To: Curriculum Committee  
From: Julia Eichelberger (English), Tammy Ingram (History)  
About: Proposal for Minor in Southern Studies  
Date: December 7 2015

We’re proud to present a proposal for a new minor in Southern Studies. It takes advantage of a large number of existing College of Charleston courses that examine some aspect of the southern United States. The minor also includes an introductory course and a capstone, both new courses we are now proposing. These courses will orient students to the many ways that the region is being studied and will enable them to make connections between courses taught in a variety of departments and programs.

Many College of Charleston faculty teach and do research on some aspect of the southern United States: its environment, its politics, its artistic expressions and cultural traditions, its history, and the diverse array of people who have lived in the region over time. Many scholars worldwide now take an interdisciplinary approach to studying the region and have begun to analyze it alongside other regions with similar histories and geographies, classifying all such regions as “the global south.” Scholars are also exploring ways the southern United States is influenced by, and continues to influence, other cultures and regions. These analytical tools enable us to learn more about aspects of this region that were once misapprehended or ignored.

Beyond the academy, the region we call “the South” is famous, yet is poorly understood by many people, inside and outside the region, who fall back upon stereotypes and generalizations—both positive and negative—to characterize it. In fact, the region is far more dynamic and culturally diverse than these portrayals would indicate. Scholars (and entrepreneurs) are paying more attention to that diversity in the foodways, folklore, music, and changing demographics of the region. Interdisciplinary approaches are combining with an increased sense of urgency over the region’s fragile ecosystems, inadequate infrastructures, persistent poverty, and struggles in response to white supremacy and the legacies of slavery.

Despite these developments in the study of this region, the College of Charleston has no formal program of study that will help our undergraduates make connections between the many courses we offer on related subjects. Several faculty discussing this proposal have commented that it seemed strange that C of C did not already have such a minor. While there are first-class endeavors at the College that focus on the region, such as the Program in the Carolina Lowcountry and Atlantic World and the Lowcountry Digital History Initiative, none sponsor an undergraduate curriculum. We have therefore constructed an exciting program of study made up primarily of existing course offerings.

This proposal has been underway since Spring 2015, when Tammy Ingram and I began to discuss plans for a minor with other interested colleagues. Thanks to an Innovative Liberal Arts and Sciences grant, Tammy and I were able to develop a draft of this proposal during Summer 2015; since then, we’ve shared our drafts with faculty members from many departments who’ve offered very helpful input. With our colleagues, we’ve determined that in the SOST 200 gateway course, students need to develop knowledge of core information and concepts related to the region and its changes over time; they also should be introduced to multiple ways academics and others have interpreted the region. In addition, we want students, even at an introductory level, to have a chance to “do southern studies” via a research project of their own; C of C students
should participate in that vast ongoing conversation that attempts to define and understand the region. We believe the intro course will stand alone as a popular and valuable course for any student, but it will also orient minors to their future study, forecasting many ways they may explore the region in the rest of their coursework. For the capstone experience, we have planned a one-hour course, SOST 400, in which students take stock of their learning in prior coursework in different disciplines, then apply some of that learning to a revision of a project submitted in an earlier Southern Studies course.

This program of study uses the gateway course and the minor to ensure that students make connections between disciplines, since the other five courses come from a wide range of departments and are not designed with our program in mind. This minor will pair well with almost any C of C major; for example, Biology majors could complete this minor using Biology courses focused on the region; these students’ knowledge and skills in Biology will acquire new resonance in the context of other minor coursework focused on the region’s history and culture.

We believe that this minor’s wide range of courses offerings is a great strength that sets our program apart from other Southern Studies programs. Even at distinguished programs such as those at the Universities of Mississippi and North Carolina, most course offerings come from only a few departments, whereas our proposal includes courses from every School at the College. Further, no program we have identified is located on a coast in a historic port city, and none can boast the resources available for study in the Lowcountry’s archives and communities. What better place than Charleston for students to study the region firsthand?

The time has come for the College to make a Southern Studies minor available. It will not only benefit students who complete it; its existence will also help students who might wish to take only one or two courses, by showcasing all the courses they may choose from. Most of the curriculum will require no additional resources; in our conversations with all the other departments who will contribute courses, we’ve confirmed that these programs can offer enough seats in relevant courses to meet student demand, without overburdening departments whose first priority must be their own majors and service courses. The program will therefore require only modest financial support: adjunct replacement costs for faculty who teach SOST 200 and support for a program director. Jerry Hale, Dean of the School of Humanities and Social Sciences, has promised to cover these costs. Dean Hale is confident that this program will not only be popular with students, but will also attract donors and provide the College with more opportunities to engage with members of our community who share our interest in exploring and interpreting the region.

Here is a list of materials in the packet:

1. The minor proposal form
2. Signature form
3. List of minor requirements
4. List of elective courses that count toward minor
5. Emails of support from chairs/program directors
6. Email of program support from HSS Dean Jerry Hale
7. SOST 200 course proposal
8. SOST 200 sample syllabi
9. SOST 400 course proposal
10. SOST 400 sample syllabi

Any questions should be directed to Julia Eichelberger at eichelbergerj@cofc.edu.

