25 March 2013

INTL Curriculum Proposals

Cover Page

A.1. Add New Course – INTL 120 Economics of Globalization
A.2. Change of Major – Add INTL 120 to INTL 9 hour introductory course
   Add HONS 166 Honors World Politics to INTL Introductory course choices

B.1. Add New Course – INTL 350 Cross Regional Studies (CR)
B.2. Add Requirement for INTL 350 course to INTL Concentrations in Africa, Asia,
   Europe and Latin America and the Caribbean

C. Add courses - INTL Asia Concentration
   Add LTAR 250, 350, 450
   LTJP 450

D. Delete and Add courses – INTL Europe Concentration
   Delete SPAN 322, 323, 329
   ENGL 203, 301, 307, 308, 311

   Add SPAN 333, 418
   LTIT 450
   LTRS 110, 120
   RUSS 331

Change Titles: ENGL 204, 302, 314, 357 (English Dept. changes)

E. Delete and Add courses – INTL International Comparative Literature Concentration
   Delete ENGL 203, 301, 302, 304, 306, 307, 308, 341, 342, 343, 346, 349, 350, 351,
   354, 355, 356, 359, 311, 338
   LTGR 150, 450
   LATN 321, 322
   SPAN 453

   Add ENGL 226, 319
   LTRS 110, 120, 220
   LTIT 450
   LTAR 220, 450

Change title: ENGL 204, 314, 320, 357 (English Dept. changes)

Add ENGL 226 and 319 to six credit requirement

Note: The committee has asked the department for more information on INTL 120, and has not passed it yet. It is not before the Senate yet.
F. Delete and Add courses - INTL Latin American and the Caribbean Concentration
   Delete SPAN 326, 327, 329
   Add SPAN 333

G. Revise language requirement for INTL Asia, Europe and Latin America and the Caribbean Concentrations

H. Revise maximum credit hours for INTL 401 International Studies Internship for 1-4 to 1-6

I. INTL Curriculum with all INTL major changes

J. Add courses to INST minor
   Add INTL 120 Economics of Globalization to choices for 9 hours of required courses
   Add HONS 166 Honors World Politics to choices for 9 hours of required courses

K. Departmental responses to changes
Hi Kathy,

Thanks for contacting me on this - I will try to answer the questions below

doug

Dr. Douglas Friedman  
College of Charleston  
Assoc. Professor of Political Science  
Director, Latin American & Caribbean Studies  
International Studies  

friedman@cofc.edu  
843-953-5701  
9 Glebe Street, Charleston, SC 29401  
http://lacs.cofc.edu/  
http://internationalstudies.cofc.edu/  

On 2/1/2013 3:33 PM, Boyd, Catherine C wrote:

Hi Doug,  
The Registrar’s office has reviewed the curriculum proposals going forward to the FCC in February. We have the following questions:

- Can you tell us why the “add or modify concentration, emphasis, or track” has been checked on the Change Program form for LACS?

The box was checked in error.

- INTL Curriculum Proposals cover Page.
  D. To which section is SPAN 418 being added?  
  History, Politics, Ideas and Economics

H. INTL 401 conflict on page 2- one section repeatable Checked NO, next checked YES but no maximum number of hours given. Which is it?

As far as I can see, there are only two boxes checked on that page - one box indicates that the course is NOT pass/fail and the other box checked indicates the course is NOT repeatable - in any case this is what we want

Curriculum – DW scribers don’t understand the use (or lack of) “ORS” in Category I. Please explain.

The "ORS" are unnecessary and you can dump them. I am not sure why they are there in the first place. All I can think of is that at the time the original proposal came through this was how the History requirement was written.
• Change Program proposal for INTL-Europe concentration. Page 2. References to the proposed title changes for ENGL 204 and 302 which are being questioned in a separate dialogue with ENGL department as to whether these should be new course numbers and not just title changes. Be aware of the outcome of that discussion. We were alerted by the English Department of the changes and this was a way of getting ahead of the curve.

We are fine with them with course change numbers or as new courses - at this point I want to avoid new (more) paperwork.

• INTL – Asia, Europe and LAC concentration-the change requested is the addition of “or related language” to the end of the current sentence. For each of the affected concentrations, what will be “the related languages”? Or, is this just a matter of cleaning up the curriculum and requirement?

This change will allow the acceptance of one year of language that is not specifically designated by the concentration

• INTL-International Comparative Literature concentration – ENGL 204 and 319 courses are listed with newly proposed titles which could end up being new course numbers. Be aware.

Same as above - we do not want to go through this process again if this is the case -0 we are happy to just include the new titles and/or numbers without getting committee and senate approval again

Doug,
I am trying to address questions which have been posted by different staff members on a number of different proposals. I must admit that it has been challenging and I may not have captured some things correctly. Please just ask for clarification when needed and we will get the person who wrote the original question to contact you.

