Curriculum Committee  
FROM: Philip H. Jos, Chair, Political Science  
RE: International Studies Major Proposal

November 17, 2008

The Department of Political Science’s Curriculum Committee considered the proposal for a new major in International Studies and their assessment was discussed by the Department as a whole on November 13th. This memo provides an account of these assessments.

The full Department largely confined its discussion to the more specific effects that the major might have on the Political Science department, outlined in section one of the Departmental Curriculum Committee Report (attached).

Based on that discussion, the Department has reached the following conclusions:

- There is significant overlap between the curriculum that would be pursued by an International Studies major, and the curriculum of a Political Science major who focuses on comparative and international politics. Two of the three courses for the required International Politics, History, and Geography category come from POLS (although a student could meet the requirement by taking History 104) and all of the concentrations except for Comparative Literature and the Italian track of European studies list a POLS course as a potential class for the concentration.

This has been generally acknowledged in discussion but this overlap must be explicitly acknowledged in the proposal (currently the questions about potential overlap with any existing major are listed as “N/A”).

The Department affirmed that overlapping courses and programs are not necessarily a bad thing (although we have taken action to limit the number of hours a student can share with the POLS minor to 9) and is to some extent essential both as a matter of institutional resources and multiple intellectual perspectives that are essential to the liberal arts.

- However, programs should nonetheless have a distinctive thematic core and here it is not clear how to distinguish how the content and approaches to inquiry experienced by a student in the IS major would differ from the content and approaches experienced by the POLS major who focuses on comparative politics and area studies courses or from the content and approaches to inquiry experienced by a student in the POLS major who has a Geography minor. Several thematic options—e.g. globalization, social movements, regional studies occur in all of these curriculums.

This sort of thematic coherence seems to rest heavily on the INTL 100 course, but that course is currently presented as a very flexible vehicle for whoever teaches the class and so it is difficult to determine the orientation to the major that it will provide.

- At the very least this will require close cooperation between those teaching INTL 100 and those who teach POLS 103 (World Politics) and POLS 104 (World Regional Geography). Both of these POLS courses count towards the IS major and both commonly explore globalization and regional differences, that ostensibly will also be a focus of INTL 100.
• The impact of the IS major on demand for Political Science courses is difficult to predict with any certainty. It seems likely that a successful major will likely increase demand in for POLS 103 and POLS 104 (since they constitute two of the three options in the area's core requirement after INTL 100) and may increase demand for area studies courses essential to the various INTL concentrations. Whether this increase is slight or significant is not clear.

• The Department wants to make clear that, as with contributions that we make to other programs on campus—including Latin American and Caribbean Studies, African Studies, the Honors Program, the First Year Experience, Environmental Studies, and many others—our staff will be deployed in a manner that gives priority to our major and that when supporting a program outside the Department poses significant costs we will ask for an appropriate form of compensation, including consideration in the allocation of new faculty lines.

In addition, the second section of the Departmental Curriculum Committee Report outlines a number of general concerns and questions that were not discussed by the full Department, including:

• the clarity of the proposed major (and the ability for students and advisors to navigate the requirements)
• insufficient rationales for thematic concentrations
• whether (and which) disciplinary minors can provide a sufficient methodological focus to sustain the major.
• what sort of travel experiences would meet the study abroad requirement.
The Curriculum committee (France, Delfeld, Velluzzi, Curtis) met to discuss the International Studies major proposal. We have constructed our report in two parts. Part One concerns those issues that directly impact the Political Science department. a) questions that we think must be answered before any departmental response to the proposal can take place and b) places for departmental action where we think that this proposal requires a corresponding decision on the part of the department. Part Two includes questions and issues that were raised in our own meetings and discussions that go beyond the purview of the department but concern the proposed major.

Issues for the Department to consider:

The IS proposal raises two key issues for the POLS department. First is the issue of staffing, given that POLS 103 and POLS 104/GEOG101 are two options in a 2 of three core requirement after INTL 100.

The second key issue for the department is about the potential overlap between INTL as a major and POLS.

a) Questions for discussion

- INTL 100 is currently described (with the proposed syllabus) as a course on globalization. Will this course always use globalization as the introductory focus? The faculty who teach POLS 104/GEOG 101 are considering revamping their own course to also have a globalization focus - would this then change the applicability of POLS 104 to an INTL major?

- The questions (on the proposed major form) about potential overlap with any existing major is listed as N/A - and yet there is clear overlap between Political Science as a discipline and International Studies. 6 of 12 required hours for the INTL major come from Political Science (although a student could make that 3 by taking HIST 104) and all of the concentrations except for Comparative Literature and the Italian track of European studies list a POLS course as a potential class for the concentration. Further the two required courses INTL 100 and INTL 495 focus on content (globalization and social movements respectively) that are and have been the focus of POLS classes. What does it mean to have a major whose core is essentially political science and yet have no discussion of potential overlap with an existing program? (and more ironically omit Political Science as one of the many "disciplines" that the multi-disciplinary nature of International Studies addresses)?

b) Departmental action required

- Staffing of POLS 103/104 (GEOG 101). The international Studies proposal requires that students take 6 hours from the following courses: POLS 103, POLS 104/Geog 101 or HIST 104. There is no discussion in the proposal about how this might impact staffing of the POLS courses. HIST 104 is a general education class and History staffs that knowing that any student at the college may well use it for general education. While a student may elect to take an intro POLS course for the gen ed social science requirement (and while these two POLS courses can be used by SNAP students) we staff these courses with an eye to providing courses for potential majors. We decide on how many sections to offer based on our own internal needs. Is International Studies asking us to guarantee any particular number of sections?
• Given that students need to choose disciplinary minors the Department needs to decide how many courses a POLS minor could use for both POLS and INTL. While two of the required courses for a POLS minor (101 and 250) cannot be counted twice it is potentially the case that the other 12 could count. Does INTL care how many courses are double counted (thinking about what the disciplinary is supposed to accomplish). How many of those 12 hours does the Department want to count? Currently a LACS major can count 12 hours – but LACS also requires that students have a major in another discipline. We would recommend that we limit the double dipping for INTL majors who are POLS minors to 9 hours.

• The INTL major proposal says that staffing of INTL 495 (Capstone) will be staffed “by the new INTL hire as well as other College faculty involved in the INTL program who wish to participate.” This raises another potential course that will pull POLS faculty from their POLS teaching, raising again the possibility of setting out a system for the just distribution of such opportunities.

Larger questions and issues:

• The major is proposed at 30-36 hours, but it is not clear how anyone could finish the major in 30 hours and even finishing in 33 hours requires having both the extra language requirement (6 hours beyond the college requirement of 12) and the study abroad requirement (6 hours) count toward the middle of the major – the area studies or thematic concentration.

• It is difficult to track any particular student’s experience with the major beyond the beginning (9 hours required) and end (3 hour Capstone). The middle of the major – the proposed area studies and comparative literature thematic concentration are complex and there is no moment in the proposal where it is stated how often any given course is offered.

• The justification for each of the proposed area studies and thematic concentration is also absent. The concentrations include listings of courses that need to be taken, but there is no particular justification for why these courses would add up to a meaningful middle of an International Studies major. It might help to have each concentration come along with its own brief explanation. This is particularly true when there is no specification of language for the student to take in the particular area study (in the Africa concentration, for example). Finally only a few concentrations specify study abroad options that are relevant for that experience. It would help if each concentration specified which study abroad experiences best fit that concentration.

• The major requires that students also have a disciplinary minor “that will provide a firm grounding in a particular disciplinary tradition.” But there is no specification for which disciplinary minors provide relevant grounding. Can an International Studies major choose any minor? Is the disciplinary minor supposed to provide the missing methodological focus? If so does it matter whether that minor requires a methods course?

• The International Studies major requires that a student participate in at least 6 hours of study abroad experience. “This is considered essential to developing an international outlook and familiarity with at least one other culture.” Who will decide which study abroad experiences count? Does it matter where the student studies? Can Maymester study abroad experiences count?
October 15, 2008

To: Dr. Robert Perkins, Chair of the Curriculum Committee
From: Bill Olejniczak, Chair, Department of History
Re: Comment on proposal for a major in International Studies

I have brought forward two different drafts of the proposed major in International Studies to the Department of History. The first draft proposal was brought to the department in April, 2008, and the second revised draft proposal was brought to the department in October, 2008. These were formal department meetings. On both occasions there was substantial opportunity to discuss the proposals.

The first draft proposal did not receive any strong objections, nor did it receive strong support. This revised draft proposal generated no major objections. One history course at the introductory level (HIST 104 World History since 1500) is among the electives for the fulfillment of the introductory level of the proposed major. A much larger number of history courses are listed in this proposal at the advanced levels (courses at the 200 and 300 levels) in the four area studies concentrations. It is not anticipated at this time that the department will experience any dramatic enrollment pressure either at the introductory or advanced levels if this major were to be established. Our undergraduate history majors have priority in registering for advanced history courses and they will continue to have enrollment priority if this new major were to be established.

If you have any questions, please feel free to contact me at 953-5930 or olejniczakb@cofc.edu.
24 October 2008

Dear Members of the Curriculum Committee,

As Director of the Minor in Comparative Literature, I support the effort to create an International Studies major. The creation of the major would likely have a beneficial impact on the minor. It would give students in the minor more options and could potentially attract more interest in the minor.

Sincerely,

Terence Bowers  
Professor of English  
Director of the Comparative Literature Minor

c.c. Doug Friedman
We are planning to develop a course in "World Music" by the fall semester of 2010. I hope to offer it as a special topic in Fall 2009. This should fit in well with the proposed major. That is the only suggestion I have at this point.

Sincerely,

Steve Rosenberg

Bob -- The RELS faculty have discussed this proposal several times, through numerous versions, and having reviewed this one as well, we agree that this is an acceptable proposal as far as RELS is concerned. The fact that the core requirements include RELS 105 is not a problem as we offer multiple sections of this course every semester. As for the other courses in RELS that are possible courses for the INTL major, as long as we are able to follow our regular pattern of course offerings, I do not see any problems.

The primary concerns of RELS faculty have been that the INTL core courses be taught by LCWA faculty hired for that purpose and not depend on faculty outside of LCWA for the required INTL 100 or INTL 495 required courses. This concern seems to be addressed in the current proposal with the statement "IN TL 100 will be staffed by a new IN TL hire that will be made by the School of Languages, Cultures and World Affairs. IN TL 495 will be staffed by the new IN TL hire as well as other College faculty involved in the IN TL program who wish to participate." The phrase "who wish to participate" might be better qualified with the additional phrase, "with Department chair approval" - faculty volunteering for teaching in another school or department program would need to be cleared by the home department Chair (at the very least). Thus negotiation for any teaching in the IN TL degree program course should require approval from the department Chair of the faculty volunteer - this should be a Dean to Chair negotiation, not simply Dean to faculty.

Other than this issue, the RELS faculty supports the new major and the consensus is that it will add to the richness and diversity of educational opportunity at the College.

Lee Irwin, Chair

Asian Studies supports this proposal. Like all the area studies programs that are included in this proposal, we have been involved in its planning at all stages in the process. We recognize that some Asian Studies students may not pursue a minor in Asian Studies when they have the opportunity to complete a major which allows them a concentration in Asian Studies. This may mean fewer student numbers on our "roster". However, this is unlikely to affect enrollments in our courses in a negative way, and it may even slightly increase course enrollments in Asian Studies courses and in courses that serve the Asian Studies Minor and the Asian Concentration in International Studies.

We support this proposal because it will provide greater opportunities for our students; graduates of this program will be competitive for careers that require individuals with the skills and training to
function in a global environment. This exciting new major supports the mission of the College of Charleston and the School of Languages, Cultures and World Affairs.

Feel free to contact me if you have further questions.

Respectfully,
Mary Beth

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

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I got an email asking me to give you my comments on the IS proposal as the director of the European Studies minor. I do not foresee any major impact on the minor. I do expect that the EUST minor will continue to attract students and some of them may very well decide to major in IS with the focus of their area studies being Europe.

Hope this is what you need.

Bill

William Olejniczak
Chair, Department of History
College of Charleston
Charleston, SC 29624

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I believe that the IS major will be extremely beneficial for the Italian minor. The IS major can help students minoring in Italian to specialize further in the socio-economical and cultural aspect of the language and culture they know. The requirement of foreign language for those who choose to major in IS, can promote a greater number of students enrolled in the Italian minor.

Sincerely,

Giovanna De Luca
Assistant Professor of Italian
College of Charleston
School of Languages, Cultures and World Affairs
66 George St.
Charleston, SC 29424
843-953-5717 (o)
delucag@cofc.edu

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You did not attach the current version, but I and others in African Studies have seen it. We have discussed it from the perspectives of both the African Studies minor as well as our varied departments/disciplines, and our conclusion is that this proposal
should be supported and advanced. I would appreciate your adding the support of the African Studies faculty to this initiative.

Best,

Tim

Tim Carmichael
History & African Studies

My name is Catherine Thomas, and I am currently director of the British Studies Program here at the College. I wanted to express, on behalf of the British Studies program, our support of the proposal, pending support from our contributing academic units. The departments of History, English, and Political Science provide the majority of our faculty and courses that feed into the British Studies minor, and in the future would support the British Studies track and European Studies Concentration of the IS Major.

We believe that the IS major would assist in the College's commitment to globalizing our curriculum and to helping our students become citizens of the world. The courses, study abroad opportunities, and experiences of the major appear worthwhile towards these goals.

Thank you for your consideration, and please do not hesitate to contact me should you have any questions.

Best wishes,
Catherine

Catherine E. Thomas
Assistant Professor of English
Director, British Studies Program
College of Charleston
Charleston, SC 29424
843/953-4978 // ThomasC@cofc.edu

I write to you in order to support the International Studies Major Proposal. I believe it will attract the students and help the other Major/Minor programs to flourish.

Thank you,

Raisa Gomer
Coordinator Russian Studies Program
953 5776

This is short and sweet. Hispanic Studies is fine with the proposal. We don't foresee any problems, and support it as is.

If I can provide anything more, feel free to ask.

Best,
I have been on the International Studies Major Committee since its inception and fully support the creation of the new major. One of the original reasons for creating this major was to be able to give an opportunity to students who end up transferring to another institution or majoring in a subject that is not really their first choice because they cannot earn a degree in an area study of their choice at CofC. For example, the Japanese Studies Program on average loses one or two students every year due to the lack of the major in Japanese Studies at CofC. With the creation of the new International Studies Major, which has the Japan Track, I believe we can keep these students who otherwise will have to transfer or major in something that is not really their first choice at the College.

Thank you,
Yoshiki Chikuma

If I recall our last meeting, one of the committee members (Nancy, I believe) said she thought Film Studies should provide a letter since film courses are offered in several of the concentrations (see the list, which I've included below). I responded by saying I was unsure if Film Studies should provide a letter, given that, it is housed in the English department and is not a stand-alone program. I believe you then said I should send along a letter, just in case, and that you would decide later on if it needed to be included.

I am happy to support the proposal, though I do have one concern about the English Department's Film Studies course offerings. The Comparative Literature concentration's electives, ENGL 351: Studies in American Film and ENGL 390: Studies in Film, have a prerequisite (ENGL 212: Cinema, History and Criticism). I am wondering if the expectation is that IS majors should and will take the prerequisite or if the expectation is that the prerequisite should and will be waived. I ask because I think this gets to one of the core issues about the IS proposal, about the nature of the major. One line of thought comes to mind here--a line of thought expressed by Sociology and Anthropology--namely, that the IS major offers no grounding in theory and method. I don't think this is necessarily true, at least in my case. I would simply need to enforce the ENGL 212 prerequisite, so that IS majors are as well-grounded in the method and theory of Film Studies as any other student enrolled in ENGL 351 or ENGL 390. However, if the expectation is that the ENGL 212 prerequisite should be waived (because, after all, IS majors are not taking film courses because they want to go on to be film scholars) then I can understand the concern raised by Sociology and Anthropology.

But, as I said, I do not share this concern. First of all, not all of my Film Studies minors want to go on to be film scholars. Besides, I am happy to meet with IS majors and decide, on a case-by-case basis, whether or not to waive the ENGL 212 prerequisite (as I do with non-Film Studies minors). This means more advising work on my end, but certainly not much. Still, I think the authors of the IS proposal should address the issue of prerequisites, and I would like them to
make explicit their expectations (do they expect instructors to show more leniency for IS majors? If so why?). My thought is that authors of the IS proposal feel that, of course, the decision to waive any prerequisite is to be left to the instructor. Still, I think there should be some kind of statement. I know my colleagues in the English Department will more than likely ask to see something, as the IS proposal omits entirely the 300-level prerequisites, ENGL 201, 202 & 207.

I closing, I want to make just a small note: I neglected to mention at the last FCC meeting that the course ITAL 370: Studies in Italian Cinema was deleted a few years ago and replaced with LTIT 370. This needs to be reflected in the proposal, under the Comparative Literature concentration and the European concentration. I apologize for not noticing this earlier.

Below is the list of IS elective film courses that are currently in the Film Studies minor curriculum:

**Africa Concentration**
POLS 331: Politics of Film and Reality in South Africa

**Comparative Literature Concentration**
CLAS 270: Romans in Cinema
ENGL 212: Cinema, History and Criticism
ENGL 351: Studies in American Film
ENGL 390: Studies in Film
FREN 370: Studies in French Film and Literature
LTGR 270: Studies in German Film
GRMN 472: Studies in German Cinema
LTIT 370: Studies in Italian Cinema
LTRS 270: Studies in Russian Film
LTSP 256: Latin American Literature and Film

**Europe Concentration**
LTGR 270: Studies in German Film
LTIT 370: Studies in Italian Cinema
CLAS 270: Romans in Cinema
FREN 370: Studies in French Film and Literature
GRMN 472: Studies in German Cinema

**Europe Concentration - Germany Track**
LTGR 270: Studies in German Film
GRMN 472: Studies in German Cinema

**Europe Concentration - Italy Track**
LTIT 270: Introduction to Italian Cinema
LTIT 370: Studies in Italian Cinema

**Europe Concentration - Russia Track**
LTRS 270: Studies in Russian Film

**Latin America and the Caribbean Concentration**
LTPF 270: Studies in Brazilian Film
POLS 332: Politics of Film and Reality in Latin America

**Latin America and Brazilian Concentration - Brazil track**
I wanted to update you on our Department's consideration of the IS Major. The departmental curriculum committee report will go out by the end of the week and then the Department will meet on November 13th. I have met with the curriculum committee to talk about the issues they would like to discuss. It strikes me that knowing what those questions are might be helpful to you so I have reprinted them below.

