Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person John Newell Email address newellj@cofc.edu Phone 953-7154

1. Department: Honors College

2. Course number and title: HONS 382 Interdisciplinary Special Topics in the Social Sciences
   Number of Credits: 3-6 Total hrs/week: 3-6
   Lecture: [ ] Lab: [ ] Recitation: [ ] Seminar: [x]
   For Independent study courses:
   Research: [ ] Field experience: [ ]
   Clinical Practice: [ ] Internship: [ ]
   Practicum: [ ] Independent Course Work: [ ]

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   An Honors course on an interdisciplinary topic in the Social Sciences. Topics will be proposed by faculty based on their particular expertise and interests and approved by the Honors College Committee. Applies toward general education requirements in Social Science. Prerequisite: Junior standing and HONS 120 or consent of instructor and Dean of the Honors College. Repeatable up to 12 hours

5. CIP Code: 45 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

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

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   NA
Proposal for a New Course

b) Please explain overlap with any existing courses.
With the change from SIS to Banner, the Registrar's Office is now able to automatically perform a degree audit to see whether or not a student has satisfied Honors College requirements. In the past with SIS, this verification and certification could only be done manually. With the automated process, it is essential to distinguish between an introductory level special topics course taught in the Honors College and an Honors upper level special topics course that is interdisciplinary. This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

8. Prerequisites (or other restrictions):
   Prerequisite: Junior standing and HONS 120 or consent of instructor and Dean of the Honors College.

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      All Honors students are required to complete at least one interdisciplinary Honors course beyond the twelve hours of Honors Western Civilization. Our objective is to build upon the interdisciplinary experience of HONS 120 and 130, with the belief that interdisciplinary courses lead students to think more broadly and outside purely disciplinary perspectives. This particular course allows faculty from across the campus to propose interdisciplinary courses in the Social Sciences.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      HONS 382 would be used for Interdisciplinary Special Topics courses in the Social Sciences, such as "Death and Dying," "Consumer/Provider Health Communication," or "The Supremes: The US Supreme Court." These courses are approved each year by the Honors Faculty committee from proposals submitted by faculty. All Honors students must take at least one such interdisciplinary Honors course to graduate from the Honors College. This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

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

   b) For courses used by non-majors, how does the course support the liberal arts tradition
Proposal for a New Course

including linkages with other disciplines:
All of these courses will by their very nature be interdisciplinary and provide linkages across two or more disciplines. For example, "Death and Dying," which will be taught next year, examines attitudes toward death across different cultures. The course not only examines the physical aspects of death and dying but also the literary and artistic portrayal of death and dying and the differences in the experience arising from differences in societies. This draws on the disciplines of Sociology, History, English, Economics, and others.

11. Method of teaching:
   While the specific range of teaching methods will vary greatly from one special topics course to another depending on the topic and professor, all will be by definition seminar style classes with a major focus on class discussion and active student participation.

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

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

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

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

   a) Staff:
      No additional resources required.

   b) Budget:
      No additional resources required.

   c) Library:
      No additional resources required.

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

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

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

NA

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Proposal for a New Course


Attendance
Class attendance is expected. You are to take an active part in classroom activities. After two (2) absences (excused or otherwise), your course grade will drop two (2) points for each absence. For example, if you miss five (5) times and your course average is 86, your final course grade will be lowered to 80.

Exams
Three exams will be given. Each will be worth a maximum of 100 points. The exams will be given on September 24 (Thursday), October 27 (Tuesday), and December 12 (Saturday @ 12 noon).

Book Critiques
Critiques are to be written of the following books: Montross’ Body of Work and Weiss’ Grassroots Medicine. These are not to be book reports, rather your “gut” reaction to each of the books. You are to state what you personally consider the strong and/or weak points of the book, and tell why. Each critique should be typewritten (double-spaced with 12-point font) and should be approximately 3 pages in length. Please do not put the paper in a folder of any kind. Staple the paper together (no dog-ears or paper clips, please!). Do not use a color other than black. Each paper will be worth a maximum of 75 points. Late papers can earn a maximum of only 60 points. Papers are due at the beginning of class on the dates they are due. Papers will not be accepted electronically; only hard copies will be accepted.

The papers will be graded according to the “formula” below:

1. Composition (e.g., sentence structure, grammar, spelling)
2. Organization (introduction, body, conclusion)
3. Number of ideas/observations expressed (e.g., don’t spend two pages on one idea)
4. Instructions followed (as noted on the syllabus)

The book critiques will be due on the following dates:

Christine Montross’ Body of Work: Meditations on Mortality from the Human Anatomy Lab on October 15 (Thursday)
Greg Weiss’ Grassroots Medicine: The Story of America’s Free Health Clinics on November 12 (Thursday)

Field Trips
We will go to a funeral home (yet to be determined) and to the Circular Church Cemetery at 150 Meeting Street. For each of the two field trips you will write a brief reaction paper (1-2 pages). Though tentative, we will plan to go to a the cemetery on October 29 (Thursday) and to a funeral home on November 17 (Tuesday). Instructions will be given at the field site. Your response paper is due the class period following the trip. A maximum of 10 points is allowed for each paper, with a maximum of 5 points for late
Proposal for a New Course

In-Class Assignments
You will be asked to write about your first childhood death experience and to write your obituary in class. Instructions will be given at the time of the writing. A maximum of 10 points can be earned from each assignment. If the assignment is not completed on the designated day, a late paper will receive no more than 5 points. Papers will not be accepted electronically.