Thanks,
Cathy

Catherine C. Boyd
Registrar
College of Charleston
Charleston, SC 29424
Phone 843.953.1826
Fax 843.953.6580

Follow Us:

Website: http://registrar.cofc.edu
Blog: http://blogs.cofc.edu/registrar
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Douglas Friedman
Phone: 3-5701
Email: friedmand@cofc.edu

Department or Program: International Studies
School: LCWA

Subject Acronym and Course Number: INTL 350

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

INTL 350 is being introduced as a new required course for the INTL major Concentrations in Africa, Asia, Europe and Latin America and the Caribbean. The course is designed to be cross-regional with themes changing from semester to semester (although some themes may repeat from year to year). The course and requirement are in effort to introduce cross regional themes in International Studies in the middle of the major – currently students are introduced to cross regional themes at the beginning of the major in INTL 100 and at the end of the major in the Capstone course - INTL 495. This course is not being introduced into the International Comparative Literature Concentration because the Concentration is not regionally specific.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

NONE

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course number: 

Credit hours: _ lecture _ lab _ seminar _ independent study
Pass/fail? ☐ yes ☐ no
Contact hours: _lecture _lab _seminar _independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no  If yes, how many total credit hours may the student earn? __________

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: International Studies School: LCWA Subject Acronym: INTL Course Number: 350

Credit hours: 3 lecture _lab _seminar _independent study  Pass/fail? ☐ yes ☒ no
Contact hours: 3 lecture _lab _seminar _independent study

Course title: Cross Regional Studies (CR)

Course description (maximum 50 words, exactly as it appears in the catalog):
Recognizing that discrete knowledge of specific local conditions, nation states or regional areas alone are not sufficient to grasp the broader trends and relationships that connect them, cross-regional study seeks to throw attention on the factors that operate simultaneously and synchronously at those levels. Cross regional study courses will thematically examine the links between these levels of analysis that are manifested in the phenomenon we call globalization.

Restrictions (pre-requisites, co-requisites, majors only, etc.): NONE

Cross-listing, if any (submit approval from relevant department): NONE

Is this course repeatable? ☒ yes ☐ no  If yes, how many total credit hours may the student earn? __________

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no  What is the fee? $__________

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? _______________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

NONE
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.
Each iteration of the course will have different learning outcomes in addition to learning objective # one which relates specifically to the cross-regional nature of the course. The learning objectives below relate to the sample syllabus.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will demonstrate an understanding of the complex relationships between local,</td>
<td>The in-class mid-term and final examination for the course will consist of a number of short-answer (multiple choice and fill in the blank) questions as well as a few essay questions. Students will have some choice in which essay questions they respond to. The questions will require students to apply the topics and themes considered in our course readings and classroom discussions.</td>
</tr>
<tr>
<td>regional and global levels of analysis in the study of a particular theme that has cross regional significance.</td>
<td>I expect the class to average at a C+ or B- for these exams.</td>
</tr>
<tr>
<td>2. Critical reading skills. Each week, students will turn in Reading Notes (described in syllabus). The purpose of this assignment is to strengthen upper-level reading skills, which include: analyzing a text; determining the an author's thesis statement; evaluating evidence; summarizing information succinctly; connecting arguments from preceding weeks; critiquing and assessing the significance of a given work.</td>
<td>Students will be assigned to a Tuesday or Thursday due-date for reading notes. They will be expected to turn in reading notes based on the reading for each Tuesday or Thursday after the first week of class. They will be able to select ONE class meeting over the semester for which you are excused from this requirement. This assignment totals 20% of their total course grade. In order to receive credit, you must submit your notes via the “Assignments” section on OAKS by midnight the night before the relevant class. Reading notes will be graded on a scale from 1-5: 5 (A) - proofread and includes an excellent summary of the reading, a thoughtful evaluation, and citations throughout. 4 (B) - a few grammatical or mechanical errors and may be missing a citation. It still includes an excellent summary of the reading and thoughtful evaluation. 3 (C) - a few grammatical or mechanical errors and lacks a few citations and has an inadequate summary and evaluation or has numerous errors and lacks citation combined with a fine summary of the reading and thoughtful evaluation. 2 (D) - numerous grammatical and mechanical errors, lacks citations, and includes an inadequate summary and evaluation of the reading. 1 (F) - incomplete. Effort was not made to address each of the 5 reading questions.</td>
</tr>
<tr>
<td>3. Presentation Skills, Public Thinking, and Debate. Students will be required both to participate actively in every class session and to lead class once over the course of the semester. The goal of these assignments is to develop leadership skills, the ability to think actively in conversation, and the ability to hold civil and intellectually-grounded debate.</td>
<td>This objective will be assessed in two ways. 1) Active participation counts for 20% of the total course grade. A student who attends class regularly with reading notes in hand and participate thoughtfully and vocally should expect an A (95) for this portion of her grade. Lapses in attendance, vocal participation, and preparation (including not having thoughtfully constructed reading notes in her possession) will lower the student’s grade. If a student attends class regularly, but does not participate, she should not expect higher than a C.</td>
</tr>
</tbody>
</table>
for this percentage of the course grade.