Anything you can tell me about the current status and likely timetable for future consideration of the proposal would be appreciated.

Phil

CLARIFICATIONS

1. How many hours to complete the major? There is some confusion, especially with respect to the middle of the major.

2. Not every concentration specifies study abroad opportunities. Is there a master list? What could be done to ensure availability of study abroad opportunities appropriate to the specific area of concentration?

3. Which disciplines can be used--as a minor-- in support of the international studies major?

STAFFING

1. Are the predicted 60 International Studies majors likely to be students already majoring in Political Science, or another related Department, or are they likely to be new students? What is the likely impact on POLS 103 and 104 enrollments (since these constitute 2 of the 3 required courses for the INTL major)?

2. Are faculty committed to LACWA sufficient to staff INTL 100 and INTL 495?

3. How many POLS hours should students be allowed to "double count" towards the POLS major and the INTL major?

CONCEPTUAL ISSUES
1. What does the middle of the major look like from the standpoint of the student. That is, how might students complete the major in each of the concentrations?

2. Currently there is no scope and methods content in the major to help distinguish the International Studies major from a Political Science degree with a focus on area studies. It is also unclear what minors will be allowed to provide a disciplinary home, or if a minor can, or should, do this.
25 October 2008

Bob Perkins, chair
Curriculum Committee

Dear Bob,

The International Studies Program supports the proposal for a major in International Studies. The major has been a goal of this program for over twenty years we hope it will become the critical component in efforts to internationalize the College.

Best,

Douglas Friedman
Director of International Studies
843-953-5701
friedmand@cofc.edu
25 October 2008

Bob Perkins, chair
Curriculum Committee

Dear Bob,

The faculty of the Latin American and Caribbean Studies Program enthusiastically supports the proposal for a major in International Studies. The faculty crafted the Concentration in Latin America and the Caribbean and Brazil Track last year and are excited about this new way of bringing the study of this region of the world to the students at the College.

Best,

Douglas Friedman
Director of Latin American and Caribbean Studies
843-953-5701
friedmand@cofc.edu
MEMORANDUM

October 23, 2008

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Glenn Lesses, Chair, Department of Philosophy
RE: International Studies major proposal

Thank you for asking for feedback from the Philosophy Department on the proposal for a new major in International Studies. We were originally asked by Doug Friedman to consider an earlier version of the International Studies (IS) major proposal in late Spring 2008. Our understanding was that the initial version was withdrawn and a revised version would be formulated. Hence, we did not complete and submit our response. I received a new version of the IS proposal on September 29 and subsequently distributed it to faculty in the Philosophy Department for consideration. At our last Philosophy Department meeting we discussed the proposal.

After careful consideration, we reached the following position: The Philosophy Department favors an international studies program in some form, but we cannot support the current proposal.

Let me briefly specify some of our reservations:

1. Although the IS proposal states that 30-36 hours are necessary for completion, the proposed major includes:
   - 9 hour introductory requirement
   - 18-24 hour concentration
   - 3 hour capstone
   - Disciplinary minor
   - 6 hour minimum internship/study abroad
   - 6 hour additional language requirement

Hence, excluding the disciplinary minor, we count a total of 42-48 hours. While in the best case scenario there might be some double-counting of some of the requirements, it is likely that often there will be little or no double-counting of courses.

2. In general, there are too many tracks. The Comparative Literature concentration, for example, does not fit especially well in the IS proposal.

3. We recommend that the concentrations be significantly revised so that the various tracks have greater internal coherence. By severely paring the number of courses in a track, many of the concentrations would gain some coherence. Previously approved interdisciplinary minors often have different purposes from a major and, consequently, might lack the structure necessary to lend internal coherence to a major. Consider the
large number of courses, say, in the Europe concentration. Students could arbitrarily choose courses to complete the concentration.

4. The lack of internal coherence in the tracks and the sheer number of different tracks gives us serious pause about the nature of the proposed capstone. How can students with significantly different programs undertake a similar program of study in this course? There are serious structural difficulties that undermine teaching the capstone.

We will be glad to reconsider a suitably revised IS proposal.

Cc: Doug Friedman
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: 30-36
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 or 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 major consists of an international studies introductory 9 hour requirement consisting of a 3 hour Introduction to International Studies
      course and two additional 3 hour courses, one from each of two categories – International Politics, History and Geography and
      International Culture and Literature:
      INTL 100 Introduction to International Studies – 3 hours

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

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
   - GEOG 101/POLS 104 World Geography

2) International Culture and Literature
   - RELS 105 World Religions
   - ENGL 233 Survey of Non-Western Twentieth Century Literature
     (Prerequisites: ENGL 101 and 102)
   - Any 200 level Literature in Translation course (i.e., LTPO, LTRS, LTFR, etc.)

This introductory sequence constitutes the beginning of the major and lends breadth to the program as global issues are introduced to the student at the general level and across several disciplines.

The middle of the major will consist of the following components:

A. Each student will take a Concentration within the IS major of between 18 and 24 hours. The Concentrations include Area Studies Concentrations – Africa; Asia St (with Japan Track); Europe (with Britain, Germany, Italy and Russia Tracks); and Latin America and the Caribbean (with Brazil Track) – and a Thematic Studies Concentration – Comparative Literature. Concentrations to a large extent replicate existing minors which have already received Senate approval with the exception Latin America and the Caribbean which has reorganized its curriculum for the Concentration; and the Brazil Track which is entirely new.

B. Each student will be required to take six semesters of foreign language which may consist of six semesters in one foreign language or four semesters in one foreign language and two semesters in another depending upon the requirement of their concentration. Each Concentration designates the particular language(s) accepted.

C. Each student will be required to take a disciplinary minor that will provide a firm grounding in a particular disciplinary tradition. Disciplinary minors are considered those minors not listed in the College of Charleston Catalog as “Interdisciplinary”.

D. Each student will be required to participate in a study or internship abroad program earning a minimum of 6 credit hours. This is considered essential to developing an international outlook and familiarity with at
Proposal for a New Major

least one other culture. Study abroad will be planned with and approved by the Program director. The School of Languages, Cultures and World Affairs is committed to providing need based scholarships to majors in order to accomplish this requirement. With the estimated number of majors after three years at between 50 and 60, this is realizable.

E. The end of the major will consist of each student completing the major with an International Studies Capstone (INTL 495). The Capstone 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.

List of Concentrations:
Africa Concentration

Asia Concentration
    Japan Track

Comparative Literature Concentration

Europe Concentration
    Britain Track
    Germany Track
    Italy Track
    Russia Track

Latin America and the Caribbean Concentration
    Brazil Track

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 IS 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 a 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 sufficiently can provide students with the multitude of methods and
Proposal for a New Major

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.

Two new courses accompany this proposal for the major. INTL 100 Introduction to 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 495 will be staffed by the new INTL hire as well as other College faculty involved in the INTL program who wish to participate. The Capstone course 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 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:

<table>
<thead>
<tr>
<th>Annual Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director – stipend</td>
<td>$ 8000.</td>
</tr>
<tr>
<td>IS Faculty position**</td>
<td>55000</td>
</tr>
<tr>
<td>Library additions*</td>
<td>5000.</td>
</tr>
<tr>
<td>Video purchase or rental*</td>
<td>2500.</td>
</tr>
<tr>
<td>Printing - brochures, flyers</td>
<td>1000.</td>
</tr>
<tr>
<td>Attendance - International Studies Association meeting</td>
<td>1500.</td>
</tr>
<tr>
<td>Speakers, Film Festival, Sponsored Events</td>
<td>5000.</td>
</tr>
<tr>
<td>Misc. Office supplies/ copier costs, etc.</td>
<td>2500.</td>
</tr>
<tr>
<td>**ANNUAL TOTAL (estimate)</td>
<td>$80500.</td>
</tr>
<tr>
<td>Nonrecurring Expenses</td>
<td></td>
</tr>
<tr>
<td>Enhancement of library collection</td>
<td>$10000</td>
</tr>
<tr>
<td>**NONRECURRING TOTAL (estimate)</td>
<td>$10000.</td>
</tr>
<tr>
<td>IMPLEMENTATION COST (estimate)</td>
<td>$90500.</td>
</tr>
</tbody>
</table>

** Funding has already been committed for this position

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

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
Proposal for a New Major

12. Signature of Department Chair (s) or Program Director(s): 

Date: 9/23/08

13. Signature of Dean of School: 

Date: 9/23/08

14. Signature of Provost: 

Date: 11/20/2008

15. Signature of Business Affairs Official: 

Date: ________________

16. Signature of Curriculum Committee Chair: 

Date: 12/11/08

17. Signature of Budget Committee Chair: 

Date: ________________

18. Signature of Planning 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.)
PROPOSED MAJOR IN INTERNATIONAL STUDIES (B.A., A.B.) (30-36 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. With the creation of the School of Languages, Cultures and World Affairs the College has now taken the next step by institutionalizing that mission.

The School of Languages, Cultures and World Affairs believes that an area and thematic studies based major in International Studies is one important vehicle through which its mission and goals can be realized in a concrete way. We believe that it is a program that can meet our students' need for a 21st century global education. With foreign language skills and study abroad opportunities as part of the major program and a robust multi- and interdisciplinary curriculum, the proposed degree in International Studies can serve the state of South Carolina and our student body exceedingly well.

Requirement: 30-36 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)
Any 200 level Literature in Translation course (i.e., LTPO, LTRS, LTFR, etc.)

C. AREA STUDIES AND THEMATIC CONCENTRATIONS: 18-24 hours

D. ALL IS MAJORS ARE REQUIRED TO TAKE SIX SEMESTERS OF FOREIGN LANGUAGE. Students may be required to take six semesters in one foreign language or four semesters in one foreign language and two semesters in another foreign languages depending upon the requirement of their Concentration. Students may also double count language courses for the Foreign Language Requirement and Concentration requirement – check Concentration requirements.

E. 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)

F. ALL IS MAJORS ARE REQUIRED TO TAKE A DISCIPLINARY MINOR

G. CAPSTONE: 3 hours
INTL 495 International Studies Capstone (Prerequisite: 24 hours of a declared International Studies major)
International Studies
Africa Concentration

The Africa Concentration in International Studies requires completion of 18 hours including a core of 9 hours and 9 hours of electives with at least 3 hours in each of three disciplines which will include the core History courses.

Requirements: 18 hours
Core courses:
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)

Nine 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 Africanism/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: 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies
Asia Concentration

The Asia Concentration in International Studies requires completion of 21 hours including a core of 3 hours and 18 elective hours.

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; those pursuing the Asia Concentration Japan Track will conform to the requirements of that program). 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.

ARTH 103 Survey of Asian Art
ARTH 241 Art of India
ARTH 242 Art of China
ARTH 243 Art of Japan

ASST 101 Introduction to Asian Studies
ASST 105 Value and Tradition in Asian Civilization
ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

CHNS 290 Chinese Conversation and Composition
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)

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 (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 287 Modern Japan (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 377 Iran/Persia  (Prerequisites: HIST 101–102 or HIST 103–104)

JPNS 370 Studies in Japanese Film and Literature
JPNS 390 Special Topics
LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature: A Foreign Author
LTJP 390 Special Topics in Japanese Literature in Translation

POLS 323 Politics of East Asia
POLS 362 Case Studies in Foreign Policy

RELS 240 The Buddhist Tradition
RELS 245 The Hindu Tradition
RELS 248 Religions of China and Japan
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

Foreign Language Requirement: 6 semesters of one Asian language or 4 semesters of one Asian language and 2 semesters of another Asian language.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Asia Concentration

Japan Track

The Asia Concentration Japan Track in International Studies requires completion of 21 hours including an Asian Studies core of 3 hours; a Japanese language core of 6 hours; and 12 elective hours.

Requirements: 21 hours

Asian Studies Core: 3 hours
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Japanese Studies Core: 6 hours
JPNS 313 Japanese Conversation and Composition I (Prerequisites: JPNS 202 or placement.)
JPNS 314 Japanese Conversation and Composition II (Prerequisites: JPNS 313 or placement.)
JPNS 328 Foreign Language Study Abroad
JPNS 329 Current Issues Abroad
JPNS 220 Special Assignment Abroad

Japanese Studies Electives: 12 hours
ARTH 103 History of Asian Art
ARTH 243 History of the Art of Japan
HIST 286 History of Japan to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 History of Modern Japan (Prerequisites: HIST 101–102 or HIST 103–104)
JPNS 343 Advanced Conversation and Composition (Prerequisites: JPNS 313 or placement.)
JPNS 370 Studies in Film and Literature
JPNS 390 Special Topics in Languages and Cultures

LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation: A Foreign Author
LTJP 390 Special Topics
POLS 323 Politics of East Asia

RELS 248 Religious Traditions of China and Japan

(ARTH 103 is listed under both the Asian Studies Core and the Japanese Studies Electives, but it can be counted towards only one of the two categories.)

**Foreign Language Requirement:** 6 semesters of Japanese language. Japanese 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.*
International Studies
Comparative Literature Concentration

The Comparative Literature Concentration in International Studies requires completion of 19 hours including a core of 4 hours (including a 1 hour Capstone); 6 hours from selected literature surveys, and 9 hours of electives.

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

Three additional courses from at least two 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: 9 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 Classical Drama: Tragedy
CLAS 255 Classical Drama: 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
LTFR 350 French Literature in (English)Translation
LTFR 450 French Literature in (English)Translation
FREN 322 Survey of French Literature I *(Prerequisite: FREN 313 or FREN 350 or
permission of the instructor.)
FREN 323 Survey of French Literature II *(Prerequisite: FREN 313 or FREN 350 or
permission of the instructor.)
FREN 324 French Civilization and Literature I *(Prerequisite: FREN 313 or FREN 350 or
permission of the Instructor.)
FREN 325 French Civilization and Literature II *(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
courses or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses 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:** 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Europe Concentration

The Europe Concentration in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone.

Requirements: 18 hours

NOTE: Six credit hours of electives must be taken from Cluster A, B, or C with the following restrictions: no more than 6 credit hours from one cluster, and no more than 6 credit hours devoted to the study of one country may count towards the 18-hour concentration.

Cluster A: History and Ideas: 3 hours
Choose one 3-credit-hour course from the following:

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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 245 Tsarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 291 Disease, Medicine, and History (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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 354 Tudor England, 1485–1603 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355 Stuart England, 1603–1714 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356 Georgian Britain (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357 Victorian Britain (Prerequisites: HIST 101–102 or HIST 103–104)

PHIL 203 Philosophy of Human Nature
PHIL 205 Existentialism
PHIL 201 History of Ancient Philosophy
PHIL 202 History of Modern Philosophy
PHIL 240 Jewish Philosophy
PHIL 250 Marxism
PHIL 304 19th-Century Philosophy (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 (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)

POL 346 Modern Ideologies

RELS 202 The New Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 230 The Christian Tradition

SOCY 260 Development of Social Thought (Prerequisite: SOCY 101.)

Cluster B: Languages, Literature, Culture: 3 hours
Choose one 3-credit-hour course from the following.

COMM 382 Theories of Rhetoric (Prerequisites: COMM 210 and either junior or senior standing; or permission of the instructor.)
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 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 312 History of the English Language (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102)
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 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 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama (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)
ENGL 360 Major Literary Themes (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
LTGR 250 German Literature in Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation

LTIT 150 Italian Literature in (English) Translation
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation
LTIT 370 Studies in Italian Film and Literature (English)

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

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

CLAS 242 Images of Women in Classical Antiquity
CLAS 253 Ancient Epic
CLAS 254 Classical Drama: Tragedy
CLAS 255 Classical Drama: Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 302 Topics in Latin Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 303 Topics in Classical Civilization (Prerequisite: three semester hours in Classics or permission of the instructor.)

ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 265 The City as a Work of Art
ARTH 277 Renaissance Art
ARTH 280 History of Baroque Art
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 (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 (Prerequisite: Permission of the
instructor or six (6) hours of art history or ARTH 299.)
ARTH 370 History of Italian Early Renaissance Art (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 (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 (Prerequisite: Permission of the instructor or six (6)
hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (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 (Prerequisite: MUSC 131 or permission of the
instructor.)
MUSC 337 Opera Literature (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.)
MUSC 481 Music Theory III (Prerequisite: MUSC 382.)
MUSC 482 Music Theory IV (Prerequisite: MUSC 481.)

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
THTR 388 Dramatic Theory and Criticism

FREN 220 Special Assignment Abroad*
FREN 322 Survey of French Literature I *(Prerequisite: FREN 313 or FREN 350 or
permission of the instructor.)
FREN 323 Survey of French Literature II *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 324 French Civilization and Literature I *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 325 French Civilization and Literature II *(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* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media*(Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
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 courses or permission of the instructor.)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or permission of the instructor.)
GREK 203 New Testament Greek*
GREK 206 Old Testament 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.)

ITAL 328 Italian Language Study Abroad*
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)

LATN 301 Introduction to Latin Literature* (Prerequisite: LATN 202 or 250)
LATN 305 Medieval Latin* (Prerequisite: LATN 202 or 250)
LATN 321 Cicero* (Prerequisite: LATN 202 or 250)
LATN 322 Virgil* (Prerequisite: LATN 202 or 250)
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)

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.)

Cluster C: Economics, Politics, Society: 3 hours
Choose one 3-credit-hour course from the following:

ANTH 326 Peoples and Cultures of Europe (Prerequisite: ANTH 101 or permission of the instructor)

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*
GRMN 332 German in International Business* (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.)

DSCI 314 Global Operations and Technology Movement (Prerequisites: Junior standing; DSCI 232, MGMT 301, MATH 104 or 250, MATH 105 or 120.)

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.)

TRAN 432 Intermodal Systems Management

POLS 326 Soviet and Russian Politics
POLS 334 Geographies and Politics of the European Union

Electives: 6 hours from A, B, and C

Capstone: 3 hours
EUST 400 European Studies Capstone

*Please note: courses marked with an asterisk are taught in that language.

Foreign Language Requirement: European language only. 6 semesters in one language or 4 semesters in one language and 2 semesters in another. 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.
International Studies

Europe Concentration

Britain Track

The Europe Concentration - Britain Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Britain Track in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone.