Thanks for your consideration of our proposal.
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

* In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
* You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

   New SS 300
   New SS 400
   New SS Minor Studies

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   [Signature]
   Date: 12.7.2015

2. Signature of Academic Dean:
   [Signature]
   Date: 12.15.15

3. Signature of Provost:
   [Signature]
   Date: 1.8.16

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: 1-15-16

6. Signature of Budget Committee Chair (only for new programs):
   [Signature]
   Date: ______________

7. Signature of Academic Planning Committee Chair (only for new programs):
   [Signature]
   Date: ______________

8. Signature of Faculty Senate Secretary:
   [Signature]
   Date: ______________

Date Approved by Faculty Senate: ______________
FACULTY CURRICULUM COMMITTEE
MINOR 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: Tammy Ingram/Julia Eichelberger  Phone: 953-5646  Email: eichelbergerj@cofc.edu

School: HSS  Department or Program:

Name and Acronym of Minor: Southern Studies (SOST)

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

☐ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): ___19___
Number of Proposed Credit Hours (for new or changing minors): ______

Catalog year in which changes will take effect: FALL _____2016____

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

☐ Yes—Which major(s) or concentration(s)? ______________
☐ X No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

1. Complete curriculum is attached to this form.

2. Catalog description: The minor in Southern Studies provides an interdisciplinary study of the southern United States and its history, culture, and significance. Students in the minor will gain a fuller understanding of the ways in which the region has been interpreted and continues to be interpreted. The minor showcases the College's rich curriculum of courses that approach the study of the South from multiple disciplines and also from local, national, and international perspectives. Because the minor draws from courses in nearly two dozen majors and programs at the College, it is an excellent complement to almost any program of study. Students who minor in Southern Studies will be well prepared for graduate programs and careers that require strong research, writing, and critical thinking skills.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

A minor in Southern Studies will highlight the College's rich array of existing courses that focus on the Lowcountry and the southern United States. Because it draws on courses in the humanities, social sciences, natural sciences, and in fine arts, the minor would be an excellent complement to almost any program of study. We believe that the minor will offer a rich learning experience and showcase the College's unique ability to offer a southern studies program that draws from numerous interdisciplinary perspectives.

The minor promotes the analytical and critical thinking skills that are the goal of a liberal arts and sciences education. It equips students to challenge the preconceptions and simplistic stereotypes that are too often associated with the region. Students completing this minor will deepen their understanding of the region and how it has changed over time. They will also study the region from multiple disciplinary perspectives and will encounter multiple interpretations of the region and its connections to other regions. Besides learning how others have defined and redefined, idealized and critiqued the southern United States, students in the minor will develop their own interpretations of aspects of the region they find particularly interesting. The work they do in southern studies courses will advance the College's public mission "to pursue and share knowledge through study, inquiry, and creation in order to empower the individual and enrich society."

There is strong evidence of student demand for a minor in Southern Studies. We solicited data from the Office of Institutional Research on more than four dozen courses that would contribute to the minor, and that data indicates that courses with at least 1/3 content in some field of study related to the southern U.S. are offered regularly at the College and are often nearly filled to capacity.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</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 knowledge of the southern United States and its change over time and</td>
<td>Specific questions about southern history and southern studies will be assessed in a midterm exam in SOST</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
knowledge of the various skills and disciplinary approaches to studying the region.

200. Application of this knowledge will be assessed in a research project due at the end of the SOST 200 course. Both assignments will be scored using a rubric, and students must score a Satisfactory rating.

2. Students will apply knowledge and skills of Southern Studies using an interdisciplinary approach by analyzing and interpreting documents, artifacts, and cultural practices from the southern United States.

Students will take 15 hours of coursework in at least two different disciplines. In the capstone course (SOST 400), students will also complete a worksheet and brief reflective narrative that situates his/her research within knowledge gained from prior coursework.

3. Students will complete a research project that integrates knowledge and skills gained from prior coursework in multiple disciplines.

In a capstone course (SOST 400) students will revisit a previous research project under the supervision of a faculty member. Projects will be scored using a common rubric, and students must earn a Satisfactory rating. In addition, each student will complete a worksheet and brief reflective narrative that situates his/her research within knowledge gained from prior coursework.

4.

How does this minor 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 minor?

SOST will be an interdisciplinary minor that draws from coursework in nearly two dozen different departments and programs at the College of Charleston and reinforces the College's emphasis on a strong, broad-based liberal arts undergraduate curriculum.

Curriculum map:
SOST 200: Introduction to Southern Studies. SLO 1, SLO 2, SLO 3
SOST 400: Capstone seminar (students must have taken at least 9 hours of coursework from the list of approved courses before taking the capstone). SLO 2, SLO 3

G. 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 identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

The SOST minor does not overlap significantly with existing programs at the College. Fifteen of the required nineteen hours required for the minor will come from courses that are already part of the College's curriculum. We have confirmed with department and program chairs that these courses will be taught regularly and that there is room available for interested SOST minors.

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

This form was last updated on 6/6/2013 and replaces all others.
The proposal does not require that new faculty or staff be hired. Adjuncts will be required to replace the faculty who would normally be teaching a course in their home departments.