(2) Class facilitation. I will divide the class sessions among the students in the class, and at the assigned class session a pair of students will be expected to facilitate our conversation on the readings (through a presentation of what they see as the major arguments and issues raised in the readings, structured discussion questions aimed at facilitating conversation, and follow-up questions throughout the class period). Class facilitation counts as 10% of the final grade.

Class facilitation will be graded on a scale of 1-4:

(4) A - You met with me prior to class regarding the readings and demonstrated your close reading of the texts during our meeting. You came fully prepared to class with a clear outline of major issues to discuss.

(3) B - You met with me prior to class regarding the readings and demonstrated your close reading of the texts during our meeting. You were less than fully prepared during the class session and could have spent more time identifying important issues and questions to discuss.

(2) C - You met with me prior to class regarding the readings, but failed to demonstrate your close reading of the text during our meeting OR you demonstrated your close reading of the text, but were entirely unprepared to lead class.

(1) F - You met with me prior to class regarding the readings, but failed to demonstrate your close reading of the text during our meeting AND were entirely unprepared to lead class; OR you failed to meet with me prior to class regarding the readings.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course supports the program level outcome:

Graduating majors in International Studies will be able to critically analyze current and historical global issues from more than one regional perspective.

Content is reinforced and demonstrated.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

The course will be required of all INTL majors in the Africa, Asia, Europe and Latin America and the Caribbean Concentrations. It will substitute for one of the electives in the Concentration.

J. CHECKLIST.

☐ I have completed all relevant parts of the form.
I have attached a cover letter that describes my request and lists all the documents I am submitting.

(For new courses only) I have attached a syllabus.

(For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

(For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   
   [Signature]

   Date: 1/22/13

2. Signature of Academic Dean:

   
   [Signature]

   Date: 1/22/13

3. Signature of Provost:

   
   [Signature]

   Date: 2/4/13

4. Signature of Business Affairs (only for course fees):

   
   [Signature]

   Date: ____________

   □ fee approved on ____________

   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   
   [Signature]

   Date: ____________

6. Signature of Faculty Senate Secretary:

   
   [Signature]

   Date: ____________

Date Approved by Faculty Senate: ________________
INTL 350
Cross-Regional Studies:
RELIGION AND LAW IN THE GLOBAL CONTEXT

Kathleen Foody
Email: foodykm@cofc.edu
Office Hours: Wednesdays 2-3pm and by appointment (9 Glebe)
Mailbox: 9 Glebe

COURSE DESCRIPTION

The purpose of this course is to explore the interaction between religion and law in the contemporary world. In particular, we assess how different religious traditions both define and are defined by varied political systems. We do this by exploring a number of sites, including the United States, India, Sri Lanka, and Turkey. By way of introduction, we start by thinking about the category of “secularism” in the United States, the importance of Christianity for the history of secularism in the US, and the ways in which the Supreme Court places limits on religion in public.

With this background, we then move to analyze how religion and law interact differently outside of the US. We compare the intersection of religion and law in the U.S. to intersections in India, Japan, and Turkey.

In examining these four locations our goal is not to determine whether it is good or bad that religion and law interact; instead, we want to ask how this interaction affects how different people and cultures think about “good” religion. Throughout the course we ask a range of questions: what are the underlying social values that define “secularism” in each of these contexts? How are religious traditions transformed and limited by secular governments? How do religious traditions define and influence different understandings of secularism? What, if anything, do these varied formations of secularism have in common and what do they tell us about religion and politics in the contemporary world?

COURSE OBJECTIVES

1) Critical reading skills. Each class, students will turn in Reading Notes (described below). The purpose of this assignment is to strengthen upper-level reading skills, which include: analyzing a text; determining the author’s thesis statement; evaluating evidence; summarizing information succinctly; connecting arguments from preceding weeks; critiquing and assessing the significance of a given work.

2) Demonstrated knowledge about both Islamic history and the complicated categories of sex and gender. Students will write a series of papers that tie our class conversations to a topic of their choosing. I expect that students will make connections to these papers to topics covered in class, including the importance of early Islamic sources, Muslim women’s roles in historically Islamic societies, the importance of colonial and national histories, and the construction of gender and sex within local contexts as well as global discourses.

3) Presentation Skills, Public Thinking, and Debate. Students will be required both to participate actively in every class session and to lead class once over the course of the semester. The goal of these assignments is to develop leadership skills, the ability to think actively in conversation, and the ability to hold civil and intellectually-grounded debate.
COURSE REQUIREMENTS

There are five sets of requirements for this course (labeled below A-E):

A) Reading Notes.
Beginning with the class on Thursday, August 24th, there are 26 class meetings with assigned readings through the end of the semester. For a total of 22 of those sessions, you will be expected to turn in reading notes based on the reading. You will be able to select four class meetings over the semester for which you are excused from this requirement. **This assignment totals 20% of your total course grade.**

These assignments will help focus your thinking concerning the readings and help set the agenda for our classroom discussions.

In order to receive credit, you must submit your notes via the “Assignments” section on blackboard by **midnight** the night before the relevant class.