Required: 18 hours
One course/3 credit hours each in the following clusters (total 9 credit hours):

A) HISTORY AND IDEAS

HIST 354: Tudor England  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355: Stuart England  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356: Georgian England  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357: Victorian Britain  (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 273: Modern Africa  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285: Indian Subcontinent Since 1500  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 301: Colonial America  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 302: Era of the American Revolution  (Prerequisites: HIST 101–102 or HIST 103–104)

B) LANGUAGES, LITERATURE, AND CULTURE

ARTH 241: History of the Art of India
ENGL 201/202: Major British Writers  (Prerequisites: ENGL 101 and 102)
ENGL 301/302: Shakespeare, Early/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 Lit  (Prerequisites: ENGL 101 and 102; ENGL 201 and
ENGL 314: Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 317/318/325: Seventeenth/Eighteenth/Twentieth Century English Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321: Romantic Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323: Victorian Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327/328: British Novel I/II (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 340: Restoration and Eighteenth Century Drama (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 358: Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

C) ECONOMICS, POLITICS, AND SOCIETY

POLS 331: Politics of Film and Reality in South Africa
POLS 334: Geographies and Politics of the European Union
POLS 367: Geography of International Conflict

ELECTIVES: 6 credit hours
Students choose the remaining two courses (6 credits) from any cluster.
No more than six hours (6 credits) in one interdisciplinary cluster.

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a Britain-related topic.

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another. 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.
International Studies

Europe Concentration

Germany Track

The Europe Concentration - Germany Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Germany Track in International Studies requires completion of 21 hours including a 3 hour core course; 6 hours in German language courses; 9 hours of electives; and a 3 hour European Studies capstone.

Requirement: 21 hours
Core course: 3 hours selected from course in German literature and culture in translation
LTGR 150 German Literature in (English) Translation or
LTGR 250 German Literature in (English) Translation or
LTGR 270 Studies in German Film or
LTGR 450 German Literature in (English) Translation

6 hours in German language:
GRMN All courses at or above the 300 level in German
GRMN 313 German Conversation and Composition I (Prerequisites: GRMN 202 or 250)
GRMN 314 German Conversation and Composition II (Prerequisites: GRMN 202 or 250)
GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
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 courses or permission of the instructor.)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or permission of the instructor.)
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
courses or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses or permission of the instructor.)

Electives: 9 hours selected from any LTGR courses (above) and/or the following:

ARTH 365 History of Northern Renaissance Painting (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 389 19th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
HIST 244 Political and Social History of Germany from 1866 to the present (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to the 20th Century (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 230 Masterworks of Music Literature (Prerequisite: MUSC 131 or permission of the instructor.)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor)
PHIL 205 Existentialism
PHIL 230 History of Modern Philosophy
PHIL 250 Marxism
PHIL 304 Nineteenth-Century Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 Twentieth-Century Continental Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
POLS 334 Geographies and Politics of the European Union

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a German-related topic.

Foreign Language Requirement: 6 semesters of German language. German 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 offered as appropriate.
International Studies

Europe Concentration

Italy Track

The Europe Concentration - Italy Track in International Studies offers a multi disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Italy Track in International Studies requires completion of 21 hours including a language core of 6 hours; an Italian Literature and Culture core of 3 hours; 9 elective hours; and a 3 hour European Studies Capstone.

Requirements: 21 hours

Six hours selected from the following core courses:

ITAL 313 Italian Conversation & Composition I (Prerequisite: ITAL 202 or placement, or permission of the instructor)
ITAL 314 Italian Conversation & Composition II (Prerequisite: ITAL 202 or placement, or permission of the instructor)

Three hours selected from courses in Italian literature and culture in translation:

LTIT 250 Italian Poetry
LTIT 270 Introduction to Italian Cinema
LTIT 350 Italian Literature in Translation
LTIT 370 Studies in Italian Cinema
LTIT 390 Italian Literature in Translation

Electives: nine hours selected from any LTIT courses (above) and/or the following:

ARTH 277 Renaissance Art
ARTH 280 Baroque Art
ARTH 370 History of Italian Early Renaissance Art (Prerequisite: Permission of the Instructor or six (6) hours of art history or ARTH 299.)
ARTH 375 History of Italian High & Late Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ENGL 203 Survey of European Literature (Prerequisites: ENGL 101 and 102)
HIST 336 Italian Renaissance (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)
ITAL 300+ All courses at or above the 300 level.

CAPSTONE: 3 credit hours
EUST 400 European Studies Capstone
Student's final project must focus on an Italian-related topic.

**Foreign Language Requirement:** 6 semesters of Italian language. Italian 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.*
International Studies

Europe Concentration

Russia Track

The Europe Concentration - Russia Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Russia Track in International Studies requires completion of 21 hours including a language core of 6 hours; a Russian Literature or Film core of 3 hours; a Russian history and politics core of 3 hours; 6 elective hours; and a 3 hour European Studies Capstone.

Required: 21 hours
Six hours in Russian language:
RUSS 313 Russian Conversation and Composition I
RUSS 314 Russian Conversation and Composition II

Three hours in Russian literature or film selected from:
LTRS 150 Russian Literature in Translation
LTRS 210 19th century Russian Literature
LTRS 220 20th century Russian Literature
LTRS 250 Russian Literature in Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in Translation
LTRS 450 Russian Literature in Translation

Three hours in Russian history and politics selected from:
HIST 245 Czarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 343 Europe Since 1939 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 326 Soviet and Russian Politics
POLS 329 Politics of Protest and Revolution
POLS 346 Modern Ideologies
POLS 360 International Relations
POLS 362 Case Studies in Foreign Policy

Electives: Six additional hours in Russian language, literature, film, history, politics
or art, selected from the courses listed above and/or from:

ARTH 350 History of Early Christian and Byzantine Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
RUSS 330 Collateral Study
RUSS 390 Special Topics in Russian (Prerequisites: RUSS 201 and 202)

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student’s final project must focus on a Russia-related topic.

Foreign Language Requirement: 6 semesters of Russian language. Russian 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.
International Studies

Latin America and the Caribbean Concentration

The Latin America and the Caribbean Concentration in International Studies requires completion of 2 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. Students may not take more than 9 hours in any one discipline, excluding LACS.

Required: 21 hours
Core course: 3 hours
LACS 101 Introduction to Latin American and Caribbean Studies

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 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil (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
POLS 333 The Politics of Contemporary Brazil
POLS 328 Modernization, Depend. & Pol. Development
POLS 335 Cuban Revolution
POLS 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.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
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
PORT 328 Portuguese Language Study Abroad
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 - 6 semesters in one
language or any combination of 4 semesters in one language and 2 semesters in
the other. 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.*
International Studies
Latin America and the Caribbean Concentration
Brazil Track

The Latin America and the Caribbean Concentration Brazil Track in International Studies requires completion of 2 hours including a 9 hour core course, 6 semester hours from the history and politics category, and 6 hours from the literature, film and culture category.

Required: 21 hours
Core courses: 9 hours
LACS 101 Introduction to Latin American and Caribbean Studies
PORT 313 Portuguese Composition (Prerequisite: PORT 202 or PORT 314 or placement, or permission of the instructor)

OR
PORT 314 Portuguese Conversation (Prerequisite: PORT 202 or PORT 313 or placement, or permission of the instructor)

And one additional 300 level Portuguese language course

History and Politics: 6 hours
HIST 364 Sugar and Slaves in Colonial Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 333 The Politics of Modern Brazil
POLS 328 Modernization, Depend. & Pol. Development

Literature, Film, and Culture: 6 hours
LACS 105 Intro. to Contemporary Brazil
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
PORT 328 Portuguese Language Study Abroad

Foreign Language Requirement: 6 semesters of Portuguese language.
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 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): LCWA

2. Name of the Minor/Concentration: Archaeology Minor

3. Semester and year in which degree change(s) will go into effect: Spring 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):
   - Addition of GEOL 235 Geology and Civilization to the Natural Science elective requirements.
   - Addition of HPCP 375 Landscape Preservation and Design to the Arts and Humanities elective requirements.

5. Justification for Change(s):
   Both of these courses were previously taught as Special Topics courses and counted towards the minor and are now being proposed as recurring courses within their respective departments. Archaeology continues to see the value in these courses for the skills and concepts taught in them and would like them to count towards the elective requirements.

(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: 3/10/08

7. Signature of Dean of School:

[Signature]

Date: 10/19/08

8. Signature of Provost:

[Signature]

Date: 10/21/2008

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 11/1/08

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.

(over)

(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): School of Languages, Cultures and World Affairs

2. Name of the Minor/Concentration: Asian Studies

3. Semester and year in which degree change(s) will go into effect: Spring 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):
   - Asian Studies proposes to add four new courses to its list of elective courses that may fulfill the requirements for the Minor in Asian Studies (see attached list of existing courses that count toward the Minor in Asian Studies). The proposed additions are:
     ARTH 321: Hindu Myth and Image (syllabus attached)
     ARTH 322: Indian Painting (syllabus attached)
     PHIL 234: Eastern Philosophy (syllabus attached)
     RELS 205: Sacred Texts of the East (syllabus attached)

5. Justification for Change(s):
   Since we last revised our curriculum a number of new catalogue courses have been developed that are appropriate to Asian Studies. Adding these to our list of electives that fulfill the Minor gives students a richer menu from which to choose as they develop a program that fits their particular interests and focus within the Minor.

(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: Mary Doe, Allen Smith

Date: 11/3/08

7. Signature of Dean or School:

Date: 11/4/08

8. Signature of Provost:

Date: 11/5/2008

9. Signature of Curriculum Committee Chair:

Date: 12/12/08

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.)
COLLEGE OF CHARLESTON
Academic Requirements

Curriculum for the
Minor in Asian Studies

Program Description
The Asian Studies Minor is an interdisciplinary program intended to introduce students to the diverse cultures and regions of Asia through the study of history, politics, languages and literature, visual arts, and religion.

Requirements: 18 hours
Core Course: (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: (15 hours) from list below

Distribution: The elective courses must be chosen from at least three different disciplines, with no more than nine hours in one geographic region (for example, South Asia, Southeast Asia, China, or Japan). Language courses beyond the 200 level may count toward the Minor. No more than six hours at the 100-level may be counted toward the Minor in Asian Studies.

ASST 240  Special Topics in Asian Studies
ASST 340  Special Topics in Asian Studies
ASST 390  Independent Study in Asian Studies

JPNS 313  Conversation and Composition I
JPNS 314  Conversation and Composition: Advanced I
JPNS 390  Conversation and Composition: Advanced II
JPNS 370  Studies in Japanese Film and Literature
LTJP 250  Japanese Literature in Translation
LTJP 350  Japanese Literature in Translation
LTJP 390  Special Topics in Japanese Literature in Translation
JPNS 390  Special Topics
CHNS 313, 314  Advanced Chinese
<table>
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<tr>
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<tr>
<td>CHNS 290</td>
<td>Special Topics in Chinese Literature</td>
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<td>CHNS 390</td>
<td>Special Topics in Chinese Literature</td>
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<td>LTCH 250</td>
<td>Chinese Literature in Translation</td>
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<td>ANTH 329</td>
<td>Special Topics (as appropriate to Asian Studies)</td>
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<td>ARTH 103</td>
<td>Survey of Asian Art</td>
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<td>ARTH 341</td>
<td>Art of India</td>
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<td>ARTH 342</td>
<td>Art of China</td>
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<td>ARTH 343</td>
<td>Art of Japan</td>
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<td>ENGL 234</td>
<td>Survey of Third World Masterpieces</td>
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<td>ENGL 358</td>
<td>Colonial and Postcolonial British Literature</td>
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<td>ENGL 290</td>
<td>Special Topics (as appropriate to Asian Studies)</td>
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<td>HIST 282</td>
<td>China to 1800</td>
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<td>HIST 283</td>
<td>Modern China</td>
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<td>HIST 286</td>
<td>Japan to 1800</td>
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<td>HIST 287</td>
<td>Modern Japan</td>
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<tr>
<td>HIST 285</td>
<td>The Indian Subcontinent Since 1500</td>
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<td>HIST 261</td>
<td>Special Topics in Modern Asia, Africa or Latin America (when content is Asian)</td>
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<td>HIST 276</td>
<td>Medieval Islamic Civilization</td>
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<td>HIST 361</td>
<td>Special Topics in Modern Asia, Africa or Latin America (when content is Asian)</td>
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<td>HIST 377</td>
<td>Iran/Persia</td>
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<td>HIST 461</td>
<td>Research Seminar in Modern Asia, Africa, or Latin America (when topic involves Asia)</td>
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<td>POLS 323</td>
<td>Politics of East Asia</td>
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<td>POLS 339</td>
<td>Special Topics (as appropriate to Asian Studies)</td>
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<td>POLS 362</td>
<td>Case Studies in Foreign Policy</td>
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<td>RELS 245</td>
<td>Religions of India</td>
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<td>RELS 240</td>
<td>The Buddhist Tradition</td>
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<td>RELS 248</td>
<td>Religions of China and Japan</td>
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<td>RELS 348</td>
<td>Asian Religions in America</td>
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<tr>
<td>RELS 340</td>
<td>Advanced Topics in Asian Religions</td>
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</tbody>
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Course Description:
This course selectively examines monuments of the Hindu religious tradition in South and Southeast Asia, beginning with the earliest works of Kushana-era India. Works examined include examples of sculpture, architecture and painting, with a particular emphasis on the relationship between form, symbol, and interpretation.

Course Objectives:
The purpose of this course is, first, to introduce students to the rich mythology of the Hindu tradition in South and Southeast Asia as it is depicted in the visual arts, including sculpture, architecture and painting; and, second, to critically examine methodologies for interpretation of this material. Students will demonstrate their ability to analyze and apply these methods in class discussions, essay exams, and papers.

Course Requirements:
Regular attendance is essential to success in this course, as this material is not easily accessible in any single text or reading, and our approach to it combines the close examination of monuments with the analysis of various methods and approaches to their interpretation and understanding; missing class means you will not master either. Your responsibilities, besides regular attendance, are:

- Mid-term exam 30%
- Final Exam 40%
- Research Paper 30%

Textbooks:
Heinrich Zimmer, *Myths and Symbols in Indian Civilization*
John and Susan Huntington, *The Art of Ancient India*
Alain Danielou, *Myths and Gods of India*
Cornelia Dimmit and J.A.B. van Buitenen, *Classical Hindu Mythology*
Heather Elgood, *Hinduism and the Religious Arts*
George Michell, *Hindu Art and Architecture*

TOPICS AND READING ASSIGNMENTS:

Weeks 1-2
 Origins of Hinduism: The Vedas and Upanishads
Readings:
Danielou
William Mahoney, *The Artful Universe*

Weeks 2-3
The Early Formative Period: The Epics and Puranas
Readings:
Sarvepalli Padhakrishnan and Charles Moore, “The Epic Period,” from A Sourcebook of Indian Philosophy
Zimmer, Myths and Symbols
JAB van Buitenen, The Bhagavadgita in the Mahabharata
JAB and Buitenen and Cornelia Dimmit, Classical Hindu Mythology. A Reader in the Sanskrit Puranas
Alain Danielou, Myths and Gods of India

Week 4
The Earliest Hindu Images: The Kushan Era
Readings:
Banarjea, The Development of Hindu Iconography
Danielou, Myths and Gods of India
Huntington, Ch. 8

Week 5-6
Approaches to “Iconography”:
Readings:
Banarjea, The Development of Hindu Iconography
Gopinatha Rao, Elements of Hindu Iconography, 4 vols.
Zimmer (as above)
Danielou (as above)
Mirceau Eliade
WJT Mitchell, Iconology
Gombrich, “Iconography and Iconologies”
Richard Davis, Lives of Indian Images
Pramod Chandra, The Study of Indian Art

Week 6-7
Hindu Deities and their Depictions: The Gupta and Post-Gupta Era of North India; The Calukya, Pallava and Cola Eras of the South; The Pala-Sena Era of Bihar and Bengal
Huntington, Chs. 10, 14-15, 18, 21
Michell
Elgood
Banarjea
Rao
Zimmer
Michael Meister, Discourses on Siva
Padma Kaimal, Siva Nataraja. The Shifting Meanings of an Icon,” Art Bulletin
______, The Great penance at Mammalapuram. Deciphering a Visual Text 2001
Weeks 8-11
The Hindu Temple: Nagara, Veshara, Dravida and its manifestations in Southeast Asia
Huntington
Michell
Elgood
Stella Kramrish, *The Hindu Temple*
George Michell, *Elephanta. The Cave of Siva*
Michael Lockwood, *Mahabalipuram*
______, *The Dharmaraja Ratha and Its Sculptures at Mahabalipuram*
Devangana Desai, “Art and Eroticism. Going Beyond the Erotic at Khajuraho”
______, *The Religious Imagery at Khajuraho*
______, *Mountains and Cities in Cambodia: Temple Architecture and Divine Vision,*
*Journal of Hindu Studies* 2003

Weeks 12-14
Interpreting Rajput and Pahari Painting
Milo Cleveland Beach, *Rajput and Pahari Painting*
Vishakha Desai, *Rajput Painting*
______, *Life at Court*
Edwin Gero, “The rasa theory of Abhinavagupta and its application, *The Literatures of India*
______, *Agency and Affectivity of Paintings. The Lives of Chitrajis in Hindu Ritual Contexts* 2005
BN Goswami, *Essence of Indian Art*
*The Natyashastra of Bharatamuni*
ARTH 322: INDIAN PAINTING
TR 12:15-1:30

Mary Beth Heston
Communications Museum 102
Office hours: M, T, R 2-3
and by appointment
953-6313; hestonm@cofc.edu

Course Description:
This course introduces students to the broad range of painting in South Asia, from the surviving remains of early mural painting in rock-cut temples to palm-leaf manuscripts of Pala-Sena era Bengal, the emergence of Jain and Hindu manuscripts on paper in western India, painting under the Sultans of the North and the Deccan, to the better known "miniature paintings" of Mughal, Rajput and Pahari traditions of North India and the wall paintings of the North and South, especially Kerala. We also examine the Colonial presence in Indian painting, including Company painting, and reactions to colonialism in the late nineteenth-century. The twentieth century introduces modernity; contemporary artists of the twentieth and twenty-first centuries grapple with a range of issues, many of them shared with artists around the world.

Course Objectives:
Through a close examination of the range of painting traditions, techniques, and styles in South Asia students will gain an overview of the history of painting in South Asia while they also gain a command of persistent and prominent themes and issues among the subjects of Indian painting. Students will be able to recognize the diverse styles of painting developed in South Asia and become familiar with the characteristic themes that continue and converge over time. Students will be able to explain how these traditions of nearly 2000 years inform the present, and to demonstrate knowledge of the varied religious, social, and political traditions which shaped them.