$9900 adjunct salary for 3 courses (replace faculty who teach 2 sections of SOST 200; provide 1 course release for director)

$4000 Director's stipend

$1000 Operating budget

$14,900 Total

No new costs in library holdings or equipment

I. 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 minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Requirements for Minor in Southern Studies

The minor will consist of the Intro course, 15 hours of additional coursework, plus 1-hour capstone. **19 hours**

* Asterisks denote new courses that are being proposed as part of the minor.

1) *SOST 200* (3 hours): Introduction to Southern Studies  
Prerequisite: English 110 or the equivalent

2) Students must take 15 hours from the attached list of catalog courses and Special Topics Courses. They can take no more than 9 hours in a single discipline and must take at least two courses at the 300 level or above.

3) *SOST 400*—Capstone (1 hr)  
Southern Studies Research Capstone (1 hour)  
Prerequisites: introductory course and 9 additional hours of coursework in the minor.
Catalog courses to count for SOST minor now approved by dept/program

AAST 280 Intro to African American Music
AAST 340 Remembering and Forgetting: Race, Violence, and Memory in American History
ANTH 307 Southeastern Prehistoric Archaeology
ANTH 306 Historical Archaeology
ARTH 260 Addlestone Seminar on the Arts & Culture of the Lowcountry
ARTH 333 Traditional Design and Preservation in Charleston
ARTH 338 American Vernacular Architecture and Material Culture
BIOL 301 Plant Taxonomy
BIOL 333 Ornithology
BIOL 334 Herpetology
BIOL 338 Entomology
EDFS 201 Foundations of Education
ENGL 216 Introduction to African American Literature
ENGL 313 African American Literature
ENGL 315 Black Women Writers
ENGL 341 20th Century Southern Literature
GEOG 219 Reading the Lowcountry Landscape
GEOL 213 Natural Hazards
GEOL 235 Geology and Civilization
GEOL 257 Marine Geology
HIST 216 African American History to 1865
HIST 217 African American History Since 1865
HIST 222 History of South Carolina
HIST 224 The U.S. South to 1865
HIST 225 The U.S. South Since 1865

*HIST 300 (crosslisted AAST 300/ HONS 382): The History of Charleston and the Civil Rights Movement
HIST 304 The Civil War and Reconstruction
HIST 323 Society and Culture of Early Charleston
HIST 366 Comparative Slavery in the Americas
HIST 420 Research Seminar in Lowcountry History
HPCP 299 Preservation and Planning Studio (prereq HPCP 199)
JWST 315 Southern Jewish History
MUSC 347 History of Jazz
MUSC 348 Music in America
MUSC 365 Gospel Choir
POLI 330 Southern Politics
RELS 250 Religion in America
RELS 270 African American Religions

* HIST 300 Does not exist
The following Special Topics courses may also be taken for elective credit when they have sufficient content relevant to the minor, as certified by the instructor and the director of Southern Studies.

**AAST 290** Special Topics
**AAST 300** Special Topics
**CPLT 390** Special Topics in Comparative Literature
**COMM 380** Studies in Communication

**ENGL 190** Special Topics
**ENGL 290** Special Topics
**ENGL 350** Major Authors
**ENGL 360** Major Literary Themes
**ENGL 362, 363** Studies in Literature in History (1700-1900 or 1900-present)
**ENGL 390** Studies in Film
**ENGL 450** Senior Seminar in Major Authors
**ENGL 460** Senior Seminar in Major Literary Themes
**ENGL 462, 463** Senior Seminar in Studies in Literature in History (1700-1900 or 1900-present)
**ENGL 490** Senior Seminar in Film
**FREN 370** Special Topics in French
**FREN 390** Studies in Francophone Literature and Film
**HIST 210** Film & Southern History
**HIST 310** Special Topics in U.S. History
**HIST 320** Special Topics in Lowcountry History
**HONS 381** Interdisciplinary special Topics in the Humanities
**HONS 382** Interdisciplinary Special Topics in the Social Sciences
**HPCP 290** Special Topics in Historic Preservation
**HTMT 260** Special Topics in Hospitality and Tourism
**HTMT 310** Special Topics in Hospitality and Tourism
**HTMT 360** Special Topics in Hospitality and Tourism
**ILAS 301, 302, 303, 304** Special Topics in Irish and Irish-American Culture/History/Social Science/Studies
**JWST 320** Topics in American Jewish Culture
**LACS 200** Special Topics in Latin and Caribbean Studies
**LACS 300** Special Topics in Latin and Caribbean Studies
**LING 290** Special Topics in Linguistics
**MUSC 222** Special Topics for Non-Majors
**POLI 119** Special Topics in Politics
**POLI 319** Special Topics in Public Policy and Public Administration
**POLI 339** Special Topics in American Politics
**RELS 298** Special Topics in Religious Studies
**RELS 370** Advanced Topics in American Religion
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, 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: Julia Eichelberger/Tammy Ingram    Phone: 5535646    Email: eichelbergerj@cofc.edu
Department or Program: Southern Studies    School: HSS
Subject Acronym and Course Number: SOST 200
Catalog Year in which changes will take effect: FALL _2016_____

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)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
   ☐ Course Number (you must submit a course deactivation request for the old 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)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

This course introduces students to the interdisciplinary study of the southern United States and related subjects that scholars consider to be “southern.” By studying core knowledge of the region and multiple interpretations of its significance, students become prepared for the variety of approaches and interpretations they will encounter in upper-level courses and in public discourse about the region. The course is critical for the Southern Studies minor, but also stands alone as a rich learning experience for any interested student. Currently, there is no introductory interdisciplinary course at C of C that enables students to explore the region from multiple disciplinary perspectives.

IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well 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.

There is no overlap with existing programs. The course will supply an additional option to the list of courses that meet the General Education Humanities requirement.

This form was last updated on 12/13/13 and replaces all others.
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
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? _____

D. 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: Southern Studies School: HSS Subject Acronym: SOST Course Number: 200

Credit hours: _3_ lecture _ lab _ seminar __ independent study
Contact hours: _3_ lecture _ lab _ seminar __ independent study

Course title: Introduction to Southern Studies

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

This interdisciplinary course introduces students to major trends and transformations in the U.S. south and to multiple interpretations of the region's distinctiveness and significance. After developing core knowledge of the region and ways it has been interpreted, students participate in southern studies by completing a research project of their own.

Restrictions (pre-requisites, co-requisites, majors only, etc.): English 110 or its equivalent.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☐ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _____ None_____
Note: Cross-listed courses are equivalent.

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

This form was last updated on 12/13/13 and replaces all others.
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.

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

There are no new costs in library holdings.

The course will be taught by qualified faculty from various departments. HSS will supply adjunct salaries needed to cover courses in these departments that will not be taught by faculty teaching SOST 200.

We will offer 2 sections of SOST 200 each semester and adjust the number of sections according to demand. If demand increases beyond 60 students or 2 courses/year, the program will seek additional funding to cover increased adjunct replacement costs.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<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 knowledge of the region's history &amp; culture</td>
<td>1. Midterm exam</td>
</tr>
<tr>
<td></td>
<td>2. Attendance and participation in classes held before midterm, scored by a rubric.</td>
</tr>
<tr>
<td>2. Students demonstrate knowledge of multiple interpretations of the region and multiple disciplinary approaches to studying the region.</td>
<td>1. Midterm exam</td>
</tr>
<tr>
<td></td>
<td>2. Attendance and participation in classes held after midterm, scored by a rubric.</td>
</tr>
<tr>
<td>3. Students apply core knowledge and prior interpretations of the region to their own interpretation of some aspect of the region.</td>
<td>1. Midterm exam</td>
</tr>
<tr>
<td></td>
<td>2. Research project completed by end of course</td>
</tr>
</tbody>
</table>

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?

The course fulfills a General Education Humanities requirement and its learning outcomes:

I. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

II. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in the course exam.

The course fulfills the first and second program outcomes and will assess these through the course exam. It introduces students to the third outcome through the research project, which is an introductory version of the research students will do in upper-level courses and the capstone. The third outcome will be assessed in the capstone.

1. Students will demonstrate knowledge of the region and its change over time and knowledge of skills and disciplinary approaches to studying the region.

2. Students will apply knowledge and skills of Southern Studies using an interdisciplinary approach by analyzing and
3. Students will complete a research project that integrates knowledge and skills gained from prior coursework in multiple disciplines.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes  x □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

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.

□ I have submitted one Signature Form that lists all of the different forms I am submitting.
SOST 200: Introduction to Southern Studies
Dr. Julia Eichelberger  Dept. of English    26 Glebe St, Room 201
Prerequisite: English 110 or its equivalent.
Prior C of C coursework in research and writing is strongly recommended.

The course counts toward the General Education Humanities requirement.

General Education Student Learning Outcomes
I. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
   II. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These outcomes will be assessed in the course exam.

Course description: This course introduces students to major trends and transformations in the U.S. south and to multiple interpretations of the region’s distinctiveness and significance. In addition to learning how experts have interpreted the region, students will “do southern studies” by analyzing a cultural artifact or practice, using their knowledge of the region’s history and culture, theorists’ views of the region, and independent research. This course will also prepare students for a variety of opportunities for studying the region that are available at the College and in the surrounding community.

Southern Studies 200 Student Learning Outcomes
I. Students will demonstrate knowledge of the region’s history & culture
   II. Students will demonstrate that they can apply some of this core knowledge in a research project analyzing and interpreting a historical or cultural phenomenon from the region.
The first outcome will be assessed in an exam at week 8 and the second outcome will be assessed in the final research project due at the end of the semester.

Texts: Readings as indicated on the syllabus. Some will be online; others will be collected in a custom reader. Students will also be responsible for viewing the films O Brother, Where Art Thou? and Beasts of the Southern Wild prior to our week of class discussion of these films.

Course Requirements

Quizzes, homework, and attendance/participation: 40%
Attendance is required; part of your grade will come from the percentage of class meetings you attend. Quizzes and homework assignments will test your knowledge of the reading and will invite you to begin responding to the topics we’ll discuss in class. Class participation is also required; this means bringing your copy of the assigned readings, not coming late or leaving early, and remaining engaged with the discussion throughout class. Your attention should be reserved for those of us in the classroom; no texting, web-surfing, or doing other work during the class is allowed.

Exam (week 7): 30%
This will cover all material discussed in the first 6 weeks of class and will include a short take-home essay. A review session will be held before this exam is given in class.