Finally, make sure to bring your written response to class each day, so that you will be able to refer to them during class. Consistently forgetting to bring these to class will count against your class participation grade.

I do not expect that you will have a 100% grasp on the readings 100% of the time; I do, however, expect that your written responses will demonstrate careful reading of and a thorough engagement with the assigned texts.

Reading Notes Structure:
The structure is a 5 point outline (12 pt font, SINGLE spaced; do **NOT** exceed one page). At the top of the page, you must include a full header (name, RELI 581, date) and a full bibliographic listing of the work in question - e.g.: Ernst, Carl. “What is Sufism,” in The Shambhala Guide to Sufism. Boston, Mass.: Shambhala, 1997, pp. 1-31. Within your notes themselves, please use parenthetical citations for this assignment, so as to save space - e.g.: (Ernst 1997, 26). Visit the library’s citation guide (http://www.lib.unc.edu/instruct/citations/) or the Chicago Manual of Style Quick Guide (http://www.chicagomanualofstyle.org/tools_citationguide.html) for citation instructions.

Your reading notes should have the following format:
**I. What is the thesis of the book/article/chapter?** (This should be a sentence or two, with one or two solid page references. You may include a quote, if you like, but also make sure to state, in your own words, what the author’s goal is.)

**II. What evidence does the author use to support this thesis?** (Is it physical data (like an archeological find)? Is it historical analysis, like a new interpretation of facts that disproves previous understandings? Is it theoretical, drawing on data but making a broader philosophical point? Methodological? Something else entirely? A combination? List the type of evidence, and cite where you’ve found it.)

**III. What are the major subarguments?** (Many of the books and articles we read may have on an overarching thesis, but then include additional arguments as well. Do the
subarguments help support the thesis are do they diverge from it? Are the subarguments perhaps more interesting or thought-provoking than what you’ve identified as the main thesis?

IV. Contribution. (What does this author help us understand?)

V. Evaluation and Critique. Or, what do you think? (As examples: Do you think the author’s topic is relevant? To whom or what? Do you think he/she proves her thesis? Do you see how it fits into the larger historical or religious frame? Does this book/chapter/article relate to anything else we’ve read? How? Assuming you’ve correctly identified the argument, this is the most important section. Limit it to 2 paragraphs to allow room for the preceding four points, but think hard about this one.)

Reading notes will be graded on a scale from 1-5:
5 (A) - proofread and includes an excellent summary of the reading, a thoughtful evaluation, and citations throughout.
4 (B) - a few grammatical or mechanical errors and may be missing a citation. It still includes an excellent summary of the reading and thoughtful evaluation.
3 (C) - a few grammatical or mechanical errors and lacks a few citations and has an inadequate summary and evaluation or has numerous errors and lacks citation combined with a fine summary of the reading and thoughtful evaluation.
2 (D) - numerous grammatical and mechanical errors, lacks citations, and includes an inadequate summary and evaluation of the reading.
1 (F) - incomplete. Effort was not made to address each of the 5 reading questions.

B) Active participation.
Classroom discussions are a central component of this course, and attendance in class is required. In order to do well in this class you must participate actively in class discussions; unexcused or repeated absences or tardiness will lower your grade. You are responsible for arriving in class prepared to ask and answer questions concerning the assigned readings. I will often call on students by name in order to foster conversation. Active participation counts for 20% of your total course grade.

Attendance and class participation are not the same thing. While your attendance and willingness to learn from the comments of others (including the professor) are central to the course, your own informed and intelligent participation in class discussion is an absolute necessity.

In this course, you will be graded on how you think, not on what you think. In other words, you will not be graded on your beliefs, opinions, or the positions you advance. You will be graded on how well you articulate your thoughts and positions, how closely you read the assigned texts, and how much your ability to think critically and connectively about the themes in our readings develops over time.

A quick note on participation grading. If you attend class regularly with reading notes in hand and participate thoughtfully and vocally, you should expect an A (95) for this portion of your grade. Lapses in attendance, vocal participation, and preparation (including not having thoughtfully constructed reading notes in your possession) will lower your grade. If you attend class regularly, but do not participate, you should not expect higher than a C for this percentage of the course grade.
C) Class facilitation.
As one component of your grade for the course, we will divide the class sessions among the students in
the class, and at the assigned class session you will be expected to facilitate our conversation on the
readings (through a presentation of what you see as the major arguments and issues raised in the
readings, structured discussion questions aimed at facilitating conversation, and follow-up questions
throughout the class period). Class facilitation counts as 10% of your final grade.

Alongside your daily vocal participation in class, this facilitation assignment will be an opportunity to
practice presentation skills. Your own thoughts on the reading may change during the course of the class
you facilitate – that’s fine! The goal here is to show leadership and engage the group as the class
navigates the course materials.

Class facilitation will be graded on a scale of 1-4:

(4) A – You met with me prior to class regarding the readings and demonstrated your close reading of
the texts during our meeting. You came fully prepared to class with a clear outline of major issues to
discourse.