Texts:
Joan Cummins, Indian Painting (Boston 2006)
Cornelia Dimmitt and J.A.B. van Buitenen, Classical Hindu Mythology (Philadelphia, 1978)
Orhan Pamuk, My Name is Red (2001)
e-reserves, as noted on syllabus reading assignments

Course Requirements:
Regular attendance is essential to success in this course, as this material is not easily accessible in any single text or reading, and our approach to it combines the close examination of monuments with the analysis of various methods and approaches to their
interpretation; missing class means you will not master either. Your responsibilities, besides regular attendance, are:

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<th>Task</th>
<th>Weight</th>
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<tr>
<td>Essay I</td>
<td>20%</td>
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<tr>
<td>Mid-term exam</td>
<td>25%</td>
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<td>Final Exam</td>
<td>30%</td>
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<td>Research Paper</td>
<td>25%</td>
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**GRADING SCALE:**

- 100-93 = A
- 92-90 = A-
- 89-87 = B+
- 86-83 = B
- 80-82 = B-
- 79-77 = C+
- 76-73 = C
- 72-70 = C-
- 69-67 = D+
- 66-63 = D
- 62-60 = D-
- 59 and below = F

**ATTENDANCE POLICY:**

Attendance is required in class and at all related and required activities. Attendance will be taken, and more than three unexcused absences will result in a drop of half a letter grade; excessive absences allows the professor to drop a student. Students should inform instructor if they will have to miss a class.

**SNAP POLICY:**

If you are a SNAP student and require or think you might require special accommodations for testing or any other aspects of the course, please notify me as soon as possible. I require that you have the necessary paperwork documenting you as a SNAP student sent to me. We can discuss options available to accommodate your needs. Please realize that the sooner I am aware of your needs the less likely it is that problems will develop.

**COLLEGE OF CHARLESTON HONOR CODE:**

All students are expected to honor the provisions of the College's Honor Code. If you are not already familiar with it, it is your responsibility to become so.

**CLASSROOM ETIQUETTE:**

It should go without saying, but all cell phones and other devices must be turned off prior to entering the classroom; telephones that ring or are consulted in class are disruptive and will not be tolerated. Texting in class is also distracting. Recording devices may not be used without prior permission and only when the need to do so can be validated.

**COURSE SCHEDULE AND READING ASSIGNMENTS:**

- **Aug. 26**
  - Introduction
  - Readings: Cummins, Introduction

- **Aug. 28**
  - The Cave Temples and early mural paintings
  - Readings: Cummins, Ch. 1
Additional:
J.C. Harle, "Mural Painting and the Beginnings of Miniature Painting," 
The Art and Architecture of the Indian Subcontinent, ch. 25 
(N7301.H37 1986) 
Dieter Schlingloff, Guide to the Ajanta Murals (ND2829 A4 S34 1999)

Sept. 3  Buddhist Palm-Leaf Manuscripts 
Cummins, Ch. 1

Sept. 5  Reading day, no class 
Reading: My Name is Red, 1-114

Sept. 9  Early Jain and Hindu Manuscript Painting 
Reading: Cummins, Ch. 1 
Additional: 
J.C. Harle, "Mural Painting and the Beginnings of Miniature Painting," 
The Art and Architecture of the Indian Subcontinent, ch. 25

Sept. 11  Painting under the Sultans of Delhi 
Reading: Cummins, Ch. 1 
Additional: 
Harle (as above) 
J.P. Losty, The Art of the Book in India (ND3247 L67 1962)

Sept. 16, 18  Mughal Painting under Akbar 
Readings: Cummins, Ch. 2 
Additional: 
John Seyller, The Adventures of Hamza: painting and storytelling in 
Mughal India (ND3399 O5 S49 2002) 
John Seyller, Workshop and Patron in Mughal India: the Freer 
Ramayana and other illustrated Manuscripts of Abd al-Rahim (1999) 
(ND3247 S49 1999) 
Pramod Chandra, The Tuti-Nama of the Cleveland Museum of Art 
Milo Cleveland Beach, Mughal and Rajput Painting, Chs. 3, 4 
(DS436 .N47 1987 Pt.1 V.3)

Sept. 23  Discussion: Painting in the Islamic World of the late sixteenth century 
according to Pamuk (see handout from Sept. 3) 
Readings: Orhan Pamuk, through pp. 324 
Essay I due September 30

Sept. 25, 30  Mughal Painting under Jehangir and his successors 
Readings: Cummins, Ch. 2 
Additional: 
Beach, Ch. 3
Sept. 30  Essay I due

Oct. 2  Deccani Painting
Cummins, Ch. 3
Additional:
Beach, Ch. 4
Deborah Hutton, *Art of the Court of Bijapur* (N7308.B55 H88 2006)
Mark Zebrowski, *Deccani Painting* (ND3248D42Z421983)

Oct. 7  Review

Oct. 9  Mid-term Exam

Oct. 16-23  Rajput Painting
Readings: Cummins, Chs. 4, 5
Dimock et. al., *The Literatures of India*, Chapters 1, 3, 4, 6
Dimmitt and van Buiten, *Classical Hindu Mythology*, Chs. 2, 3
Additional
Beach, Ch. 4-6
BN Goswami and Caron Smith, *Domains of Wonder* (ND1001 G67 2005)

Oct. 23  Class visit/ lecture/ demonstration: classical Indian dance

Oct. 24  Performance of Bharatanatyam, classical South Indian dance
Sottile Theatre, 8 pm

Oct. 28, 30  Pahari Painting
Cummins, Ch. 6
*Literatures of India*, as above
*Classical Hindu Mythology*, Chs. 4, 5
Additional:
Beach, Ch. 6-7
B.N. Goswami and Caron Smith, *Domains of Wonder* (San Diego, 2005)
ND1001 G67 2005

Nov. 4, 6  Later Mural Painting: South India and Rajasthan
Additional:
(ND2827 S464 2006)

Nov. 11, 13 **Painting in Eighteenth to Nineteenth Century India**
Cummins, Epilogue
Additional:
Beach, Ch. 7

Nov. 13 **Research Papers due**

Nov. 18, 20 **Indian Painting in the Twentieth Century**
Mitter, “Modernism in India,” from *Indian Art*, 203-219 (e-reserves)
Additional:

Nov. 25-Dec. 4 **Contemporary Indian Painting and Visual Culture**
Mitter, “The Contemporary Scene,” *Indian Art*, 221-239 (e-reserves)

**FINAL EXAM:** Thursday, December 11, Noon - 3
EASTERN PHILOSOPHY- PHIL 234
FALL 2008

Dr. Christian Coseru
4B Glebe Street, # 205
Phone: 953-1935; Email: coseruc@cofc.edu
Office hours: Mon/Wed 3:30-5:30 p.m. and by appointment

Days & Time: MW 2:00-3:15
Location: EC 111

Who am I? What is the nature of the self? Is ultimate reality one or many? Are our actions governed by strict causal/karmic principles? Is absolute freedom possible? Is enlightenment possible? What counts as a reliable source of knowledge? What is the best way to reform an individual or a society? What is duty? Can justice be taught? In this course we will examine the answers that Indian, Chinese, and Buddhist philosophers have given to these (and several other) questions. We will also explore their methods of inquiry and the types of evidential support they marshal in defense of their theories, and note, where appropriate, parallel developments in the West. We begin with the Upaniṣads and their view of the self, and continue with a close examination of two seminal Indian texts, the Yoga-sūtras of Patañjali and the Bhagavad-gītā; then, following an overview of the basic tenets of Buddhist Abhidharma philosophy, we will let Nāgārjuna and Vasubandhu acquaint us with Buddhist dialectics and a unique type of pragmatic idealism; next, we discover the Nyāya metaphysical dualism and its redoubtable method of analytical inquiry; we conclude our survey of classical Indian philosophy with a lively Buddhist-Nyāya debate about what there is and how we come to know it. Our exploration of classical Chinese thought covers the central metaphysical and ethical doctrines of Confucius and Lao Tzu (and of their principal disciples Mencius and Chuang Tzu); in addition, we will also follow the course of Buddhist thought in China and examine its impact on both Taoism and Confucianism (paying special attention to the Neo-Confucian synthesis of Chu Hsi). Finally, for a window into the current state of play in the dialogue between East and West we turn to the memorable and insightful dialogue between philosopher Jean-François Revel and his scientist-turned-Buddhist monk son Matthieu Ricard (in the The Monk and the Philosopher). The aim of this course is threefold: first, introduce you to the philosophical sophistication of Indian, Chinese, and Buddhist thinkers, second, alert you to common assumptions and misconceptions about the nature and scope of their philosophical programs, and finally, foster an aptitude for genuine cross-cultural philosophical reflection.

Required Texts (available at the College Bookstore)
F.E. Baird & R.S. Heimbeck, Asian Philosophy (Pearson, Prentice Hall) AP
Mark Siderits, Buddhism as Philosophy (Hackett) BP
J-F Revel & M. Richard, The Monk and the Philosopher (Schocken, Random House) MP

Recommended Texts
J.N. Mohanty, Classical Indian Philosophy (Boston, Rowmann & Littlefield, 2000)
P.J. Ivanhow, Ethics in the Confucian Tradition (Cambridge, Hackett, 2002)

Additional readings, handouts, class presentation will be available on WebCT

Tentative Reading Assignments
August 27 Introduction: Philosophers and Gymnosophists
September 1-3 Origins and Scope of Indian Philosophy (AP: vii-viii, 3-7; BP: 1-10); Upaniṣads: the Self, Karma, and the Path of Knowledge (AP: 9-18, 21-30; 36-38; 41-69)
September 8-10 Philosophy and Orthodoxy: Schools, Methods, Views, and Arguments (AP: 135-149, 150-187)
September 15-17 Philosophy as a Path: Knowledge, Yogic Practice, and Realization (AP: 188-199; 200-224)
September 22 FIRST IN CLASS ESSAY EXAM
September 24 Introducing Buddhist Theory and Practice (AP: 83-117)
September 29-October 1 Nāgārjuna and the Middle Way (AP: 79-118); Vasubandhu, Logic, and Idealism (BP: 146-179)
October 6 A Nyāya Interlude (BP: 85-104)
October 8 MIDTERM EXAM
RELS 205 Sacred texts of the East

Dr. Lee Irwin, Religious Studies
4-B Glebe Street, Room 201
Religious Studies Department, Spring 2008
E-Mail Address: IrwinL@cofc.edu (send a message!)
Office Hours: Mon & Weds 2:00-4:00, Tues 2:00-4:00
(or by appointment)

Course Description: This course will explore the foundational texts of the
religions of India, China, Southeast Asia, and Japan. The traditions we will cover
are: Hindu, Buddhist, Sikh, Confucian, Taoist, and Shinto, with the greatest
emphasis on Hindu, Buddhist, Confucian, and Taoist written texts. We will take an
inductive approach to each text tradition and through careful reading of texts, seek
to determine core beliefs of each tradition established by those texts. We will
consider historical context, spatial location, textual diversity, internal debates on
interpretation, canon development, conceptual theories of the text, including text
recitations, and the care of texts. We will also look at issues of oral versus written
texts, image and symbol texts, and text transmission. No previous knowledge of
these traditions is required for this course; this is a course on the hermeneutics
of the texts and interpretations, not a survey of general beliefs and practices.

Books:
Korgan, Diane. The Best Guide to Eastern Philosophy and Religion. NY:

E-Reserve: 6 articles, ON-LINE at, Library Homepage (click on) ➔ E-reserves ➔
Electronic Reserves and Reserve Pages ➔ Pages by Department, Religious Studies
➔ RELS 205, Irwin ➔ (password = mantra), then click on article, print it.

Requirements: Students are expected to attend all classes and participate in class
discussions, missing more than three classes can result in a lower grade. The
assignments in this course include the following: FOUR 10 minute quizzes (5% each
= 20%), two short papers (15% each = 30%), Mid-Term (25%), and Final (25%).
The papers will be 2-3 pages in length, each summarizing one article on E-Reserves
and relating the theory of that article to the texts we are reading for that tradition.

No excuses will be accepted for missed assignments or exams, such as over
sleeping, lost books, or being stuck out of town. If you have a legitimate excuse,
please talk to me before the scheduled assignment. Late papers will have severe
reduction on the grade. All missing assignments will receive a failing grade.

Honor Code: Lying, cheating, and plagiarism are violations of the Honor Code and
are not permitted at the College. Cases of suspected academic dishonesty will be
reported directly to the Dean of Students. A student responsible for academic
dishonesty will receive a XF in the course, indicating failure based on dishonesty.

Grading Scale:
Numerical/letter grades: A+ = 100-97; A = 96-93; A- = 92-90; B+ = 89-87; B = 86-83;
B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67; D = 66-63; D- = 62-60;
F = 59 or lower.
**Reading Assignments:** Reading assignments must be done **BEFORE** the class for which they are assigned, not after; then you can follow the discussion, ask questions, and we can have an informed dialogue on the subject of the reading.

**Reading Assignments:**

I. **Week One:** January 10 Introduction to Sacred Texts of the East
   

II. **Week Two:** January 15 / 17 Sacred Texts of India / Hinduism

   
   B. Reading Assignment: Fieser & Powers: 8-29; Morgan: 41-57

III. **Week Three:** January 22 / 24 Sacred Texts of India / Hinduism

   A. Reading Assignment: Fieser & Powers: 29-54; Morgan: 59-95; 277-291

   B. **QUIZ ONE:** January 24

IV. **Week Four:** January 29 / 31 Hinduism / Early Buddhism

   A. Reading Assignment: Fieser & Powers: 72-97; Morgan: 97-131


V. **Week Five:** February 5 / 7 Sacred Texts of Buddhism

   A. Reading Assignment: Fieser & Powers: 98-125; Morgan: 133-158; 261-275

   B. **Paper One Handout:** Hinduism / Buddhism

VI. **Week Six:** February 12 / 14 Sacred Texts of Buddhism

   A. **QUIZ TWO:** February 14

   B. Reading Assignment: Morgan: 159-187.


VII. **Week Seven:** February 19 / 21 Sacred Texts of Sikhism

   A. **PAPER ONE DUE:** February 21

   B. Reading Assignment: Fieser & Powers: 127-144; Morgan: 305-316; 293-303
VIII. **Week Eight:** February 26 / 28  Sacred Texts of Sikhism / Mid-Term Exam


B. **MIDTERM EXAM: FEBRUARY 28**

C. **SPRING BREAK MARCH 3-7:**

IX. **Week Nine:** March 11 / 13  Sacred (?) Texts of Confucianism

A. Reading Assignment: Fieser & Powers: 145-159; Morgan: 189-209

X. **Week Ten:** March 18 / 20  Sacred (?) Texts of Confucianism

A. Reading Assignment: Fieser & Powers: 160-172; Morgan: 211-220

B. **QUIZ THREE:** March 20

XI. **Week Eleven:** March 25 / 27  Confucian Texts and Daoist Texts


B. Reading Assignment: Fieser & Powers: 173-186; Morgan: 221-232

XII. **Week Twelve:** April 1 / 3  Sacred Texts of Daoism


B. **QUIZ FOUR:** April 3

XIII. **Week Thirteen:** April 8 / 10  Sacred Texts of Daoism


XIV. **Week Fourteen:** April 15 / 17  Sacred Texts of Shintoism

A. Reading Assignment: Fieser & Powers: 207-221

B. **PAPER TWO DUE:** April 17

XV. **Week Fifteen:** April 22

A. Reading Assignment: Morgan 317-330

B. **FINAL EXAM : SATURDAY, APRIL 26, 8:30–10:30**
October 13
October 15
October 20-22
October 27-29
November 3
November 5
November 10-12
November 17-19
November 19
November 24
November 26
December 1-3
December 3
December 12

FALLBREAK
Buddhist Epistemology (BP: 208-230);
Buddhist Ethics and Dialectics (BP: 69-85; 180-207);
Introducing Confucianism: ethics, cultivation, and human nature (AP: 281-294, 296-352)
Introducing Taoism: the way, the wanderer, and her shadow (AP: 361-390)
SECOND IN CLASS ESSAY EXAM
Chuang Tzu's Dream and Taoist Aesthetics (AP: 391-432, WebCT readings)
Buddhism in China: mind, meditation, and paradox (AP: 433-443, 444-495)
PAPER DUE IN CLASS
(En)Counters: Chu Hsi's Neo-Confucian Synthesis (AP: 497-540)
THANKSGIVING
In Conversation: The Buddha's Way and the Philosopher's Cogito (MP, chapter 1-7)
Probing the Mind: Meditation and the Frontiers of Science (MP, chapters 10, 16, 18, 19)
FINAL EXAM (12:00 - 3:00)

Assignments and percentages: two in class essay exams (15% each), midterm (15%), paper (30%), final exam (20%), participation (5%).

You must bring the assigned text to class. You are expected to read on average 50-60 pages a week.

Requirements

1. It is essential that you attend classes! Four unexcused absences will adversely affect your grade and may result in your dismissal from the class.
2. If you fail to bring the assigned readings to class you will not be able to follow the discussion of particular passages. You are encouraged to annotate and add marginal comments to all texts discussed in class.
3. Keep in mind that the reading assignments in the syllabus are tentative. Expect changes throughout the semester. If you miss a class, it is your responsibility to find out how far we have gotten in the current reading assignment.
4. Exam and paper due dates are clearly marked in the syllabus. Add them to your calendar and make sure you don't miss or arrive late for an exam. Failure to take the in class essay and midterm exams will result in a grade of F. An unexcused final exam absence will result in a grade of F.
5. Late (or early) exams will only be given if you can show that a real emergency prevents you from taking the exam on the due date.

Expectations

1. Make sure you read the entire assignment before the lecture. Coming to class unprepared, apart from annoying your colleagues, will also adversely affect your participation grade.
2. This is a philosophy class and you are expected to reflect on what you are reading. It is not enough to identify a particular philosophical claim. You should be prepared to argue for or against it. As a rule, make sure you come to lecture with at least two or three thoughtful questions from your readings.
3. You will continuously learn new and unfamiliar concepts, including Sanskrit and Chinese words that have no precise equivalents in English. It is your responsibility to construct a glossary of all the technical terms with appropriate definitions (the meaning of the word or concept, the viewpoint or school of thought it represents, the context of its usage, etc. – all of which will be given in lecture, so pay attention).
4. I expect you to take the questions raised in the course description seriously. Some of the Eastern philosophers we will read are also contemplatives with a personal history of inner exploration. They provide an example for how best to integrate philosophical reflection, meditation, and the pursuit of virtue. Their ideas have profoundly shaped the ethos of the Indian and Chinese civilizations.
Bob,

Religious Studies' letter regarding the inclusion of their course in the Asian Studies curriculum.