Final project (due at end of course): 30%
Students will research a topic of their choice, culminating in an analytical essay or some other intellectual/creative exercise they’ve discussed with me. These should be around 5-7 pages of writing or the equivalent in a website or creative work and should include several academic sources that provide information and interpretive insight on their topic.
Structure of the Course

During the first half of the course, we'll cover some of the major trends and transformations that have occurred in the region. Proceeding more or less in chronological order, we will discuss assigned readings and explore particular artifacts from the time period, discussing what we can learn from the artifact, what circumstances caused it to exist, what makes it interesting from an artistic or cultural standpoint, and what “southern” tropes it is expressing. Through this discussion and the assigned readings, the class will become familiar with the broad outlines of the history of the region and how it has changed (or resisted change) over time, as well as some of the recurring concerns, beliefs, and themes that we consider “southern.” At the end of this portion of the course, students will take an exam that will be worth 30% of their course grade.

In the second portion of the course, students will begin working on a research project while the class explores differing interpretations of the region. Class meetings will include guest appearances by C of C faculty and several experts whose business is interpreting the south—whether as academics, practitioners of a southern art form, civic leaders, or marketers of the region.

During the last weeks of the class and into the exam period, students will complete their final project, responding to discoveries in their own research and to feedback they receive from classmates and the instructor.

Class Schedule

This schedule of 28 meetings is for two 75-minute class meetings a week for 14 weeks. “Additional resources” are not required reading but will be mentioned during class and will be available for students to study on their own, especially if the resource pertains to the student’s research project.

1) How should we define the region? What makes it distinctive?
Artifacts: (displayed in class and available in a shared Google Drive folder)
Recipes from 3 different regions/periods; photographs (Matthew Brody, Walker Evans, Eudora Welty, William Eggleston); art by Leo Twiggs, Vollis Simpson, Elizabeth Verner; opening credits for Friday Night Lights; headlines related to the AME Emanuel massacre and the removal of the Confederate flag from SC Statehouse grounds; South Writ Large essay, “Bittersweet: The Life of Key Lime Pie”

2) Pre-colonial and Colonial Southerners
Readings [to be completed before class]:
“The Proprietary Colony”—first chapter of Walter Edgar’s Charleston, Charleston (or another short overview covering transformations during 17th and 18th centuries)
William Byrd, excerpt from A Short History of the Dividing Line
North Carolina Historic Sites, pages on Town Creek Indian Mound: “Overview” and “Southeastern Indian Cultural Synopsis”
2014 news article, “Visions of glories past: Manhandled Mobile River Basin sadly diminished; in hidden places, hints at wonders of long ago” from news website Alabama.com
Artifacts: Native American creation stories, images of mounds in SC or MS
Photographs of Lowcountry sweetgrass basketry and African versions of similar baskets
Pages from Eliza Pinckney’s notebook; maps of Charleston peninsula in 15th, 16th, 17th centuries
Photographs from “Forgotten Fields: Inland Rice Plantations in the South Carolina Lowcountry” (online exhibit by Lowcountry Digital History Initiative)
“Snapshots of Lumbee Homecoming” in webzine South Writ Large
Additional resources: “The Obituary of Nations”: Ethnic Cleansing, Memory, and the Origins of the Old South.” Southern Cultures 14.4
3) The New Republic and Southern Experiences (westward expansion, Indian removal)

Readings:
Crevecoeur’s account of Charleston visit in *Letters from an American Farmer*
Eudora Welty, “A Still Moment” and/or “Fairy Tale of the Natchez Trace”

Artifacts: Scans of upstate SC land grants or other artifacts reflecting growth of Euro-American communities beyond port city areas; slave ship inventories; images of Dock Street Theater or Charleston racetrack

Additional resources:
Scott Peeples, “Love and Theft in the Carolina Lowcountry,” in Osceola at Fort Moultrie, *Arizona Quarterly*;
Osburn, Katherine M. B. “Mississippi Choctaws and Racial Politics.” *Southern Cultures* 14.4, 32-54.

4) Life in the Region Before and After 1865

Readings: James Henry Hammond, “Letter to an English Abolitionist”; Original words to “Dixie” and some information on the song’s origins and proliferations Selection from *Mary Chestnut’s Civil War*

Artifacts: painting of “Negro Life at the South”; poetry by Henry Timrod; American Experience photo gallery “Casualties of the Civil War”; NPR essay on Sacred Harp music

Additional resources:
Rebecca C. McIntyre, “Promoting the Gothic South,” (read only pages 47-61), *Southern Cultures* 11.2. South Write Large essay, “Symbols of the civil war at the University of Mississippi”

“The Dread Void of Uncertainty”: Naming the Dead in the American Civil War Drew Gilpin Faust *Southern Cultures* 11.2.

5) Reconstruction; Southerners Approaching Modernity

Readings: Charles Chesnutt, “The Goophered Grapevine” and/or Faulkner’s “A Rose for Emily” and/or “Barn Burning”

Artifacts: Maps and interactive timeline from Lowcountry Digital History’s exhibit “After Slavery”; photos from their exhibits “Charleston in 1883” and “South Carolina Inter State and West Indian Exhibition”; clip from film *Birth of a Nation*; images of different versions of the Calhoun monument

Additional resources: Blain Roberts and Ethan Kytle. “Looking the Thing in the Face: Slavery, Race, and the Commemorative Landscape in Charleston, South Carolina 1865-2010.” *Journal of Southern History* 38.3 (Summer 2012): 639-684.