(3) B – You met with me prior to class regarding the readings and demonstrated your close reading of
the texts during our meeting. You were less than fully prepared during the class session and could have
spent more time identifying important issues and questions to discuss.

(2) C- You met with me prior to class regarding the readings, but failed to demonstrate your close
reading of the text during our meeting OR you demonstrated your close reading of the text, but were
entirely unprepared to lead class.

(1) F – You met with me prior to class regarding the readings, but failed to demonstrate your close
reading of the text during our meeting AND were entirely unprepared to lead class; OR you failed to
meet with me prior to class regarding the readings.

D-E) Mid-term and Final Exam.

The take-home mid-term and final examination for the course will consist of a small number of essay
questions giving you choice in which questions you respond to. The questions will require you to apply
the topics and themes considered in our course readings and classroom discussions to issues derived
from the readings or to other specific issues considered in class. The purpose of these exams will be to
demonstrate your comprehension of the themes developed in the course.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>(3.7)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>(3.3)</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>(3.0)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>(2.7)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>(2.3)</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>(2.0)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>(1.7)</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>(1.3)</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>(1.0)</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>(.70)</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
<td></td>
</tr>
</tbody>
</table>

Academic Honesty:

This course has a zero-tolerance policy towards academic dishonesty, including plagiarism, taking credit
for another’s work, and cheating in any way. A student found cheating will automatically fail
course. In addition, CofC policy requires me to report such a student to the Dean of Students. A student found responsible of academic dishonesty by the Dean’s office will receive an XF on the student’s transcript, indicating failure of the course due to academic dishonesty.

ACCOMODATIONS

If you have a disability that qualifies you for academic accommodation, you must provide me with a letter from the Center for Disability Services at the beginning of the semester. It is your responsibility to schedule accommodations for in-class exams through the Center for Disability Services. I strongly recommend you do that during the first week of class. According to CofC policy, if you wait until the week of the exam you forfeit your claim to accommodation. For more information on the SNAP program, see: http://disabilityservices.cofc.edu/

REQUIRED TEXTS

In addition to some readings posted online, there are three required texts that have been ordered through the bookstore:

Orhan Pamuk, Snow: A Novel
Thomas Blom Hanson, The Saffron Wave
William Cavanough, The Myth of Religious Violence

COURSE SCHEDULE
(note: primary sources are marked with an astrix)

UNIT ONE: INTRODUCTIONS

Tuesday, August 22

* Oxford English Dictionary, “Secularism” and “Secular”

* United States Supreme Court, Van Orden v. Perry (2005) (focusing particularly on the opinions of Justice Rehnquist, Stevens, Souter, and Breyer)
Thursday, August 24
* United States Supreme Court, *Van Orden v. Perry* (2005), continued

Tuesday, August 29

Thursday, August 31
Winifred Fallers Sullivan, *The Impossibility of Religious Freedom* (excerpt)

UNIT TWO – TURKISH ISLAM

Tuesday, September 5
William Cleveland, *A History of the Modern Middle East* (selection)

Thursday, September 7
Niyazi Berkes, *The Development of Secularism in Turkey* (selection)

* Mustafa Kemal, “Design for a Modern Secular Turkish State,” *The Middle East and Islamic World Reader* pp125-127

* Halide Edib [Adivar], “Dictatorship and Reform in Turkey,” *The Middle East and Islamic World Reader* pp127-132

Friday, September 8
First Media Analysis Paper due at 5pm in hard copy.

Tuesday, September 12
Yael Navaro-Yashin, *Faces of the State* (selection)

Thursday, September 14
* Orhan Pamuk, *Snow: A Novel* pp1-93

Tuesday, September 19
* Orhan Pamuk, *Snow* pp95-186

Thursday, September 21
* Orhan Pamuk, *Snow* pp187-292
Tuesday, September 27

* Orhan Pamuk, *Snow* pp 293-425

Thursday, September 29

TBA

Midterm Exam Distributed

UNIT III – CASE 3: INDIA

Tuesday, October 3

* Indian Constitution, Preamble and Selections

Thursday, October 5

Thomas Blom Hanson, *The Saffron Wave* (selection)

Friday, October 6

Midterm Exam due at 5pm in hard copy

Tuesday, October 10

Thomas Blom Hanson, *The Saffron Wave* (selection)

Thursday, October 12

Thomas Blom Hanson, *The Saffron Wave* (selection)

Tuesday, October 17

“Introduction: barefoot across India, an artist and his country” in *Barefoot across the nation: M. F. Husain and the idea of India*

* Selection of M. F. Husain’s art

Thursday, October 19

No Class. Happy fall break.

Tuesday, October 24

Sumathi Ramaswamy, *The goddess and the nation: mapping Mother India* (selection)
Thursday, October 26

* Babri Mosque controversy, 1994-2011, court case

UNIT IV - CASE IV: JAPAN

Tuesday, October 31


Thursday, November 2


Friday, November 3

Second Media Analysis Paper Due at 5pm in hard copy.