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

TEL: 843.953.6313
FAX: 843.953.8212
EMAIL: hestonm@cofc.edu

-----Original Message-----
From: Irwin, Lee
Sent: Tue 10/21/2008 2:50 PM
To: Heston, Mary E
Subject: RE: Sacred Texts course

Mary Beth -

RELS 205 Sacred Texts of the East is taught by me and by June McDaniel (though others might teach it in the future, Zeff Bjerken or Elijah Siegler). I have attached a syllabus to this email. RELS department members have no objections to making RELS 205 part of the ASST curriculum as long as we retain the option of determining when or how often it will be offered (though right now it looks like about every third or fourth semester). Otherwise, we fully support the ASST revision of curriculum.

Lee Irwin, Chair
Religious Studies Dept.
College of Charleston
Charleston, SC 29401

Office: 843-953-8034
Email: IrwinL@cofc.edu

-----Original Message-----
From: Heston, Mary E
Sent: Tuesday, October 21, 2008 9:42 AM
To: Irwin, Lee
Subject: Sacred Texts course

Lee,

Asian Studies is in the process of updating our curriculum. Since our last major revisions in 2005, a number of new courses have been created and we want to send a new proposal to Curriculum/ Senate adding these to our list of electives that may count toward completing the major. One of these is Sacred Texts of the East.

I have two questions: is there any reason why RELS would object to our adding this to our list of electives? And: I wondered who normally teaches this, since we will need a course syllabus as part of our proposal.

Thanks so much,
Mary Beth

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston Charleston SC 29424

TEL: 843.953 6313
FAX: 843.953 8212
EMAIL: hestonm@cofc.edu
Art History's letter of support.

Thanks,
mbh

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

TEL: 843.953 6313
FAX: 843.953 8212
EMAIL: hestonm@cofc.edu

-----Original Message-----
From: Mazzone, Marian
Sent: Wed 11/19/2008 2:22 PM
To: Heston, Mary E
Subject: Re: Art History and Asian Studies

The Art History department supports the inclusion of two of its courses (ARTH 321: Hindu Myth & Image; ARTH 322 Indian Painting) in the list of electives for the minor in Asian Studies.

Sincerely,

Marian Mazzone
Chair, Art History Department
College of Charleston

843-953-7165
mazzonem@cofc.edu
Bob,

Here's the last of the letters to come in. I'll send the others directly.

Enjoy your Thanksgiving.

All best,
Mary Beth

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

TEL: 843.953.6313
FAX: 843.953.8212
EMAIL: hestonm@cofc.edu

-----Original Message-----
From: Lesses, Glenn
Sent: Tue 11/25/2008 8:01 AM
To: Heston, Mary E
Subject: Asian Studies minor proposal

Mary Beth,

The Philosophy Department fully supports the inclusion of PHIL 234, Eastern Philosophy, in the Asian Studies minor proposal. We plan to offer this course regularly and hope that some Asian Studies minors include it in their course of study. Please let me know if you need anything else.

Sincerely,
--Glenn

Glenn Lesses
Professor and Chair, Department of Philosophy
College of Charleston
Charleston, SC 29424
Phone: 843-953-8061
Fax: 843-953-6388
E-mail: lessesg@cofc.edu
Proposal to Change Degree Requirements For the Major

1. Department: MATH

2. Degree: MATH, actuarial studies track

3. Semester and year in which degree change(s) will go into effect: Spring 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):
   Where the current requirements say "MATH 545", change to "MATH 445 or MATH 545". That is, the option of doing MATH 245 and 445 is added to the current option of MATH 245 and 545.

5. Justification for Change(s):
   In a related curriculum change, a new undergraduate course MATH 445 is being added, which will for the most part replace MATH 545 for the purposes of undergraduate students. The reason for keeping the 545 option rather than a straight replacement of 545 by 445 is that some undergraduates might already have taken 545 as part of this major track.
6. Signature of Department Chair or Program Director:


Date: 10-21-2008

7. Signature of Dean of School:


Date: October 21, 2008

8. Signature of Provost:


Date: 10-22-2008

9. Signature of Curriculum Committee Chair:


Date: 12/11/08

10. Signature of Budget Committee Chair:


Date: 12/3/08

11. Signature of Planning Committee Chair:


Date: 12/8/08

12. Signature of Faculty Senate Secretary:


Date: 

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: Robert Perkins, Chair – Faculty Curriculum Committee  
From: Tom Ross, Chair – Psychology Department  
Date: October 30, 2008  
RE: Department of Psychology’s Capstone initiative

The Psychology Department is currently proposing an important change to our curriculum that concerns our sequence of Laboratory classes (Psyc 360-368). Currently, our laboratory classes are not specifically linked to our lecture courses (as is the case in most other science labs). That is, students don’t have to take the lab concurrently with the content-driven survey course. As a result, students often have difficulty retaining the knowledge of the content course at the level that is required to perform well in the lab, because they almost always take the laboratory class one to two years after completing the content course. Additionally, the laboratory classes are writing intensive, and the workload required of laboratory courses is not adequately reflected by the 1-hour of credit associated with these courses. So, in part, to address these issues, as well as improve upon our curricular offerings, we want to convert these laboratory classes to capstone courses. Offering a capstone class to our majors is an important goal the Psychology department has been working toward for a number of years. Currently, we have no course that unifies the students’ experience of the field of psychology. We believe our new capstone proposal will allow students to apply the knowledge they have gained in their lower division classes, while at the same time, they will have the opportunity to master new and more complex material.

In essence, we envision these new capstone classes as providing coverage of advanced topics in a particular content area with a laboratory component (e.g., Advanced Cognitive Psychology with Lab, Advanced Social Psychology with Lab, etc.). Unlike our current lab courses, the new capstone classes will allow for in-depth instruction in a topical area. Students will be required to complete the lower division class in the content area (e.g., Cognitive Psychology, Social Psychology, respectively), prior to enrollment in the capstone course. As such, they will have knowledge of the domain area and after a brief review of this content information, we can quickly progress to a more complex and nuanced discussion of the advanced content material. In addition to the in-depth treatment of the material, students also will be asked to complete a minimum of two empirical studies (with accompanying full length papers). By including the in-depth content with the experiential learning laboratory component, we hope to provide students a deep understanding of the major theories of a domain area in psychology, as well as the methodological techniques that psychologists in this area employ.

Concerning the offerings of these new capstone classes, we expect that the 2009 College catalog will specify the new capstone requirement. All students who enter the College this semester and thereafter, will be required to take a capstone course. Capstone classes will be first offered the Spring semester of 2010. Over the next two to three years, more sections of capstone courses will

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1 Psyc 360 Laboratory in Conditioning and Learning, Psyc 362 Laboratory in Social Psychology, Psyc 364 Laboratory in Physiological Psychology, Psyc 366 Laboratory in Sensation and Perception, Psyc 368 Laboratory in Cognitive Psychology
be offered, while at the same time, fewer laboratory sections will be available for enrollment. We anticipate that laboratory classes will be offered for the last time during the Fall of 2013. At this point we will delete these classes from our list of curricular offerings.

Concerning the question of whether additional resources will be required to implement this new curricular requirement, we do not anticipate the need to hire any addition faculty in order to offer these courses, as currently all psychology majors are required to take a laboratory class and this same requirement will apply to the capstone requirement. In addition, the laboratory classes are currently capped at 12 students and this same enrollment cap will apply to the capstone classes. As a result, a status quo will be maintained in terms of staffing requirements.

I appreciate the opportunity to present the Psychology department’s plan to the Curriculum Committee. I will make myself available to address any questions that the committee might have concerning this proposal and I will plan to attend the Curriculum Committee meeting on the day our proposal is to be reviewed. Additionally, I will be available via email (rosskp@cofc.edu) if any questions come up prior to this meeting.

Best regards,

[Signature]

Tom Ross
Department of Psychology, Chair
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: **Psychology**

2. Degree: **BS**

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):
   Starting with all students admitted Fall of 2009 and thereafter, students will be required to take one of the following capstone courses:

   - 460 - Advanced Conditioning and Learning with Lab
   - 462 - Advanced Social Psychology with Lab
   - 464 - Advanced Physiological Psychology with Lab
   - 466 - Advanced Sensation and Perception with Lab
   - 468 - Advanced Cognitive Psychology with Lab

   This requirement will replace the current laboratory requirement that is currently in place for all Psychology majors. However, we do not plan to formally delete our laboratory sequence until all students who came in under that requirement have had ample time to graduate. Specifically, we estimate that we will teach the laboratory courses for the last time during the Fall semester of 2013. After this semester, we will formally delete the lab sequence courses (Psyc 360-368) from our course offerings.

   Regarding the text that should appear in the College catalog, we would like the existing course requirements to be labeled: "Course requirements for students who entered the College prior to Fall of 2009." Additionally, we would like the text to read for the new major requirements: "Course requirements for students who entered the College Fall of 2009 and thereafter."

5. Justification for Change(s):
   See attached Memo for the justification of this change.

(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: Thomas P. Ross]  Date: 10/31/08

7. Signature of Dean(s) of School:
   [Signature: (Signature)]  Date: 11/6/08

8. Signature of Provost:
   [Signature: Susan J. Morrison]  Date: 11/20/2008

9. Signature of Curriculum Committee Chair:
   [Signature: ]  Date: 11/1/08

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.)
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: Psychology

2. Course Number and Title: Psyc 460 Advanced Conditioning and Learning with Lab
   Number of Credits: 3   Total hrs/week: 3 hours per week
   Lecture: ☑  Lab: ☑  Recitation: ☐  Seminar: ☑

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

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in the area of conditioning and learning. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: response acquisition, schedules of reinforcement, extinction, and response reinstatement.

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):
   Psyc 103, Psyc 211, Psyc 220, Psyc 213, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in conditioning and learning. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning

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

component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

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

This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

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

This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

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

Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

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.

This course will eventually replace Psyc 360. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:

This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

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

The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Conditioning and Learning Laboratory class (Psyc 360) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 360 and more sections of the new proposed course. We expect Psyc 360 to

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

be offered for the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 360 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 360 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each Fall</th>
<th>Each Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✗</td>
</tr>
</tbody>
</table>
| Every two years | Every three years | Other ☒(Explain): Sections may be offered in the summer depending upon demand.

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

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:

   Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form

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

for a complete listing of the changes to the Psychology major degree requirements.
Proposal for a New Course

14. Signature of Department Chair or Program Director:  
   [Signature]  
   Date: 10/3/08

15. Signature of Dean of School:  
   [Signature]  
   Date: 11/7/08

16. Signature of Provost:  
   [Signature]  
   Date: 11/20/2008

17. Signature of Business Affairs Official:  
   [Signature]  
   Date: 
   (not needed)

18. Signature of Curriculum Committee Chair:  
   [Signature]  
   Date: 11/11/08

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.)
Advanced Conditioning and Learning with Lab
PSYC 460
Fall 2009

Instructor: Chad M. Galuska, Ph.D.
Office: 59 Coming Street, Room 100 A
Phone #: 953-8199
E-mail: GaluskaC@cofc.edu
Office Hours: TBA

Required Readings


Madden, G. J. (2000). A behavioral economics primer. In W. K. Bickel and R. E. Vuchinich (Eds.), Reframing health behavior change with behavioral economics (pp. 3-26). Mawhah, NJ: Lawrence Erlbaum Associates. [Reading H]


1Students will be expected to purchase the APA Manual. The additional readings will be provided via e-reserve.

2This is only a tentative reading list. The instructor may add additional readings.
**Prerequisites:** Psyc 103 (or equivalent), Psyc 211 (Statistics), Psyc 220 (Research Methods), Psyc 213 (Conditioning & Learning), and Junior or Senior status.

**Course Description and Goals:** The goals of this course are two-fold: First, students will be exposed to an advanced topic in the field of conditioning and learning. Specifically, this course will provide an in-depth study of the field of behavioral economics and how measures of demand elasticity relate to other measures of response strength, such as behavioral momentum, resistance to extinction, and response reinstatement. Second, students will gain experience conducting operant research using rats as subjects. Students will be expected to conduct two experiments relevant to behavioral economics, critically evaluate the data derived from these experiments, report their findings in two research papers that conform to the publication guidelines of the American Psychological Association, and present their research findings in a poster session. Upon finishing this course, students will know how to design an appropriate experiment, how to implement that experiment, how to statistically analyze and interpret the results, and how to effectively present their findings.

**Course Structure:** This course is a laboratory course, and thus, some of your time will be spent in the laboratory conducting behavioral experiments (in room 132B). At the beginning of the semester, I will give a few lectures on topics such as animal husbandry, animal welfare and research ethics, and proper care and maintenance of the laboratory equipment. There will be an exam based on these lectures and relevant readings that is worth 50 points. Once rats reliably acquire the lever press response and experiments are underway, class periods will be structured as follows: The beginning and end of each class period will be spent in the lab while the majority of the class will be devoted to an in-depth treatment of behavioral economics. Assigned readings will be discussed in an instructor-led seminar. Your semester-long participation during the discussions of assigned readings will be worth a total of 25 points. At the end of the semester there will be an exam based on this material that is worth 100 points.

I also will lecture periodically throughout the semester about such topics as literature searches, as well as the statistical analysis and graphical presentation of the data that you will be collecting. This information will be of use to you in writing your research papers.

Students will be assigned a lab partner with whom they will conduct their experiments. The results from these experiments will be written as an APA-format paper that is due shortly after the end of each experiment. Each student is required to write his or her own paper. Collaboration with research partners on papers is not allowed. Furthermore, at the end of the semester students will collaborate with their partner on the creation and presentation of a poster based on your research findings.

Additional details of the two research studies, the associated research papers, and the poster presentation are provided below.

**Research Study 1**

The first research study will include both a correlational component and an experimental manipulation. Two research questions will be answered:

a. Is the amount of sweetened-condensed milk consumed under a continuous reinforcement schedule a predictor of subsequent demand elasticity for sweetened-condensed milk? We will use linear regression to answer this question.

b. By manipulating the concentration of sweetened-condensed milk using a within-subjects design, we will determine if scalar equivalence exists between the response requirement to produce milk and milk concentration. That is, is doubling the concentration functionally equivalent to halving the response requirement?
Research Study 2

The second research study also will include both a correlational component and an experimental manipulation. Two research questions will be answered:

a. Using exponential demand curve analysis, we will quantify the elasticity of demand for sweetened-condensed milk. Then, using linear regression, we will determine if the elasticity parameter predicts the rate of extinction and, subsequently, the degree of cue-induced reinstatement.

b. Using a between-subjects design, we will determine if the concentration of sweetened-condensed milk affects the rate of extinction and subsequent cue-induced reinstatement.

Research Papers

Two complete research papers, written in APA style, are required. Each paper is worth 100 points. Papers must be turned in as a hard copy at the beginning of class on the day that they are due. Research papers turned in after the due date will incur a 10% penalty for every day that it is late. All papers must be written in MS Word.

After receiving their first graded research paper (Paper 1), students may revise and resubmit it to earn back up to one-half of the points missed. Revisions must be submitted within one week of receiving the graded paper. This revision option is only available for the first research paper.

Although the opportunity to revise is not available for Paper 2, please note that I will always be happy to provide feedback on first drafts. If you plan to submit a first draft for feedback, please allow sufficient time (two class periods) for me to review your work. Do not expect me to provide much feedback if you turn in a draft the day before the paper is due.

Research Poster

The research poster is the only project that students may complete in collaboration with their lab partner. Students will prepare a research poster based on the results from Study 1A, 1B, 2A, or 2B. So that all studies are represented, the instructor will assign to student teams which study to present. Students will receive instruction of the preparation of posters using Microsoft PowerPoint. During an in-class poster session, student teams will take turns presenting their research. The research poster is worth 25 points.

Attendance: Attendance is expected and mandatory in this course. It is not fair to your lab partner if you are regularly absent. You will be allowed to miss three (3) classes without any loss of points. If you are absent, you must notify the Office of Undergraduate Studies so that they forward an absence memo to me documenting your absence. Each absence beyond the 3rd absence (regardless of reason) results in a loss of 10 points. Therefore, each student is allowed three (3) absences throughout the semester (accompanied by an absence memo) without any "penalty". If a student misses four or more classes, I will begin to deduct 10 points for each absence (starting with the 4th absence). I will take attendance at the beginning of each class and it is your responsibility to be in class when I am taking attendance. If you are absent from more than 6 classes I will request that you be removed from the class for excessive tardiness. Simply put, attend class!
Summary of Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Exam</td>
<td>50</td>
</tr>
<tr>
<td>Paper 1</td>
<td>100</td>
</tr>
<tr>
<td>Content Exam</td>
<td>100</td>
</tr>
<tr>
<td>Paper 2</td>
<td>100</td>
</tr>
<tr>
<td>Poster</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
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<th>Letter Grade</th>
<th>%</th>
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</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>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Extra Credit:** To encourage attendance, students can earn up to 5 extra credit points by reliably attending class, as shown in the following table.

<table>
<thead>
<tr>
<th>Absences</th>
<th>Extra Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>&gt; 3</td>
<td>penalty</td>
</tr>
</tbody>
</table>

In addition to the extra credit that can be earned from attendance, students may earn up to 3 extra credit points by attending colloquia hosted by the psychology department. Each colloquium that you attend is worth 1 point. If you attend a departmental talk, please make sure that I see you and you will earn the point!

**WebCT:** The following materials will be posted on WebCT: (a) this syllabus, (b) PowerPoint lecture presentations, (c) relevant journal articles and supplementary material, and (d) important announcements. It is important that you check WebCT regularly to check for important announcements, including possible changes to this syllabus. It is your responsibility to be aware of any changes made to this syllabus.

**Grievances:** If you have any questions regarding how I graded your assignments, you may request a re-evaluation of the grade. All requests must be made in writing and include a detailed explanation of why you think the grade was unfair or incorrect.

**Academic Dishonesty:** The College of Charleston is committed to the highest standards of academic integrity. Faculty and students are expected to adhere to the Honor Code. Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated. Please refer to the student handbook regarding academic dishonesty. Plagiarism involves copying someone else's work. Although you are conducting research with a partner, you are expected to turn in your own research paper. That means that you are not to write your papers in collaboration with your classmates. It also means that the description of previous research needs to be written in your own words (and not the words of the original authors). If I suspect a student is plagiarizing (either from another student or from a published article), I will notify the Student Honor Board and turn the matter over to them.
**Ethical Treatment of Animals**: Rats used in this laboratory course are to be considered our “research partners” and treated with respect. Students will be instructed on how to handle the rats. Improper handling techniques may result in dismissal from this course. Any instance of animal cruelty - including but not limited to hitting, striking, throwing, or teasing rats – will result in immediate expulsion from this course and notification of the Student Honor Board.