6) Reinventions and Survivals in/of the South

Folktales “The Army of the Dead” and “All God’s Chilren Had Wings,” collected by John Bennett in *Doctor to the Dead*

Artifacts: photographs of Confederate monuments, recordings of blues and ballads; photographs from textile production; Elizabeth O’Neill Verner watercolors

Additional resources: Chapter from Stephanie Yuhl’s *A Golden Haze of Memory*; Richard Wright’s “The Ethics of Living Jim Crow,” Herbert Ravenel Sass’s “The Low Country”
7) Hard Times
Introduction to Jacob Lawrence’s “The Great Migration” exhibit at Museum of Modern Art
Introduction to I’ll Take My Stand, by the Southern Agrarians (1930)
Artifacts: photographs from You Have Seen Their Faces; photos of WPA-era photographs and buildings
(including Johnston Gym); Jacob Lawrence’s paintings; Margaret Mitchell’s 1920s newspaper articles
Additional resources: Elizabeth Engelhardt, “Canning Tomatoes, Growing ‘Better and More Perfect

8) The Midcentury South, the New Deal, and “the American Century”
Readings: New Georgia Encyclopedia article on impact of the New Deal in Georgia and on formation of
the Dixicrat Party in 1948
Eudora Welty, “Why I Live at the P.O.” “Powerhouse”
Artifacts: Roosevelt’s 1938 Address at Barnesville GA; Roosevelt’s Invitation to Conference on
Economic Conditions of the South
Classified ads in Mississippi Market Bulletins; images of industrial production in south to support growth
of WWII military
Additional resources: Dickins, Dorothy. “Some Contrasts in Levels of Living in Industrial, Farm, and
Part-Time Farm Families in Rural Mississippi.” Social Forces 18 (1939-1940): 247-255. Chapter from
William Leuchtenberg’s The FDR Years

9) Civil Rights Struggles in the South
Readings: C. Vann Woodward “The Search for Southern Identity,” The Burden of Southern History
(1960)
Martin Luther King, “Letter from Birmingham Jail”
Eudora Welty, “Where Is the Voice Coming From?”
Ernest Gaines, “The Sky Is Gray”
Artifacts: Lowcountry History Initiative exhibit of Charleston Hospital Strike and “Somebody Had to Do
It” on desegregation of Charleston schools; images from Ain’t You Got a Right to the Tree of Life and C
of C yearbooks; Eyes on the Prize interviews on Freedom Riders and Freedom Summer; scenes from
movie The Help; websites from civil rights museums
Additional resources: Chapters from Taylor Branch, Parting the Waters; timeline from African American
Experience database

10) Interpretations of Gender and Sexuality in the South
Readings: Lewis, Cynthia. “Secret Sharing: Debutantes Coming Out in the American South.” Southern
Nathalie Dupree lecture on “Southern Food and Women’s Cooking” https://vimeo.com/11451962
Artifacts: “The Real Rainbow Row” map from Lowcountry Digital History Initiative; images from C of
C yearbooks; editorials in southern newspapers on the Equal Rights Amendment
Additional resources: Boyd, Elizabeth. “Sister Act: Sorority Rush as Feminine Performance.” In Southern
461.
Inversions in the South.” In Southern Masculinity: Perspectives on Manhood in the South since
11) Changing Landscapes in the Region

12) New Southerners, Twenty-first Century Souths
"The South Got Something to Say": Atlanta’s Dirty South and the Southernization of Hip-Hop America.” Southern Cultures 12.4
Artifacts: supplied by students

13) Review for exam

14) Exam

15) Cinematic Interpretations: discussion of scenes from Gone With the Wind and O Brother, Where Art Thou
Readings: view O Brother, Where Art Thou? before class

16) Cinematic and Video Interpretations: discussion of scenes from Beasts of the Southern Wild and videos published in webzines South Writ Large and The Bitter Southerner
Readings: view Beasts of the Southern Wild before class

17) Theories of Southern Identity
Selections from The Bitter Southerner and Garden and Gun
Additional resources: ZZ Packer’s “Introduction” to 2006 edition of New Stories from the South
Natasha Trethewey’s poem “Pastoral”

19) C of C Professors Interpreting the Region (Panel discussion with professors of history, political science, communication)
Readings: Brief excerpts of work by each professor.
18) *What the Region Means to Journalists and Entrepreneurs*
Guest appearances (in person or Skype) by chef known for southern cuisine (or expert in southern foodways), writer for southern-focused publication (such as *Garden and Gun, The Bitter Southerner, The Oxford American*)

**Readings:** menu or preface to cookbook by chef, essay about the south by journalist; advertisements and brands that invoke some form of southern identity.

20) *Southern Studies on Glebe Street* (Field Trip to Grace Episcopal Church, Mt. Zion AME church, Jewish Studies building, and President’s House)

**No readings. Blog posts are due** at the end of the day, documenting each student’s independent research visiting a historic site or interviewing someone representing a facet of 21st century “southernness.”

21) **Discuss research project**—possible topics, methods of research, how students will receive and give feedback on work in progress, etc.