Tuesday, November 7


Thursday, November 9

1997 Supreme Court decision

Tuesday, November 14,

In class viewing: *Yasukuni*, a film by Ying Li (2007) [ or, * Spirits of the State* [videorecording] : Japan’s Yasukuni Shrine, a film by John Nelson (Princeton, NJ: Films for the Humanities & Sciences, 2005)]

Thursday, November 16

In class viewing: *Yasukuni* continued.

Tuesday, November 21

Use the www.ropercenter.uconn.edu/jpoll/JPOLL.html to research Japanese feelings about the Yasukuni shrine.

Reading from Catholic Japanese citizens TBA.

Thursday, November 23
No Class. Happy Thanksgiving.

UNIT IV: CONCLUDING COMPARISONS

Tuesday, November 28
Cavanough, *The Myth of Religious Violence*

Thursday, November 30
Cavanough, *The Myth of Religious Violence*

Tuesday, December 5
Cavanough, *The Myth of Religious Violence*

Final exam distributed.

Tuesday, December 12

**FINAL EXAMINATION DUE**—Please deliver your final examination to my Mailbox in 105 Saunders Hall by no later than 12 noon.
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Douglas Friedman Phone: 3-5701 Email: friedmand@cofc.edu
School: LCWA Department or Program: International Studies
Name and Acronym of Major: INTL - Africa, Asia, Europe and Latin America and the Caribbean Concentrations

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☒ Change Request (fill out all sections)
☐ Add an existing course to requirements or electives
☒ Add a new course to requirements or electives (attach completed course form for each)
☐ Delete courses from requirements or electives
☒ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called "concentration" on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
☐ Terminate degree
☐ Terminate major
☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

INTL 350 is being introduced as a new required course for the INTL major Concentrations in Africa, Asia, Europe and Latin America and the Caribbean. The course is designed to be cross-regional with themes changing from semester to semester (although some themes may repeat form year to year). The course and requirement are in effort to introduce cross regional themes in International Studies in the middle of the major - currently students are introduced to cross regional themes at the beginning of the major in INTL 100 and at the end of the major in the Capstone course - INTL 495. This course is not being introduced into the International Comparative Literature Concentration because the Concentration is not regionally specific.

The requirement will be added to each concentration as follows:

Africa:
The Africa Concentration in International Studies requires completion of 21 credit hours including a core of 6 credit hours, a Cross Regional (INTL 350) course of 3 credit hours, and 12 credit hours of electives with at least 3 credit hours in each of three disciplines which will include the core History courses.
Asia:
The Asia Concentration in International Studies requires completion of 21 credit hours including a core of 3 credit hours, a Cross Regional (INTL 350) course of 3 credit hours, and 15 hours of electives chosen from History and Politics and Art, Literature and Culture categories with at least 3 credit hours in each of three disciplines.

Europe:
The Europe Concentration in International Studies offers a multi-disciplinary concentration. The Europe Concentration requires completion of 21 credit hours including a Cross Regional (INTL 350) course of 3 credit hours, and 15 hours of electives chosen from the History, Politics, Ideas and Economics and Literature and Culture categories with at least 3 credit hours in each of three disciplines. All students must take the 3 credit hour European Studies Capstone (EUST 400). Students may focus on Britain (BRT), Germany (GRM), Italy (ITL) or Russian (RUS) by taking their required courses that so designated.

Latin America and the Caribbean:
The Latin America and the Caribbean Concentration in International Studies requires completion of 21 credit hours including a 3 credit hour core course, a Cross Regional (INTL 350) course of 3 credit hours, and 15 hours of electives chosen from the History and Politics and Literature, Film and Culture categories with at least 3 credit hours in each of three disciplines. Students may focus on Brazil by taking their required and elective courses from those designated BRAZ and fulfilling their language requirement in Portuguese.

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

ATTACHED

E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate an ability to think globally from the perspectives of multiple disciplines.</td>
<td>In Spring 2013 students in all INTL 100 courses will be required to complete a common written assignment (see below under &quot;Common Assignment&quot;). The INTL assessment committee will read a random sample of this common assignment in INTL 100 to see how students demonstrate their abilities. 80% of the sample will have demonstrated their ability to think globally from the perspectives of multiple disciplines. THE COMMON ASSIGNMENT: The INTL 100 Introduction to International Studies course will include an essay assignment of approximately 1200-1500 words. The goal of this assignment is for students</td>
</tr>
<tr>
<td>2. Graduating majors in International Studies will be able to critically analyze current and historical global issues from more than one regional perspective.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Students write a research paper in the Capstone course, INTL 495. 90% or more of the students will receive an A range or B range grade on this learning outcome component of the overall paper grade.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Students will demonstrate their ability to track the progress of their knowledge of global affairs from the beginning to the end of their major. (Portfolio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will assemble and complete an academic student portfolio. This portfolio will contain hard copies of graded written work from courses in the major. Every portfolio must have at least one example of graded written work from a course at the introductory 100 level, at least one example of graded written work at the intermediate 200 level, at least one example of graded written work at the advanced 300 level, and a clean hard copy of the completed research paper or other major project from the capstone course, INTL 495. During the final semester of their undergraduate career students must write a 1500-2000 word ungraded “Reflective Essay” which assesses their academic development from the beginning to the end of their major. Students must turn in this completed student portfolio in hard copy to the INTL Office (with hard copies of at least 4 examples of graded written work) in order to graduate. The “Reflective Essay” will be submitted in hard copy to the instructor of record in their INTL 495 capstone course. Members of the Assessment Committee will review the Student Portfolios and read the Reflective Essays annually. These portfolios will function as an assessment tool for regularly improving the International Studies major.</td>
</tr>
</tbody>
</table>
F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