Good animal husbandry involves maintaining a clean laboratory work space. Information regarding how to clean your laboratory work space will be provided. Failure to clean your laboratory work space will result in a warning and then a 5 point penalty per additional occurrence. In addition, talking must be kept to a minimum while in the laboratory. This is because noise is very disruptive to rats and can lengthen the time it takes to complete an experiment. Time spent in the lab is not an opportunity to socialize. Also, please turn off all cell phones when you come to the lab. **No food is allowed in the laboratory or the animal colony. No exceptions.**

**Students with Disabilities**: Any student eligible for and needing academic adjustments or accommodations is requested to speak with me as soon as possible. Please bring a letter from SNAP services verifying your SNAP status and approved accommodations.

### Tentative Laboratory Schedule

**Note**: The dates and class events listed below are subject to change depending on time restrictions. Announcements will be made in class if changes will be made to this syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Discussion/Tutorials/Due</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Operant Conditioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics of Animal Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading A, I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Professional Research Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics Exam</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading E</td>
<td>Meet your Rat! Safe-handling practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Habituation/ Dipper Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dipper Training/ Response Shaping</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Response Shaping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FR 1 performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FR 1 performance</td>
</tr>
<tr>
<td>5</td>
<td>Overview of Study 1</td>
<td>Begin Study 1</td>
</tr>
<tr>
<td></td>
<td>Lecture on Behavioral Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading H</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading G</td>
<td>Continue Study 1</td>
</tr>
<tr>
<td>7</td>
<td>Reading F, Reading C</td>
<td>Continue Study 1</td>
</tr>
<tr>
<td>8</td>
<td>Reading K</td>
<td>Continue Study 1</td>
</tr>
<tr>
<td></td>
<td>Excel Tutorial</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>9</td>
<td>SPSS Tutorial</td>
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<tr>
<td></td>
<td>Data Analysis Workshop</td>
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<tr>
<td>10</td>
<td><strong>Paper 1 Due</strong></td>
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<tr>
<td></td>
<td>Overview of Experiment 2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Lecture on Extinction and Reinstatement</td>
<td>Finish baseline</td>
</tr>
<tr>
<td></td>
<td><strong>Reading J</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><strong>Reading D</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to Make a Poster in PowerPoint</td>
<td>Extinction</td>
</tr>
<tr>
<td>13</td>
<td><strong>Content Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poster and Data Analysis Workshop</td>
<td>Reinstatement Test</td>
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<tr>
<td>14</td>
<td>Poster and Data Analysis Workshop</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Paper 2 Due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Poster Session</strong></td>
<td></td>
</tr>
</tbody>
</table>
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: Psychology

2. Course Number and Title: Psyc 462 Advanced Social Psychology with Lab
   Number of Credits: 3   Total hrs/week: 3 hours per week
   Lecture: ☑ Lab: ☑ Recitation: ☐ Seminar: ☐

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

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in the area of social psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: Social cognition, conformity, group processes, and prejudice.

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):
   Psyc 103, Psyc 211, Psyc 220, Psyc 310, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.

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

   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in social psychology. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning component, we hope to provide students with the proper context to understand the
Proposal for a New Course

literature that they are reviewing as well as the empirical procedures used
to test the theories presented in the literature.

b) How does the course support the mission statement of the department and the
organizing principles of the major?
This course will facilitate an in-depth understanding of an important topical
area of psychology. The research training that students receive will
enhance their empirical skills, their knowledge of statistics as well as their
writing skills.

7. a) For courses in the major, how does the course enhance the beginning, middle,
or end of the major?
This course will serve as a capstone experience. It will only be open to
advanced students (i.e., students with junior or senior status) who have
completed the prerequisite classes. Therefore, this course will support the
end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts
tradition including linkages with other disciplines:
Given the prerequisites for this course, it is highly unlikely non-majors will
enroll in this course.

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.
This course will eventually replace Psyc 362. The rationale for this change
is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:
This class will be restricted in enrollment to 12 students. As such, this class
will be taught with a combination of pedagogical methods, including formal
lecture, seminar discussion, and laboratory applications.

10. a) Address potential enrollment pattern shifts in the department or college-wide
related to the offering of this course:
The addition of this course should not affect the enrollment of courses in
other departments. This class is being proposed as a replacement of the
current Social Laboratory class (Psyc 362) for the reasons identified in the
memo attached to this proposal. Over the course of the next several years
the department will offer fewer sections of Psyc 362 and more sections of
the new proposed course. We expect Psyc 362 to be offered for the last
time during the Fall 2013 semester. After this semester, we will formally

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
delete Psyc 362 from the Psychology Department's course offerings.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 362 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:
each fall: ☑ each spring: ☑
every two years: □ every three years: □
other ☑ (Explain):
Sections may be offered in the summer depending upon demand.

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

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:
   Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form for a complete listing of the changes to the Psychology major degree requirements.
Proposal for a New Course
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 10/31/08
   
15. Signature of Dean of School:
   
   Date: 11/5/08
   
16. Signature of Provost:
   
   Date: 11/20/2008
   
17. Signature of Business Affairs Official
   
   Date:
   
18. Signature of Curriculum Committee Chair
   
   Date: 1/2/08
   
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.)
Advanced Social Psychology with Lab  
**Psyc 462**  
**Spring 2010**

Instructor: Dr. Rhonda Swickert  
Office: 55 Coming, rm. 101  
E-mail: swicketr@cofc.edu  
Phone: 953-5046  
Office Hours: M 10 – 12 and W 1 – 2

**Required Readings**


**Prerequisites:** Psyc 103 (or equivalent), Psyc 211 (Statistics), Psyc 220 (Research Methods), Psyc 310 (Social Psychology), and Junior or Senior status

**Course Description and Goals:** This course will expose you to an in-depth analysis of two important areas of study within social psychology: Social Cognition and Prosocial Behavior. In addition, you will gain experience in conducting research in these topical areas of social psychology. Regarding this research experience, emphasis will be placed on research design, collection of data, data analysis, empirical report writing, and oral presentation of empirical findings.

**Course Outline**

*These dates are tentative and may be subject to change by the instructor.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Research Design and Statistics</td>
<td>Reading D, Ch. 5-7</td>
</tr>
<tr>
<td>2</td>
<td>Prosocial Behavior: The Bystander Effect</td>
<td>Reading A, Ch. 1-3</td>
</tr>
<tr>
<td>3</td>
<td>Prosocial Behavior: The Bystander Effect</td>
<td>Reading A, Ch. 5</td>
</tr>
<tr>
<td>4</td>
<td>Ethical Standards in Experimentation &amp; Strategies for Literature Review</td>
<td>Reading D, Ch.3</td>
</tr>
<tr>
<td>WEEK</td>
<td>TOPIC</td>
<td>READINGS</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
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</tr>
<tr>
<td>5</td>
<td>Exam 1 &amp; Observational Study Proposal: Prosocial behavior: The Bystander effect</td>
<td>Reading D, Ch. 2</td>
</tr>
<tr>
<td>6</td>
<td>Observational Data Collection</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>7</td>
<td>Observational Study: Statistics, Data Analysis, and APA Style</td>
<td>Reading B, Ch. 4-5</td>
</tr>
<tr>
<td>8</td>
<td>Social Cognition: Function of Schemas</td>
<td>Reading B, Ch. 6</td>
</tr>
<tr>
<td>9</td>
<td>Social cognition: Cognitive Biases</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Exam 2 &amp; Experimental Study Proposal: Social Cognition</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Experimental Study Proposal: Materials Development</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Experimental Study Data Collection</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Experimental Study Data Collection</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Experimental Study: Data Analysis &amp; PowerPoint Review</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Oral Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance and Participation Policy**

Students are expected to come to, and participate fully in, all classes. However, if a student is absent from class s/he is still responsible for all content presented during the missed class period. If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually. If a student misses more than 2 classes, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. There will be 2 points available for each class period for a total of 24 points. To receive these 2 points you must be in class on time (9:00 a.m.) and you must participate in classroom discussion.

**Social Psychology Projects**

You will be asked to complete two projects throughout the semester. You will be allowed to work with others on these projects. Project descriptions will be handed out in class. These descriptions will give detailed instructions on how to complete each project. During the semester you will be assigned the following projects:

- Project I: Observational Study
- Project II: Experimental Study

Each project is worth 15 points for a total of 30 points possible.

**Empirical Papers**

In this class you will be required to provide a written summary for each of the studies (observational & experimental) that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper summarizing the work that was conducted. The paper must be written according to APA publication guidelines. Each of the two papers is worth 40 points. The following is a listing of due dates for each study:
Observational Study

Present Proposal Idea		October xx
Work on Introduction and Method Sections		October xx
Work on Results and Discussion Sections
and Visit Writing Lab¹		October xx
Final Paper Due		October xx

Experimental Study

Develop Proposal Idea		November xx
Classroom Presentation of Study		November xx
Final Paper Due		November xx

Exams

There will be two examinations for this course. Each exam may be comprised of multiple choice, matching, and essay items and will be worth 35 points. The student is strongly encouraged to take each exam when it is given. If you miss an exam, you will need to provide a valid excuse documenting your absence. All make-up exams will be done outside of class and only one exam can be made up.

Skill Building

You will be learning a variety of new skills in this class. During this semester I would like to focus on learning how to present information as an oral PowerPoint presentation.

PowerPoint Presentation: Presentations will be made in teams of 5-6. Each team will be required to give a PowerPoint presentation to the class lasting no longer than 20 minutes. You will be graded on two major criteria: Content of the presentation (80%) and creativity of the presentation (20%). Regarding the content of the presentation, you should provide a succinct review of your experiment. Be sure to discuss the theoretical underpinnings of the study, the methodology and results of the study, and provide a comprehensive discussion of the findings. Regarding the creativity of the presentation, you are encouraged to present the information in a creative and effective format. Specifically, try to utilize different mediums to present the information (e.g., a short video-tape segment, pictures, graphs, web sites, etc.). This presentation is worth 15 points.

Extra-credit

You are required to visit the Writing Lab to obtain feedback on your first APA paper assignment. However, for the second paper you may visit the lab to earn extra-credit points. Specifically, you will receive 2 extra-credit points for this visit.

¹ I am requiring all students visit the writing lab to get feedback on the first empirical paper. You should visit the lab sometime between the dates of October xx-xx as the final version of the first paper is due on October xx. This visit to the writing lab and the incorporation of the feedback received is worth 5 points.
<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Papers Projects</td>
<td>80</td>
<td>A</td>
<td>206 - 224</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
<td>A-</td>
<td>201 - 205</td>
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<tr>
<td>Exams</td>
<td>24</td>
<td>B+</td>
<td>196 - 200</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>70</td>
<td>B</td>
<td>183 - 195</td>
</tr>
<tr>
<td>Writing Lab Visit</td>
<td>15</td>
<td>B-</td>
<td>178 - 182</td>
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<td>Total Points</td>
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<td>C+</td>
<td>173 - 177</td>
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<tr>
<td></td>
<td></td>
<td>C</td>
<td>160 - 172</td>
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<td>D</td>
<td>137 - 149</td>
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<td></td>
<td></td>
<td>D-</td>
<td>132 - 136</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>131 or less</td>
</tr>
</tbody>
</table>
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: Psychology

2. Course Number and Title: **Psych 464 Advanced Physiological Psychology with Lab**
   Number of Credits: 3
   Total hrs/week: 3 hours per week
   Lecture: ☑ Lab: ☑ Recitation: ☐ Seminar: ☑

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

3. Semester and year when course will first be offered: Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in physiological psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: psychopharmacology, neuroendocrinology, neuroanatomy and animal behavior.

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):
   **Psych 103, Psych 211, Psych 220, Psych 214, and Junior or Senior status. Students may take Psych 250 in lieu of Psych 211 and 220.**

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in physiological psychology. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning

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

component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

b) How does the course support the mission statement of the department and the organizing principles of the major?
This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

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.
This course will eventually replace Psyc 364. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:
This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Physiological Laboratory class (Psyc 364) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 364 and more sections of the new proposed course. We expect Psyc 364 to be offered for

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

the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 364 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 364 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:

   each fall: ☒
   each spring: ☒
   every two years: □
   every three years: □
   other ☒(Explain): Sections may be offered in the summer depending upon demand.

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

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:

      Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form

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

for a complete listing of the changes to the Psychology major degree requirements.

(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: 10/31/08

15. Signature of Dean of School:

Date: 11/5/08

16. Signature of Provost:

Date: 11/20/2008

17. Signature of Business Affairs Official

Date:

18. Signature of Curriculum Committee Chair

Date: 12/1/08

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.)
Advanced Physiological Psychology with Lab
Psychology 464 – Section L01
Fall 200X, College of Charleston

Class Meetings: TBD. SCIC 133

Instructor:
Michael G. Ruscio, Ph.D.
Phone: 843-953-7106
Office: 59 Coming St., #205.
Office hours: TBD
e-mail: ruscim@cofc.edu

Prerequisites: PSYC 103, 214, 211 & 220 and Junior or Senior Status.

Required Textbooks:
Washington, DC.


Additional Readings:


Course Overview and Objectives: This course is designed to provide first hand experience with experimental design, technique and data analysis in the field of behavioral neuroscience. We will begin the course with a dissection of the sheep brain and comparative neuroanatomy. We will then focus on two projects. The first project will involve histology of vertebrate brain tissue and quantification of selected regions. Particularly, we will examine sex differences in the brain and how they correlate with differences in behavior. The second project will involve observation and quantification of rodent parental behavior and differences between virgin and multiparous (having given birth to more than one litter) females in a variety of exploratory behaviors and memory tasks. A laboratory report written in APA (American Psychological Association) style will accompany each of these projects. The second project will also require the presentation of your results as a scientific poster or oral presentation to the class.
- To achieve a working knowledge of functional and comparative neuroanatomy.
- To gain an understanding of methods used to quantify animal behavior, experimental design, sampling and statistical analysis using SPSS.
- To develop skills associated with scientific presentations including oral and poster presentations.
- To learn basic neurobiological techniques and to utilize them to address hypotheses.
- To develop scientific and technical writing skills, with particular emphasis on APA (American Psychological Association) Style.

**Grading:** Grades will be assigned on the basis of the number of points that you have earned at the completion of the course. The number of points and the approximate percentage of the grade are indicated below.

<table>
<thead>
<tr>
<th>Source Number of Points</th>
<th>Approx. % of Grade</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Report #1</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Lab Report #2</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Poster/Oral Presentation</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Sheep Brain Exam</td>
<td>12.5%</td>
<td>50</td>
</tr>
<tr>
<td>Lab Proficiency : (Lab Notebook, Consistency, Attention to Detail, Timeliness of Data Collection and Data Entry, Lab Technique)</td>
<td>12.5%</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td><strong>100%</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Grade Assignment:** The combined total for all the above will be 400 points. Your final grade in the course will be based on a straight percentage of points:

<table>
<thead>
<tr>
<th>Approx. % of Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80-82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.9</td>
<td>C</td>
</tr>
<tr>
<td>70-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.9</td>
<td>D</td>
</tr>
<tr>
<td>60-62.9</td>
<td>D-</td>
</tr>
<tr>
<td>59.9% and lower</td>
<td>F</td>
</tr>
<tr>
<td>Failure Due to Academic Dishonesty</td>
<td>XF</td>
</tr>
</tbody>
</table>
**Tentative Schedule:** The following schedule indicates approximate dates when topics will be covered in class. These dates are subject to change based upon the amount of material we cover at each class meeting, and the specific needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Event</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Introduction, Comparative Neuroanatomy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of Ethics Regarding Animal Research</td>
<td></td>
</tr>
<tr>
<td>8/28</td>
<td>Sheep Brain Dissection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of Scientific Ethics</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Sheep Brain Exam</td>
<td>Practical Exam</td>
</tr>
<tr>
<td></td>
<td>Neuroanatomical Sex Differences:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Background and Experimental Premises</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>Neuroanatomical Sex Differences:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Histology: Introduction, Neuroanatomical Identification</td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Neuroanatomical Sex Differences:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Histology: Tissue Staining</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Neuroanatomical Sex Differences:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Histology: Quantification and Data Analysis</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>Neuroanatomical Sex Differences:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of Scientific Presentation Skills</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Neuroanatomical Sex Differences:</td>
<td>Lab Report #1 Due</td>
</tr>
<tr>
<td></td>
<td>Presentation of Results</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td><strong>Fall Break - No classes</strong></td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Introduction to Parental Behaviors :</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Background and Experimental Premises</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>Parental Responsiveness:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioral Measures and Methods of Analysis</td>
<td></td>
</tr>
<tr>
<td>11/6*</td>
<td>Parental Responsiveness:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior and Data Collection</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Parental Responsiveness:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior and Data Collection</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Parental Responsiveness:</td>
<td>Lab Report #2 Due</td>
</tr>
<tr>
<td></td>
<td>Presentation of Results – Poster Presentations and Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Review and Clean Up</td>
<td></td>
</tr>
</tbody>
</table>

As we are using live animals for some of our experiments, the above schedule is subject to change.

"Under the most carefully controlled experimental circumstances, an animal will behave as it damned well pleases."
**Lab Reports:** One of the goals of this course is to become familiar with the essentials of scientific writing. There are two lab reports that you will be required to turn in over the course of the semester (the first one in two parts). These papers are due at the beginning of class on the date specified on the syllabus. The due date of these papers may change as a result of experimental progress and outcome. If this occurs, I will let you know in class. It will be your responsibility to have your papers handed in on time. **You MUST hand in a paper copy of your lab report. For every day past the due date, 10 points will be deducted from the earned grade.**

**Lab Safety and Conduct:** During the semester we will be working with live animals (discussed below) and certain histological chemicals. It is of crucial importance to pay close attention to instructions and ask questions if something is not clear. Using certain histological chemicals requires proper protective gear (gloves, eye protection and lab coat) and facilities (fume hood); follow any provided instructions. Absolutely no food or drinks are allowed in any laboratory facilities. Also be aware that the laboratory space that will be used is shared space and should be treated accordingly (i.e. should be cleaned and all materials put away). Noise levels should be kept to a minimum when in animal rooms. The animal rooms and lab space are not only shared with other classes, but with researchers currently conducting experiments. Please be kind and courteous to others in the lab class and others working in the lab facilities.