**Readings:** all blog posts submitted by class.

22) *Educating the Public About the Region:* Panel Discussion with Academics [Harlan Greene, Heather Gilbert, Simon Lewis, Joe Kelly] who interpret the region’s history and culture both for scholars and the general public

**Readings:** Brief excerpts from recent work by visiting panelists (Chapter one of America’s Longest Siege by Joe Kelly; Article on “The Holloway Family Scrapbook” by Harlan Greene; Heather Gilbert’s maps and exhibits for Lowcountry History Initiative, etc.)

23) **Meet with reference librarian** for overview of available sources and an introduction to Special Collections.

**Readings:** No new assignment; students bring 2 pages of their own writing discussing the topic or topics they are considering and why they are interested in topic(s)

24) *A novelist interprets her region:* visit by Charleston author Josephine Humphreys

**Readings:** Humphreys’s 2009 essay “My Kind of Town” in *Smithsonian Magazine*; excerpt from her fiction *Nowhere Else on Earth* and/or *Rich In Love*

Artifacts: items posted to a Facebook group started by Humphreys, “Charleston History Before 1945”

25, 26) **No all-class meetings. Students meet in small groups** with professor to discuss work in progress. Portions of work in progress must be uploaded to Google Drive folder 3 hours before student’s workshop meeting.

27, 28) **Student presentations** based on research project. Students use Poll Everywhere to provide immediate written feedback at the end of each presentation; if time permits, students also offer oral suggestions to their classmates.

**Final Project: due by end of exam period.**
SOST 200: Introduction to Southern Studies
*Prerequisite: English 110 or its equivalent.

Prof. Tammy Ingram
ingram@cofc.edu
Office: 217 Maybank Hall

Course Description
This course introduces students to major trends and transformations in the American South and to a number of different, interdisciplinary interpretations of the region's distinctiveness and significance. In the first part of the course, we will focus on learning how scholars, writers, artists, musicians, and others have interpreted the region. In the second part of the course, students will "do southern studies" themselves by analyzing documents and artifacts using what they've learned in the first part of the course as well as independent research. The second part of the course will also introduce students to a range of guest speakers—some in person and some via Skype/FaceTime—who will talk about how they do southern studies.

The course counts toward the General Education Humanities requirement. Prior C of C coursework in research and writing is strongly recommended.

Required Texts (available online and at the CofC bookstore)

C. Vann Woodward, The Burden of Southern History
William A. Link & Marjorie Spruill Wheeler, The South in the History of the Nation (doc reader)
Steve Estes, "The Long Gay Line: Gender & Sexual Orientation at the Citadel" (on OAKS)
Julie Saville, The Work of Reconstruction: From Slave to Wage Laborer in South Carolina, 1860-1870
Matt Lassiter, The Silent Majority: Suburban Politics in the Sunbelt South

*Other readings will be provided in class

Grades

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<tr>
<td>Participation</td>
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<td>Exam</td>
<td>25%</td>
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<td>Student research asst week</td>
<td>20%</td>
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<tr>
<td>Research project</td>
<td>25%</td>
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Attendance and Class Participation
Your attendance grade will be calculated as a fraction of classes attended. (e.g., Attending 25 of 30 classes = 25/30 = 83%) I will take attendance every day. Absences will be excused only if they are verified with documentation by the Absence Memo Office:
http://studentaffairs.cofc.edu/about/services/absence.php
In addition, it is imperative that you are on time for class and that you not leave early unless you have cleared it in advance with me. Anyone more than five minutes late for class will be counted absent for the day, as will anyone who leaves class early. Routine tardiness by even a couple of minutes will result in additional absences.

Class participation comprises nearly a third of your final grade in this course. This requires regular attendance, completion of reading assignments, active and regular participation in class discussions, and civil and thoughtful interaction with me and your classmates.

Each week, student research assistants will help to gather and analyze readings and artifacts and lead class discussion. They are also responsible for bringing in one additional primary source or artifact to complement the week’s readings and discussions.

**Academic Honesty**

Basic expectations of academic honesty and intellectual responsibility are covered under the College of Charleston’s Honor System, which is explained in the College Catalog and online at http://studentaffairs.cofc.edu/honor-system/. Absolutely no violations of this policy will be tolerated.

**Learning Outcomes**

**General Education Student Learning Outcomes**
1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
   *These outcomes will be assessed in a midterm exam and in a research project due at the end of the semester.

**Southern Studies 200 Student Learning Outcomes**
1. Students will demonstrate knowledge of the region’s history & culture
2. Students will demonstrate knowledge of multiple interpretations of the region and multiple disciplinary approaches to studying the region.
3. Students will apply core knowledge and prior interpretations of the region to their own interpretation of some aspect of the region.
   *These outcomes will be assessed in a midterm exam and in a research project due at the end of the semester.

**N.B.** This syllabus is a plan, only. I reserve the right to alter it as necessary. Any changes will be announced in class, and you are responsible for them whether you’re present or not.