Grading

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams I, II, III @ 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Book Critiques, 2 @ 75 points each</td>
<td>150</td>
</tr>
<tr>
<td>In-class assignments</td>
<td></td>
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<tr>
<td>First childhood memory of death</td>
<td>10</td>
</tr>
<tr>
<td>Obituary</td>
<td>10</td>
</tr>
<tr>
<td>Field trip response papers, 2 @ 10 points each</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL POINTS POSSIBLE</td>
<td>490</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
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<tr>
<td>B+</td>
<td>90-92</td>
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<td>B</td>
<td>85-89</td>
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<tr>
<td>B-</td>
<td>83-84</td>
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<tr>
<td>D+</td>
<td>70-72</td>
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<td>F</td>
<td>0-62</td>
</tr>
</tbody>
</table>

Important Dates to Remember*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 8-10</td>
<td>No class due to instructor’s attending the Conference on the Social Contexts of Dying, Death and Disposal in Durham, England</td>
</tr>
<tr>
<td>September 24</td>
<td>Exam I</td>
</tr>
<tr>
<td>October 6</td>
<td>Last day to withdraw from class with a “W” grade</td>
</tr>
<tr>
<td>October 13</td>
<td>Fall Break (no class)</td>
</tr>
<tr>
<td>October 15</td>
<td>Critique of Montross’ Body of Work due</td>
</tr>
<tr>
<td>October 27</td>
<td>Exam II</td>
</tr>
<tr>
<td>October 29</td>
<td>Field trip to Circular Church Cemetery</td>
</tr>
<tr>
<td>November 12</td>
<td>Critique of Weiss’ Grassroots Medicine due</td>
</tr>
<tr>
<td>November 17</td>
<td>Field trip to a funeral home</td>
</tr>
<tr>
<td>November 26</td>
<td>Turkey Day (no class)</td>
</tr>
<tr>
<td>December 3</td>
<td>Last day of class</td>
</tr>
<tr>
<td>December 12</td>
<td>Exam III (on Saturday @ 12 noon)</td>
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</tbody>
</table>

* Late papers will not be accepted after December 3.

Reading Assignments
Proposal for a New Course

August 25 & 27  
*Chapter 1 Studying Dying, Death, and Bereavement  
**#1 Durkin’s “Death, Dying, and the Dead in Popular Culture”  
#3 Brock’s “How Much Is More Life Worth?”  
#6 Walter’s “The Sociology of Death”

September 1 & 3  
*Chapter 2 The American Experience of Death  
#5 Brownstein & Brownstein’s “Estimating Excess Mortality in Post-Invasive Iraq”

*Chapter 3 Growing Up with Death  
#9 Cohen & Kass' “Cast Me Not Off in Old Age”  
#11 Wijk & Grimby’s “Needs of Elderly Patients in Palliative Care”

September 8 & 10  No Class

September 15 & 17  
*Chapter 4 Perspectives on Death and Life after Death  
#13 Newcott’s “Life after Death”  
*Chapter 5 The Dying Process  
#4 Hughes’ “Confronting Death: Perspectives of a Good Death in Adults with Lung Cancer”  
#15 Betty’s “Are They Hallucinations or Are They Real? The Spirituality of Deathbed and Near-Death Visions”

September 22 & 24  Exam I on September 24  
No reading assignment

Sept 29 & Oct 1  
*Chapter 6 Living with Dying  
#14 Kenen’s “The Comfort Connection”

*Chapter 7 Dying in the American Health-Care System  
#16 Song’s “Dying on the Streets: Homeless Persons’ Concerns and Desires about End-of-Life Care”  
#17 Aday’s “Aging Prisoners' Concerns Toward Dying in Prison”

October 6 & 8  
*Chapter 8 Biomedical Issues and Euthanasia  
#20 Orr & Meilaender's “Ethics and Life’s Ending: An Exchange”  
Last day to withdraw from class with a “W” grade (October 6)

October 13 & 15  Fall Break (no class) on October 13  
Montross critique due on October 15

October 20 & 22  
*Chapter 9 Suicide  
#21 Willenz' “Suicidal Thoughts among College Students More Common than Expected”  
#22 Franke’s “When Students Kill Themselves, Colleges May Get the Blame”

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October 27 & 29  Exam II on October 27

Field trip to Circular Church Cemetery on October 29

November 3 & 5  *Chapter 10 Diversity in Death Rituals
                #2 Hadders’ “Dealing with the Dead Patient at the Intensive Care Unit”

November 10 & 12  *Chapter 11 The Business of Dying
                  #23 Gonzalez’ “The Tuneful Funeral”
                  #26 Basler’s “Green Graveyards–A Natural Way to Go”

                Weiss critique due on November 12

November 17 & 19  *Chapter 12 The Legal Aspects of Dying
                  #18 Rudden’s “Death and the Law”
                  #19 Cohen’s “What Living Wills Won’t Do: The Limits of Autonomy”

November 24 & 26  *Chapter 13 Coping with Loss
                  #29 Doka’s “Disenfranchised Grief”
                  #30 Corr’s “Enhancing the Concept of Disenfranchised Grief”

                  No class on November 26 due to turkey consumption

December 1 & 3  *Chapter 14 Grieving throughout the Life Cycle
                 #32 Graham’s “Life Is Like the Seasons”

December 3 last day of class

December 12  Exam III on Saturday @ 12 noon

*Chapters refer to the Leming & Dickinson textbook (Understanding Dying, Death and Bereavement) (hardcover)

**Numbered articles in the anthology by Dickinson and Leming (Annual Editions: Dying, Death, and Bereavement 09/10)
Proposal for a New Course

16. Signature of Department Chair or Program Director:

____________________________________________________________

Date: ________________________

17. Signature of Dean of School:

____________________________________________________________

Date: ________________________

18. Signature of Provost:

____________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

____________________________________________________________

Date: ________________________

20. 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.