NONE

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

NONE

H. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☒ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.
I. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

Date: 1/22/13

2. Signature of Academic Dean:

Date: 1/22/13

3. Signature of Provost:

Date: 2/4/13

4. Signature of Curriculum Committee Chair:

Date: 

5. Signature of Budget Committee Chair:

Date: 

6. Signature of Academic Planning Committee Chair:

Date: 

7. Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

Page 5 of 5
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Douglas Friedman Phone: 3-5701 Email: friedmand@cofc.edu

School: LCWA Department or Program: International Studies

Name and Acronym of Major: International Studies INTL - Asia Concentration

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☒ Add an existing course to requirements or electives
  ☐ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☒ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called “concentration” on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

Add:
LTAR 250 Arabic Literature in (English) Translation
LTAR 350 Arabic Literature in (English) Translation
LTAR 450 Arabic Literature in (English) Translation
LTJP 450 Japanese Literature in (English) Translation

Additional literature in translation courses for the Art. Literature and Culture category

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

ATTACHED

Page 1 of 4
### E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td><strong>1. Demonstrate an ability to think globally from the perspectives of multiple disciplines.</strong></td>
<td>In Spring 2013 students in all INTL 100 courses will be required to complete a common written assignment (see below under “Common Assignment”). The INTL assessment committee will read a random sample of this common assignment in INTL 100 to see how students demonstrate their abilities. 80% of the sample will have demonstrated their ability to think globally from the perspectives of multiple disciplines. <strong>THE COMMON ASSIGNMENT:</strong> The INTL 100 Introduction to International Studies course will include an essay assignment of approximately 1200-1500 words. The goal of this assignment is for students to demonstrate knowledge of globalization at the local, national, and/or international level. This paper assignment asks students to demonstrate that knowledge by connecting an aspect of globalization studied in class to an issue or current event that they investigate outside of class. In this way students will demonstrate their knowledge of globalization as well as begin to pursue their individual interests in the field of international studies.</td>
</tr>
<tr>
<td><strong>2. Graduating majors in International Studies will be able to critically analyze current and historical global issues from more than one regional perspective.</strong></td>
<td>Students write a research paper in the Capstone course, INTL 495. 90% or more of the students will receive an A range or B range grade on this learning outcome component of the overall paper grade.</td>
</tr>
<tr>
<td><strong>2. Students will demonstrate their ability to track the progress of their knowledge of global affairs from the beginning to the end of their major. (Portfolio)</strong></td>
<td>Students will assemble and complete an academic student portfolio. This portfolio will contain hard copies of graded written work from courses in their major. Every portfolio must have at least one example of graded written work from a course at the</td>
</tr>
</tbody>
</table>
introductory 100 level, at least one example of graded written work at the intermediate 200 level, at least one example of graded written work at the advanced 300 level, and a clean hard copy of the completed research paper or other major project from the capstone course, INTL 495. During the final semester of their undergraduate career students must write a 1500-2000 word ungraded “Reflective Essay” which assesses their academic development from the beginning to the end of their major. Students must turn in this completed student portfolio in hard copy to the INTL Office (with hard copies of at least 4 examples of graded written work) in order to graduate. The “Reflective Essay” will be submitted in hard copy to the instructor of record in their INTL 495 capstone course. Members of the Assessment Committee will review the Student Portfolios and read the Reflective Essays annually. These portfolios will function as an assessment tool for regularly improving the International Studies major. The required student portfolios will begin with declared majors starting in FALL 2013

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

NONE

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

NONE

H. CHECKLIST

☑ I have completed all relevant parts of the form.
☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☑ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☑ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

1. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature]

Date: 1/22/13

2. Signature of Academic Dean:

[Signature]

Date: 1/22/13

3. Signature of Provost:

[Signature]

Date: 2/4/13

4. Signature of Curriculum Committee Chair:

[Signature]

Date: ____________

5. Signature of Budget Committee Chair:

[Signature]

Date: ____________

6. Signature of Academic Planning Committee Chair:

[Signature]

Date: ____________

7. Signature of Faculty Senate Secretary:

[Signature]

Date: ____________

Date Approved by Faculty Senate: ____________
FACULTY CURRICULUM COMMITTEE  
CHANGE/DELETE PROGRAM FORM

Instructions:  
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!  
- Remember that your changes will not be implemented until the next catalog year at the earliest.  
- If you have questions, please start by checking the detailed instructions on the website.  
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.  
Name: Douglas Friedman  
Phone: 3-5701  
Email: friedmand@cofc.edu  
School: LCWA  
Department or Program: International Studies  
Name and Acronym of Major: International Studies INTL – Europe concentration

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

- [x] Change Request (fill out all sections)  
  - [x] Add an existing course to requirements or electives  
  - [ ] Add a new course to requirements or electives (attach completed course form for each)  
  - [x] Delete courses from requirements or electives  
  - [x] Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called “concentration” on the transcript.)