**Attendance Policy**

Attendance at all scheduled classes is mandatory. Any unexcused absence will result in a loss of 50% of the total points for the lab report associated with that class period in addition to a 10 point deduction from your proficiency grade. Because we depend upon class discussion to clarify material and experimental protocols and because our understanding benefits from full consideration of many viewpoints, absences detract from each student's educational experience. Students must inform the instructor promptly of the reason for any absence. Furthermore, we will be performing a number of experiments which will require a combined effort from every member of the class. Therefore **absences can impede the progress of the entire class. It will be crucial to share knowledge, compare lab notes and exchange data on a regular basis. Lastly, it is important to ensure that everyone is performing a lab procedure in the exact same manner.** This greatly facilitates troubleshooting and is only possible when all students are present.

Excused absences are allowed for documented medical or family emergencies. A note from the Office of Undergraduate Studies is required in the event of an absence due to a death in your immediate family. A note from the Office of Undergraduate Studies, your physician or from campus health services office is required in the event of an absence due to illness. Student athletes must notify me in advance of absences due to an away game and must provide me
with a note from the coach. Absence due to a class related field trip must be arranged in advance via a note from the course instructor. Students are accountable for work missed due to an excused absence.

**Accommodation for Learning and Physical Disabilities:** If you have been diagnosed with a recognized learning disorder (e.g. attention deficit disorder) or a physical disability (e.g. hearing loss or visual impairment) that impairs your academic performance, I will do my best to accommodate your specific needs. However no such accommodation will be made unless you have provided me with your SNAP-issued professor notification letter (PNL). Please provide this at the beginning of the semester. It must presented at least one week before an exam for any appropriate accommodations to be made.

**Academic Dishonesty:** Cheating or plagiarism will not be tolerated and will result in a zero grade for an exam. If I suspect you are in violation of the College’s honor code you will be reported. Please refer to the Undergraduate Catalog for the College’s policy on academic dishonesty ([www.cofc.edu/about/handbook/pdf](http://www.cofc.edu/about/handbook/pdf)). You are responsible for knowing which actions are academically dishonest. A grade of XF: failure due to academic dishonesty, has been introduced to the College of Charleston grading system this Fall semester.

**Use of Animals in Physiological Research:**
This course includes laboratory exercises which employ behavioral observation and manipulation with small laboratory animals. All procedures are conducted under the direct supervision of a trained faculty supervisor. A campus committee exists to review the care and use of animals at the College of Charleston, and the vivarium is routinely inspected to ensure compliance with current standards for the ethical use of animals in research. A copy of these standards (developed by the Society for Neuroscience) is included with the syllabus. All students that participate in the lab will be required to sign a statement indicating that they agree to adhere to these guidelines.

Mistreatment or neglect (e.g. failure to report an injury or illness to the instructor for appropriate care) of your laboratory animal will be grounds for dismissal from the course and a failing grade.

If you have strong reservations about the use of animals in research and do not feel that you can participate in the laboratory exercises planned for the semester you should make an appointment to speak with the instructor during the first week of class.
Statement from the Society for Neuroscience:

**Policies on the Use of Animals and Humans in Neuroscience Research**

**Introduction**

The Society for Neuroscience, as a professional society for basic and clinical researchers in neuroscience, endorses and supports the appropriate and responsible use of animals as experimental subjects. Knowledge generated by neuroscience research on animals has led to important advances in the understanding of diseases and disorders that affect the nervous system and in the development of better treatments that reduce suffering in humans and animals. This knowledge also makes a critical contribution to our understanding of ourselves, the complexities of our brains and what makes us human. Continued progress in understanding how the brain works and further advances in treating and curing disorders of the nervous system require investigation of complex functions at all levels in the living nervous system. Because no adequate alternatives exist, much of this research must be done on animal subjects. The Society takes the position that neuroscientists have an obligation to contribute to this progress through responsible and humane research on animals.

Several functions of the Society are related to the use of animals in research. A number of these involve decisions about research conducted by members of the Society, including the scheduling of scientific presentations at the Annual Meeting, the review and publication of original research papers in *The Journal of Neuroscience* and the defense of members whose ethical use of animals in research is questioned by animal rights activists. The Society’s support for the research of individual members defines a relationship between the Society and its members. The purpose of this document is to outline the policy that guides that relationship. Compliance with the following policy will be an important factor in determining the suitability of research for presentation at the Annual Meeting or for publication in *The Journal of Neuroscience* and in situations where the Society is asked to provide public and active support for a member whose use of animals in research has been questioned.

The responsibility for implementing the policy in each of these areas rests with the relevant administrative body (Program Committee, Publications Committee, Editorial Board and Committee on Animals in Research, respectively) in consultation with Council.

**Policy on the Use of Animals in Neuroscience Research**

Neuroscience research uses complicated, often invasive methods, each of which is associated with different problems, risks and specific technical considerations. An experimental method that would be deemed inappropriate for one kind of research may be the method of choice for another kind of research. It is, therefore, impossible for the Society to define specific policies and procedures for the care and use of all research animals and for the design and conduct of every neuroscience experiment.

The U.S. Public Health Service’s Policy on Humane Care and Use of Laboratory Animals (PHS policy) and the *Guide for the Care and Use of Laboratory Animals* (the Guide) describe general policies and procedures designed to ensure the humane and appropriate use of live vertebrate animals in all forms of biomedical research. The Society finds the policies and procedures set forth in the PHS policy and the Guide to be both necessary and sufficient to ensure a high standard of animal care and use and adopts them as its official Policy on the Use of Animals in Neuroscience Research (Society policy). All Society members are expected to conduct their animal research in compliance with this policy. Members are required to verify that they have
done so when submitting abstracts for presentation at the Annual Meeting or manuscripts for publication in The Journal of Neuroscience. Adherence to the Society policy is also an important step toward receiving help from the Society in responding to questions about a member's use of animals in research. A complete description on what to do if your research is questioned is included in this handbook. Also, a complete description of SFN's policy and procedures for defending members whose research comes under attack can be obtained by contacting the Society's Central Office.

Local Committee Review

An important element of the Society's policy is the establishment of a local committee that is charged with reviewing and approving all proposed animal care and use procedures. In addition to scientists experienced in research involving animals and a veterinarian, the membership of this local committee should include a person who is not affiliated with the member's institution in any other way. In reviewing a proposed use of animals, the committee should evaluate the adequacy of institutional policies, animal husbandry, veterinary care and the physical plant. The committee should pay specific attention to proposed procedures for animal procurement, quarantine and stabilization, separation by species, disease diagnosis and treatment, anesthesia and analgesia, surgery and postsurgical care, and euthanasia. The review committee also should ensure that procedures involving live vertebrate animals are designed and performed with due consideration of their relevance to human or animal health, the advancement of knowledge or the good of society. This review and approval of a member's use of live vertebrate animals in research by a local committee is an essential component of the Society policy. For assistance in developing appropriate animal care and use procedures and establishing a local review committee, call the Society and consult the documents recommended at the end of this section.

Other Laws, Regulations and Policies

In addition to complying with the policy described above, Society members who reside in North America must also adhere to all relevant national, state or local laws and/or regulations that govern the use of animals in neuroscience research. Thus, U.S. members must observe the U.S. Animal Welfare Act (as amended in 1985) and its implementing regulations from the U.S. Department of Agriculture.

Recommended References


**General Principles**

The following principles, based largely on the PHS Policy on Humane Care and Use of Laboratory Animals, are a useful guide to designing and implementing experimental procedures involving laboratory animals.

- Animals selected for a procedure should be of an appropriate species and quality and the minimum number required to obtain valid results.
- Proper use of animals, including the avoidance or minimization of discomfort, distress and pain, is imperative.
- Procedures with animals that may cause more than momentary or slight pain or distress should be performed with appropriate sedation, analgesia or anesthesia. Surgical or other painful procedures should not be performed on unanesthetized animals paralyzed by chemical agents.
- Postoperative care of animals should minimize discomfort and pain and, in any case, should be equivalent to accepted practices in schools of veterinary medicine.
- Animals that would otherwise suffer severe or chronic pain or distress that cannot be relieved should be painlessly killed at the end of the procedure or, if appropriate, during the procedure. If the study requires the death of the animal, the animal must be killed in a humane manner.
- Living conditions should be appropriate for the species and contribute to the animals' well-being. Normally, the housing, feeding and care of all animals used for biomedical purposes must be directed by a veterinarian or other scientist trained and experienced in the proper care, handling and use of the species being maintained or studied. In any case, appropriate veterinary care should be provided.
- Exceptions to these principles require careful consideration and should only be made by an appropriate review group such as an institutional animal care and use committee.
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: Psychology

2. Course Number and Title: Psyc 466, Advanced Sensation and Perception with Lab
   Number of Credits: 3  Total hrs/week: 3 hours per week
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

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

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories in the area of sensation and perception. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include psychophysics and its application to the assessment of visual and tactile modalities.

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):
   Psyc 103, Psyc 211, Psyc 220, Psyc 366, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.

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

   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in sensation and perception research. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential

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

learning component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

b) How does the course support the mission statement of the department and the organizing principles of the major?
This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

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.
This course will eventually replace Psyc 366. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:
This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Sensation and Perception Lab (Psyc 366) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 366 and more sections of the new proposed course. We expect Psyc 366 to be offered for

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

the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 366 from the Psychology Department's course offerings.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 366 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:
   each fall: [ ]
   each spring: [ ]
   every two years: [ ]
   every three years: [ ]
   other [ ](Explain): At least once during each regular school year. Sections also may be offered in the summer depending upon demand.

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

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:

      Students entering the College during the Fall of 2009 or later will be required to
Proposal for a New Course

take a capstone course. See the attached Change of Degree Requirements form for a complete listing of the changes to the Psychology major degree requirements.

(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: 10/31/08

15. Signature of Dean of School: [Signature]
   Date: 11/5/08

16. Signature of Provost: [Signature]
   Date: 11/20/2008

17. Signature of Business Affairs Official: [Signature]
   Date: [Blank]

18. Signature of Curriculum Committee Chair: [Signature]
   Date: 12/11/08

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

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.)
SYLLABUS
ADVANCED SENSATION AND PERCEPTION WITH LABORATORY
PSYC 466
FALL 2010

Day/time: Wednesday 12:00-2:30
Location: SCIC 133
Prerequisites: PSYC 103, 211, 220, 313
Junior/Senior Status

Dr. Garrett W. Milliken
Office: 65 Coming St., Room 211
Office hours: 8:20-9MW; 9-10:30T
or by appointment
Phone: 953-5443
E mail: millikeng@cofc.edu

OVERVIEW & COURSE OBJECTIVES: This course is designed to expand the content base acquired through PSYC 313, Sensation & Perception and provide research experience in the area of sensation and perception. Each student will design experiments, collect data, and write research reports in APA format. By the end of this course, students should be able to:

- Understand the ethical issues related to science and experimentation
- Learn and demonstrate APA writing style
- Understand research methods used to quantify sensory events
- Apply quantitative models to sensory and perceptual data (Psychophysics & Scaling)
- Be able to conceptualize a research plan
- Be able to collect analyze, and report the results of sensation and perception experiments
- learn presentation skills by presenting research proposals and participating in a research forum

TEXTBOOKS/RESOURCES:


Power Point Tutorial
http://www.cof.orst.edu/net/software/present/powerpnt/ppguide.sht

http://www.mhhe.com/socscience/psychology/runyon/spss/spss.html (READING E)

=>Readings will also be available through electronic reserve via the library web site (password: s&p). You will need to read independently and extensively in psychology journals.
EVALUATION: Grades will be assigned based on a straight scale: A = 93-100, A- = 90-92.9, B+ = 86-89.9, B = 83-85.9, B- = 80-82.9, C+ = 76-79.9, C = 73-75.9, C- = 70-72.9, D+ = 66-69.9, D = 63-65.9, D- = 60-62.9, F = 0-59.9. Course grades will be averaged from the following components as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Lab Reports</td>
<td>60%</td>
</tr>
<tr>
<td>Take-home Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Proposals/Outlines/Intro</td>
<td>16%</td>
</tr>
<tr>
<td>Scientific Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

All assignments are due on the dates specified. **No late papers will be accepted.**

Attendance and Participation Policy

Students are required to attend and participate fully in all classes. However, if a student is absent from class, he/she is still responsible for all content presented during the missed class period. **If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually.** If a student misses more than 2 classes, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. To receive these 4 percentage points you must be in class on time and you must participate in classroom discussion.

Quizzes

There will be two quizzes for this course. The student is strongly encouraged to take each exam when it is given. If you miss an exam, you will need to provide a valid excuse documenting your absence.

Empirical Papers

In this class you will be required to complete two complete APA style manuscripts based on each of the studies that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper. The paper must be written according to APA publication guidelines. Each of the two papers is worth 30 percentage points.

Proposals/Outlines/Introductons

You will receive credit for participating in the draft process that leads to culmination of your manuscript. We will also provide you an opportunity to present your proposal for the second experiment using a PowerPoint presentation. Take advantage of these opportunities!

Scientific Presentations

You will be required to present your research proposal using a Power Point presentation. You will also present the results of your final experiment during the Psychology Research Poster Forum.

Extra-Credit

You are required to visit the Writing Lab to obtain feedback on your first APA paper assignment. However, for the second paper you may visit the lab to earn extra-credit points. Specifically, you will receive 2 extra-credit points for this visit. You may also receive 1 extra credit point for turning in your CV after Thanksgiving.

Academic Honesty

Cheating will not be tolerated. In this course you are encouraged to work together, but all quizzes and lab reports must be your own. The policies established in the *Student Handbook: Guide to Civil and Honorable Conduct* will serve as guidelines for dealing with dishonesty. Please review the Honor Code and give close attention to the sections on cheating and plagiarism.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Introduction to Ethics in Research</td>
<td>(READING A: pp. 348-356 and pp. 387-396)</td>
</tr>
<tr>
<td>9/3</td>
<td>Take-home Quiz 1 Due</td>
<td>(READING A) (Chapters 1-3)</td>
</tr>
<tr>
<td></td>
<td>APA Writing Style</td>
<td>(READING B: Chapters 1-2)</td>
</tr>
<tr>
<td>9/10</td>
<td>Take-home Quiz 2 Due/ Library Assignment Due</td>
<td>(READING D: Chapters 1-3)</td>
</tr>
<tr>
<td></td>
<td>Literature Review/Introduction</td>
<td>(READING A) (Chapters 4 &amp; 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic Reserve: Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(READING C: Preface, Chapters 1-4)</td>
</tr>
<tr>
<td>9/17</td>
<td>Introduction &amp; Reference Section for Experiment 1 Due</td>
<td>(READING D: Ch4-6)</td>
</tr>
<tr>
<td></td>
<td>Collect Data for Experiment 1/ Research Design</td>
<td>(READING B: Ch3-4)</td>
</tr>
<tr>
<td>9/24</td>
<td>Introduction, Methods &amp; Reference Section for First Experiment Due</td>
<td>(READING C: Ch1-3, Lesson 29)</td>
</tr>
<tr>
<td></td>
<td>Collect Data for Experiment 1</td>
<td>(READING E: Repeated Measures Designs)</td>
</tr>
<tr>
<td>10/1</td>
<td>Data Analysis for Experiment 1/Graphing Data</td>
<td>(READING B: CH9)</td>
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<tr>
<td></td>
<td>BEGIN RESEARCH FOR EXPERIMENT 2</td>
<td>(READING C: Unit 4a and 4b)</td>
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<tr>
<td></td>
<td></td>
<td>Peer-reviewed library journals</td>
</tr>
<tr>
<td>10/8</td>
<td>EXPERIMENT 1 WRITE-UP DUE</td>
<td>Electronic Reserve: Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power Point Tutorial</td>
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<tr>
<td>10/15</td>
<td>Experiment 2 Proposal Outline Due</td>
<td>Electronic Reserve: Library</td>
</tr>
<tr>
<td></td>
<td>Make Powerpoint presentation to class</td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td>Experiment 2 Intro and Reference Section Due</td>
<td>(LIBRARY/RESEARCH)</td>
</tr>
<tr>
<td></td>
<td>Pilot Data Collection for Experiment 2</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Collect Data for experiment 2</td>
<td>(READING B: Ch 11-12)</td>
</tr>
<tr>
<td>11/5</td>
<td>EXPERIMENT 2 Intro/Methods/Reference Section Due</td>
<td>(READING C: Lesson 25)</td>
</tr>
<tr>
<td></td>
<td>Data analyses for Experiment 2.</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>GRAPHING AND PRESENTING DATA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to make a CV</td>
<td></td>
</tr>
<tr>
<td>11/26</td>
<td>Happy Thanksgiving!</td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td>PSYCHOLOGY RESEARCH POSTER FORUM (POSTER DUE)</td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td>EXPERIMENT 2 WRITE-UP DUE (TURN IT IN BY NOON)***</td>
<td></td>
</tr>
</tbody>
</table>

Note: In addition to regular class attendance, it is imperative that you maintain contact with me on a regular and frequent basis. This is because I will provide written feedback on drafts of most assignments in a timely and regular manner. Be assured that I will be available to answer questions if class is not meeting or by appointment. Please take advantage of the feedback opportunities that I give you during the course of the semester.
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: Psychology

2. Course Number and Title: Psyc 468 Advanced Cognitive Psychology with Lab
   Number of Credits: 3    Total hrs/week: 3 hours per week

   Lecture: ☒   Lab: ☐   Recitation: ☐   Seminar: ☒

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

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in the area of cognitive psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: Attention, pattern recognition, memory processes, and language comprehension.

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):
   Psyc 103, Psyc 211, Psyc 220, Psyc 215, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.

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

   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in cognitive psychology. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning

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

compoment, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

b) How does the course support the mission statement of the department and the organizing principles of the major?
This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

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.
This course will eventually replace Psyc 368. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:
This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Cognitive Laboratory class (Psyc 368) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 368 and more sections of the new proposed course. We expect Psyc 368 to be offered for

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Proposal for a New Course

the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 368 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 368 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:

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

Sections may be offered in the summer depending upon demand.

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

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:

Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form

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

for a complete listing of the changes to the Psychology major degree requirements.