- [ ] Terminate Program (fill out C, F, G, and H)  
  - [ ] Terminate degree  
  - [ ] Terminate major  
  - [ ] Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

A. Delete: SPAN 322, 323, 329 from Literature and Culture section  
   Add: SPAN 333 to the Literature and Culture section  

   Hispanic Studies department has consolidated three courses into one.

   Add: SPAN 418 Advanced Spanish for Business Communication  

   Course added by Hispanic Studies since INTL major approved.

B. Delete: ENGL 203 Survey of European Literature I  
   ENGL 301 Shakespeare: the Early Period  
   ENGL 307 Introduction to Old English  
   ENGL 308 Spenser  
   ENGL 311 Middle English Literature: Non-Chaucerian

   > Add to History, Politics, Ideas and Economics Sector.  
   As per D. E. email  
   2/2/13
Courses above have been deactivated by the English Department

C. Change title: ENGL 204 Survey of European Literature II to European Literature
ENGL 302 Shakespeare: the Later Period to Shakespeare
ENGL 314 Non-Dramatic Literature of the Renaissance to The Sixteenth Century
ENGL 357 Contemporary British Literature to Studies in Contemporary British Literature
Changes reflect changes made by the English Department

D. Add: LTIT 450 Italian Literature in (English) Translation
Courses added to Literature and Culture category.

E. Add: LTRS 110 Russian Folktales in English Translation
LTRS 120 Window into Russia: The Major People, Events, and Influences of Russia's Cultural History
RUSS 331 Business Russian
Courses added by Russian Studies after INTL major approved

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee's Course Form and a sample syllabus.

ATTACHED

E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate an ability to think globally from the perspectives of multiple disciplines.</td>
<td>In Spring 2013 students in all INTL 100 courses will be required to complete a common written assignment (see below under “Common Assignment”). The INTL assessment committee will read a random sample of this common assignment in INTL 100 to see how students demonstrate their abilities. 80% of the sample will have demonstrated their ability to think globally from the perspectives of multiple disciplines. THE COMMON ASSIGNMENT: The INTL 100 Introduction to International Studies course will include an essay assignment of approximately 1200-1500 words. The goal of this assignment is for students to demonstrate knowledge of globalization at the local, national, and/or international level. This paper assignment asks students to demonstrate that</td>
</tr>
<tr>
<td>2. Graduating majors in International Studies will be able to critically analyze current and historical global issues from more than one regional perspective.</td>
<td>Students write a research paper in the Capstone course, INTL 495. 90% or more of the students will receive an A range or B range grade on this learning outcome component of the overall paper grade.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2. Students will demonstrate their ability to track the progress of their knowledge of global affairs from the beginning to the end of their major. (Portfolio)</td>
<td>Students will assemble and complete an academic student portfolio. This portfolio will contain hard copies of graded written work from courses in the major. Every portfolio must have at least one example of graded written work from a course at the introductory 100 level, at least one example of graded written work at the intermediate 200 level, at least one example of graded written work at the advanced 300 level, and a clean hard copy of the completed research paper or other major project from the capstone course, INTL 495. During the final semester of their undergraduate career students must write a 1500-2000 word ungraded “Reflective Essay” which assesses their academic development from the beginning to the end of their major. Students must turn in this completed student portfolio in hard copy to the INTL Office (with hard copies of at least 4 examples of graded written work) in order to graduate. The “Reflective Essay” will be submitted in hard copy to the instructor of record in their INTL 495 capstone course. Members of the Assessment Committee will review the Student Portfolios and read the Reflective Essays annually. These portfolios will function as an assessment tool for regularly improving the International Studies major. The required student portfolios will begin with declared majors starting in FALL 2013</td>
</tr>
</tbody>
</table>
4. Additional Outcomes or Comments:

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please describe the effect on all programs that will be impacted; if you are adding or changing a minor, please explain any overlap with existing programs at the College.

NONE

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

NONE

H. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☒ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☒ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

I. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature]
Date: 1/22/13

2. Signature of Academic Dean:

[Signature]  Date: 1/22/13

3. Signature of Provost:

[Signature]  Date: 2/4/13
4. Signature of Curriculum Committee Chair:

_________________________________________ Date: ______________

5. Signature of Budget Committee Chair:

_________________________________________ Date: ______________

6. Signature of Academic Planning Committee Chair:

_________________________________________ Date: ______________

7. Signature of Faculty Senate Secretary:

_________________________________________ Date: ______________

Date Approved by Faculty Senate: ______________