(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: 10/31/08

15. Signature of Dean of School:
   
   ____________________________
   
   Date: 11/15/08

16. Signature of Provost:
   
   ____________________________
   
   Date: 11/20/2008

17. Signature of Business Affairs Official

   ____________________________
   
   Date:

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.)
Advanced Cognitive Psychology with Lab
(Psyc 468)
Spring 2010

Instructor: Cynthia May, Ph.D.  
Office location: 55 Coming, room 103  
E-mail: mayc@cofc.edu
Phone: 953-6735  
Office Hours: T and Th 1-2:30

Required Readings:


Cognitive Lab Manual (Reading D)

Prerequisites: Psyc 103 (or equivalent), Psyc 211 (Statistics), Psyc 220 (Research Methods), Psyc 215 (Cognitive Psychology), and Junior or Senior status

Course Description and Goals: This course will expose you to an in-depth analysis of two important areas of study within cognitive psychology: Attention Processes and Language Comprehension. In addition, you will gain experience in conducting research in these topical areas of cognitive psychology. Regarding this research experience, emphasis will be placed on research design, collection of data, data analysis, empirical report writing, and oral presentation of empirical findings.
Course Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Research Design and Statistics</td>
<td>Reading D</td>
</tr>
<tr>
<td>2</td>
<td>Attention: Neuroscience perspective</td>
<td>Reading A</td>
</tr>
<tr>
<td>3</td>
<td>Attention: Visual development</td>
<td>Reading A</td>
</tr>
<tr>
<td>4</td>
<td>Ethical Standards in Experimentation &amp; Strategies for Literature Review</td>
<td>Reading D</td>
</tr>
<tr>
<td>5</td>
<td><strong>Exam 1 &amp; Experimental Study Proposal:</strong> Attention Processes</td>
<td>Reading D</td>
</tr>
<tr>
<td>6</td>
<td>Data Collection</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>7</td>
<td>Statistics, Data Analysis, and APA Style</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Language Comprehension</td>
<td>Reading B</td>
</tr>
<tr>
<td>9</td>
<td>Language Comprehension and Aging</td>
<td>Reading B</td>
</tr>
<tr>
<td>10</td>
<td><strong>Exam 2 &amp; Experimental Study Proposal:</strong> Language Comprehension</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Experimental Study Proposal</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Experimental Study: Data Analysis &amp; PowerPoint Review</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Presentations</strong></td>
<td></td>
</tr>
</tbody>
</table>

**REQUIREMENTS AND GRADING**

**Attendance and Participation Policy**

Students are expected to come to, and participate fully in, all classes. However, if a student is absent from class s/he is still responsible for all content presented during the missed class period. If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually. If a student misses more than 2 classes, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. To receive these points you must be in class on time (9:00 a.m.) and you must participate in classroom discussion.

**Cognitive Psychology Experimental Projects and APA style papers**

You will be asked to complete two projects throughout the semester. You will be allowed to work with others on these projects. Project descriptions will be handed out in class. These descriptions will
give detailed instructions on how to complete each project. Each project is worth 15 points for a total of 30 points possible.

Additionally, in this class you will be required to provide a written summary for each of the two studies that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper summarizing the work that was conducted. The paper must be written according to APA publication guidelines. Each of the two papers is worth 40 points.

Exams

There will be two examinations for this course. Each exam may be comprised of multiple choice, matching, and essay items and will be worth 30 points. The student is strongly encouraged to take each exam when it is given. If you miss an exam, you will need to provide a valid excuse documenting your absence. All make-up exams will be done outside of class and only one exam can be made up.

Scientific Presentation Skills

You will be learning a variety of new skills in this class. During this semester I would like to focus on learning how to present scientific information through either a poster presentation or a PowerPoint presentation. Specific instructions regarding this assignment will be handed out in class.

Grade Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>30</td>
<td>A</td>
<td>206 - 224</td>
</tr>
<tr>
<td>Projects</td>
<td>30</td>
<td>A-</td>
<td>201 - 205</td>
</tr>
<tr>
<td>Empirical Papers</td>
<td>80</td>
<td>B+</td>
<td>196 - 200</td>
</tr>
<tr>
<td>Exams</td>
<td>60</td>
<td>B</td>
<td>183 - 195</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>24</td>
<td>B-</td>
<td>178 - 182</td>
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<tr>
<td></td>
<td></td>
<td>C+</td>
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<td>C</td>
<td>160 - 172</td>
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<td></td>
<td>D-</td>
<td>132 - 136</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>131 or less</td>
</tr>
</tbody>
</table>
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: **Religious Studies**

2. Course Number and Title: **RELS 265 Women and Religion**

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 RELS 265 to RELS 185 (same title: Women and Religion)**

5. Justification for Change(s):

   **We are creating a new 200 level course, RELS 285 Religion and Feminism and want to make the current 265 course a 100 entry level 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.

   **RELS 265 is currently part of the Women's and Gender Studies interdisciplinary minor program. See attached letter.**

(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: Nov 3 2008

9. Signature of Dean of School:

[Signature]

Date: Nov 3, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 12/11/08

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ______________________

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

2. Course Number and Title: RELS 285 Religion and Feminism
   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:
   The course has previously been offered twice (Summer '07 and '08), as a RELS 298 Special Topics course. Upon approval, the course would be offered as RELS 285 in Spring 2010.

4. Catalog Description (please limit to 50 words):
   Students will be introduced to the feminist critique of patriarchal religion as it is applied to ritual practices, institutional organization, ethics, and the interpretation of sacred texts and religious writings.

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):
   N/A

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      The primary goal is to survey feminist critical theory and feminist methodologies in the field of religious studies. The objectives are to: 1) introduce students to the history of the feminist critique of culture and its application to religion; 2) enable students to develop feminist theoretical tools of their own, 3) apply these tools to the history of religions, the

(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?

The mission statement of the RELS department reads:
"Religious Studies at the College of Charleston is both a comparative and interdisciplinary enterprise. It serves as a bridge between various disciplines in the humanities and social sciences, particularly those of history, anthropology, sociology, psychology, philosophy, and literature, as well as various language programs. Courses explore various religions through a variety of dimensions and themes--ritual, myth, symbol, mystical experience, cognitive patterns, gender, ethnicity, identity--and they also consider the role played by political, economic, and social factors on the development of religions in their global context. Religious Studies thus provides a coherent disciplinary context where students can engage in a holistic and sustained examination of the history, diversity, and ingenuity of human belief and behavior, one of the hallmarks of a liberal arts education."

The interdisciplinary orientation of this course "serves as a bridge between various disciplines in the humanities and social sciences." The course will also examine issues of...gender, ethnicity, identity," as well as "political, economic, and social factors on the development of religions in their global context."

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

As an intermediate level course, RELS 285 will enhance the middle and end of the major. It will expand upon themes introduced in the 100 level Women and Religion course and compliment the RELS 210 course on Theories in the studies of religion. It will initiate majors into the contemporary feminist investigation of religion so that students become familiar with the methods and theories used by feminists in the academy for rendering religion intelligible. Once students acquire these critical tools they will be able to apply them in their advanced seminar courses on specific topics.

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

The theoretical and critical rigor of this course makes it an ideal course in the spirit

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Proposal for a New Course
of a liberal arts education. It requires a level of reading, writing and critical thinking skills easily adaptable to many disciplines in the humanities and social sciences.

One obvious reason for arguing this course supports a comprehensive liberal arts education is that credit for it may also count toward the fulfillment of the Women's and Gender Studies minor (see attached letter of support from WGST program Director). The course is also interdisciplinary in method because feminist theory can be applied in a variety of ways to the complex human activity we call "religion." The introductory section of the course ventures into sociology and "cultural construction theory," crucial for an understanding of the social construction of gender. The section on belief and practice ("feminist theology" in the Biblical traditions) introduces an anthropological component. In addition to religious writings, the range of literary forms and texts included in the syllabus, i.e. prose, poetry, fiction and film exposes the student to a variety of genres that demand different tools for retrieving and understanding their meanings.

Finally, the section on feminist religious ethics intersects with several disciplines. In the area of domestic violence and violence against women, sociological research will be supplemented by analyses of textual and visual evidence. In the field of psychology, the research of Lawrence Kohlberg and Carol Gilligan on moral reasoning will provide a critique of traditional patriarchal claims to women's moral inferiority.

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. See attached.

b) Please explain overlap with any existing courses.
The Religious Studies department offers a thematic course entitled "Women and Religion." It is not incumbent upon a professor of this thematic course to address feminist theory. Often the "Women and Religion" course is concerned with describing religious gender roles, i.e. "the men do this; the women do that," and with descriptions of female deities. This Religion and Feminism course is designed to be a theory and methods course that will foster a critical and reflexive awareness of how scholars' (and the student's own) presuppositions have informed the the way in which religion is understood.

9. Method of teaching:

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Ideally, this course will incorporate both lecture and discussion models of teaching/learning. Since most students are quite unfamiliar with feminist theory and its application to religion, lectures are necessary to introduce the basic theoretical models and interpretive tools necessary for a feminist critique. Class discussion will also be a significant feature of the course.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   As a course that could count towards the General Education requirements, no other department would be adversely affected. Only one department's enrollment pattern shifts might be affected[1] the Women's and Gender Studies program. The impact on the WGST program however, would be beneficial because it expands and diversifies the WGST curriculum.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
      Staffing of the department will not be affected by the course.

   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:
      N/A

   b) Budget:
      N/A

   c) Library:
      The department has been steadily building the library's holdings in the field of religion and feminism and is quite adequate to fulfill students' research needs.

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

   RELS 285: RELIGION AND FEMINISM (Syllabus)

   Required Texts:
   Women's Studies in Religion: A Multicultural Reader, Bagley and McIntosh, eds., 2006. (WSR)

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Justice And Care: Essential Readings In Feminist Ethics, Virginia Held, Carol W Oberbrunner, eds., 1995. (J&C)
Selected readings on ERES (or Coursepack)

Course Schedule and Reading Assignments:

Part I: The Feminist Critique of Religion and Feminist Theology

Week One:  Introduction and Syllabus
“Introduction” pp. 1-13 in WSR
Selections from Hebrew Scripture, Christian Scripture, and Sts. Augustine and Aquinas (ERES)
Chapter IV, “Wisdom Power,” 102-122 in WW
Poem, “For Strong Women,” from Marge Piercy, The Moon is Always Female

Week Two:
“Jewish Memory from a Feminist Perspective,” Judith Plaskow 39-49 (ERES
Response Paper 1: ***“The Church and the Second Sex,” Mary Daly 105-113 in WSR
“Take My Yoke Upon You,” Frances E. Wood, 128-136 WSR
Selection from Daly, Beyond God the Father

Week Three:
Response Paper 2: ** The Secret Life of Bees, Sue Monk Kidd
Film: “The Secret Life of Bees”

Week Four:
Critical Terms for Religious Studies, Mark C. Taylor, Ed. ERES
“God as Mother,” Sallie McFague (ERES)
“Why Women Need the Goddess,” Carol Christ 163-173 in WSR
“The Goddess as Metaphoric Image,” Nelle Morton, 192-197 WSR

Part II: Feminist Biblical Hermeneutics

Week Five:
“Introduction” 1-18 WW
Selections from Bread Not Stone, E. Schussler-Fiorenza
Response Paper 4: **Chapter I “Mapping Wisdom’s Terrain” WW
Poem, “Applesauce for Eve,” Marge Piercy, from Mars and Her Children, 1992

Week Six:
Chapter III “Wo/men’s Movements-Wisdom Struggles” in WW
“Feminist Theology: Methodology, Sources and Forms,” Rosemary Radford-

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Proposal for a New Course

Ruether, Sexism and God-Talk

Week Seven:
Chapter V “Wisdom Steps” in WW
Chapter VI “Wisdom’s Dance” in WW

Week Eight:
In-class presentations of feminist exegetical papers

Part II: Religion and Feminist Ethics

Week Nine:
Continue in-class presentations

Week Ten:
Selections from Kant and Nietzsche
John Stuart Mill, The Subjugation of Women, Ch.1&2
The Stages of Moral Development, Lawrence Kohlberg

Week Eleven:
Response Paper #7: **“Moral Orientation and Moral Development, Carol Gilligan
J&C
“Caring as a Feminist Practice of Moral Reason,” Alison Jagger J&C
“Feminism and the Ethic of Inseparability” Catherine Keller, (ERES)
“Caring,” Nel Noddings J&C

Week Twelve:
“White Women’s Christ and Black Women’s Jesus,” Jacquelyn Grant, 48-55 in WSR
“Black Women and Motherhood,” Patricia Hill Collins J&C

Week Thirteen:
“Feminism: It’s a Black Thing,” bell hooks, from Killing Rage: Ending Racism
Response Paper #9 **Film: The Color Purple

Week Fourteen:
Response Paper #10: ***“Violence against Women in the Historical Christian West:
The Visual and Textual Evidence,” Margaret Miles 113-126 WSR
“Injustice in Families, Assault and Domination,” Sara Ruddick, J&C
“Toward a New Theology of Sexuality,” Judith Plaskow 211-219 in WSR

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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:

   

   

   

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Proposal for a New Course

14. Signature of Department Chair or Program Director: Lee twins
   Date: Nov 3 2008

15. Signature of Dean of School: Date: Jul 3, 2008

16. Signature of Provost: Susan J. Manisern Date: 11-6-2008
   must be done with no new faculty (roster or adjunct) expenses in next 2-3 years

17. Signature of Business Affairs Official Date: Not needed

18. Signature of Curriculum Committee Chair: Date: 12/1/08

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.)
Committee Members: Deanna Caveny (Committee Chair), 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 paragraph included in FAM VI.D.4.

Intent: Under specific circumstances, allowing external panel member position on departmental evaluation panels to be filled with two faculty members. Proposed by Richard Nunan, Chair, Advisory Committee on Tenure, Promotion, and Review, at November 11 Faculty Senate meeting.

- Original motion:

  FAM VI.D.4, ¶ 3. When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

- Motion as revised by Committee on By-laws and the Faculty/Administration Manual

  FAM VI.D.4, ¶ 3. When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, departmental members of the panel may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided such that a single extra-departmental panel member shall serve in all cases under review for the same rank.
To: College of Charleston Faculty Senate  
From: Richard Nunan, Chair, President’s Advisory Committee on Tenure & Promotion  
Subject: Office of Academic Affairs Draft Policy, Annual & Merit Evaluations of Faculty

At the invitation of the Speaker of the Faculty, the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review has reviewed the Office of Academic Affairs’ draft language for the proposed new Section VI.E, to be inserted in the Faculty Administration Manual under the subsection title, “Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty.” This subsection would fall under the main section governing “Evaluation of Faculty”, following a series of four sections laying out the standards and procedures governing the major evaluations of tenurable faculty, instructors, and library faculty for tenure, promotion, retention, and third-year review.

The T&P Committee has three pieces of advice to offer concerning the draft language with respect to annual and merit evaluations of faculty.

First, some concern has been expressed, both on the Committee and among the faculty at large, about potential negative consequences which the decentralization of authority concerning the development of “specific policies, criteria and standards for annual evaluation and the assignment of merit categories”, which would, under the draft policy, devolve to the level of departments and schools. The chief concern thus far has focused on the future status of teaching at the College of Charleston, as the primary mission of the faculty and the institution as a whole. Does the new policy mean that individual departments will soon be free to choose just where to place primary emphasis, with respect to raises and the quality of annual evaluations, so that the traditional ranking of teaching, research, and service might be reordered? Would departments, for example, or even entire schools, be free to make a decision under this policy to privilege research over teaching?

It’s difficult to assess the answer to this question. In favor of the view that departments could act unilaterally in this manner, there is the elimination of the past practice of weighting teaching as counting for at least 50% of the annual evaluation. Some of the comments emerging from the Office of Academic Affairs at some public faculty forums, about the virtues of such decentralization, may also have contributed to this reading.

Against this analysis, the decentralization policy itself is qualified by language in the draft proposal immediately following the expression of the decentralization policy:

“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.)”

[N.B.: A Roman numeral ‘VI’ should be inserted here before ‘A, B, and C’.]

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Presumably, one of the College policies at issue here would be the remark, expressed twice at the outset of Subsection VI.A (on p. 94, in the preamble of Subsection A, and again at the beginning of the subordinate section on teaching effectiveness), that “Teaching is the primary responsibility of faculty at the College of Charleston.” In other words, the elimination of the weighting policy in annual evaluation practices may be irrelevant, because the issue is addressed elsewhere.

In the view of the Advisory Committee on Tenure & Promotion, it would be prudent to repeat this language expressly in Subsection VI.E, in the paragraph quoted. One possibility would be to append the following sentence to the end of the above paragraph:

“In particular, departments and schools need to be sensitive to the fact that teaching is the primary responsibility of faculty at the College of Charleston.”

Second, the T&P Committee is concerned about its own role in a mandate set forth in the paragraph immediately following the one just quoted:

“The Faculty Welfare Committee and 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.”

On the one hand, the Advisory Committee on Tenure & Promotion does believe that members of this committee have an important, and perhaps unique perspective to bring to bear on the various individual annual and merit evaluation policies which might be crafted by the various departments and schools in response to the decentralization plan. On the other hand, the Committee also suffers already under a very heavy workload, and does not need yet another major responsibility on its plate, as this review process would surely be, if it is to be done properly. Given the rhythms of faculty governance policy development, it is not implausible to think that the Committee would be asked to conduct many of those evaluations during a couple of spring semesters, when the Committee is either overwhelmingly busy (in January and February) or exhausted (March and April).

The Committee does not think this is a reasonable demand for the Office of Academic Affairs or the Senate to impose on the Committee itself. Consequently, the Committee suggests that the important role of T&P Committee review of these developing departmental and school evaluation policies be assigned instead to an ad hoc committee consisting entirely of former members of the President’s Advisory Committee on Tenure & Promotion. This strategy would leave the current membership of the T&P Committee free to conduct its normal business, but still preserve input from the T&P Committee perspective in the important oversight provisions governing the new evaluation policies to be developed at the local level.

Third, it has come to the T&P Committee’s attention that some faculty have been asking why we should not have one-year windows for both types of evaluation, instead of the separate three-year window of data now in use for merit evaluation. The existing policy was developed by last year’s Compensation Committee, and it seems a good one from our perspective on the T&P Committee. A three-year window on merit reflects the recognition that faculty performance patterns cannot easily be confined to a single year’s duration, especially when evaluating faculty along three distinct dimensions. We would therefore urge the retention of the three-year window for merit evaluation.
To: Faculty Senate & Committee on the By-laws & Faculty/Administration Manual  
From: Richard Nunan, on behalf of President’s Advisory Committee on Tenure & Promotion  
RE: A procedural recommendation concerning departmental T&P panels

Extra-departmental panel member workload policy  
In light of recent requests from two departments, the Committee recommends the following Manual policy change.  
The beginning of paragraph 3 of Manual section VI.D.4 (top of p. 121 in new online version of the Manual) now reads:  
Where the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year, the same individual from outside the department sits with departmental panel members for all cases.

The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:  
When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:  
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.