**Schedule of classes**

**Weeks 1-7:** Interpreting the South: Region and Identity from Jamestown to the Present
Week One: Introduction to Course + Defining the South and regional identity
Tues: Opening discussion: What makes the South distinctive? In-class writing exercise.
Thurs: History and Memory in the American South

Week Two: Slaves, Indians, and Europeans in the Old South
Tues: Violence in the Plantation South (short lecture)
Readings & artifacts: Contemporary accounts of Stono Rebellion (1739)—text and images—+ controversy over Vesey statue in Hampton Park
Thurs: Land, Slaves, and Indians: Expansion and Dislocation in the Early National South (short lecture)

Student research assistant(s): __________________________________________________________

Week 3: Disunion and Reunion
Tues: Slavery and the Civil War (short lecture)
Readings & artifacts: Missouri Compromise; Speech by Alexander Stephens; Abraham Lincoln’s “Speech on the Kansas-Nebraska Act at Peoria, Illinois, October 16, 1854”; Mathew Brady photographs
Thurs: The Work of Reconstruction (short lecture)
Readings & artifacts: Selection from Julie Saville’s *The Work of Reconstruction*, SC Black Codes, NARA Fugitives from Labor cases

Student research assistant(s): __________________________________________________________

Week 4: Jim Crow & the Paradox of Southern Progressivism in the Interwar Years
Tues: The Paradox of Southern Progressivism (short lecture)
Readings & artifacts: Ida B. Wells’s *Southern Horrors*, Cartoon from Atlanta’s Men & Religion Forward Movement, lynching photographs from Without Sanctuary exhibit, Jacob Lawrence’s Great Migration panels
Thurs: The Nation’s Number One Economic Problem (short lecture)
Readings & artifacts: Mencken’s “Sahara of the Bozart,” Vanderbilt Agrarians vs. Chapel Hill Sociologists (selected readings), Huey Long speech (recording), FDR’s speech on the South in 1938

Student research assistant(s): __________________________________________________________

Week 5: Cold War Civil Rights (1950s-1960s)
Tues: Intersections between Civil Rights and Cold War foreign policy making (short lecture)
Readings & artifacts: Speeches/writings/performances of James Baldwin, Richard Wright, Josephine Baker. SNCC episode of *Eyes on the Prize*. Audio of Fannie Lou Hamer’s testimony before the Credentials Committee at the 1964 Democratic Convention.

Thurs: Urbanization and the Rise of the Sunbelt South, 1950s-present
Readings & artifacts: Portions of Matt Lassiter, *The Silent Majority*, Atlanta’s Berlin Wall; Electoral maps from postwar period; advertisements (air conditioning, automobiles, interstate highways)

Student research assistant(s): ____________________________________________

**Week 6:** The Real Rainbow Row: Sexuality in the Post-WWII South  
Tues: Rebels, Rubyfruit, and Rhinestones: Queering the South (short lecture)  
Thurs: LGBTQ+ walking tour of Charleston with James Roast

Student research assistant(s): ____________________________________________

**Week 7:** Old South, New South, No South? Southern identity in the 21st century.  
Tues: Selling the South in the 21st Century  
Readings & artifacts: articles in The Bitter Southerner, The Southern Foodways Alliance, Dirty South hip hop music  
Thurs: The Global South in the 21st Century  
Readings & artifacts: Excerpt from Leon Fink, *The Maya of Morganton*; BMW & other foreign automakers; Media coverage of Bobby Jindal, Nikki Haley, Marco Rubio

Student research assistant(s): ____________________________________________

**Week 8:** Exam  
Tues: Review  
Thurs: Take-home essay exam due by the end of class time

**Weeks 9-12:** Interpreting the South. How do scholars, journalists, artists, craftspeople, chefs, and businesses interpret (and shape) ideas about southern distinctiveness?

**Week 9:** Southern Studies as scholarship  
Tues: Roundtable discussion with Professor Gibbs Knotts, Chair of Political Science + Professor Julia Eichelberger of English Dept. + Mark Sloan of Halsey Institute  
Readings: (TBD by guest speakers)  
Thurs: Skype in Glenda Gilmore, Professor of History at Yale University, to discuss doing southern studies outside of the South

**Week 10:** Magazines & Tourism
**Tues:** Skype in someone from The Bitter Southerner or in-person visit from *Garden & Gun* staff  
**Thurs:** Speaker from Charleston Tourism Management Division  

**Week 11:** Foodways + Race and Food in the South  
**Tues:** Skype discussion with staff from Southern Foodways Alliance or John Ondo, owner and chef of Lana  
**Readings:** Intro to Hugh Acheson’s *A New Turn in the South*, TBD by SFA speaker  
**Thurs:** Discussion led by Levi Van Sant, geographer and expert in Lowcountry foodways  
**Readings:** TBD by Prof. Van Sant  

**Week 12:** Art and Artisans in the Modern South  
**Tues:** Guest speaker(s) from Billy Reid, *Garden & Gun*, Aster Hall (local jewelry design)  
**Thurs:** Art and Architecture. Skype in guest speaker(s) from the Rural Studio at Auburn, Rebeckah Jacob Gallery (local gallery that focuses on southern art), Prof. Christina Butler of the American College of the Building Arts  

**Week 13:** Research and/or field work. I will be available for extra office hours during our regular class times to discuss research progress. *Worksheets* and reflective essays due.  
**Week 14:** Meet in small groups to discuss work in progress  
**Week 15:** In-class research presentations  

Final project due during scheduled final exam time.
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, 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: Julia Eichelberger/Tammy Ingram Phone: 9535645 Email: eichelbergerj@cofc.edu

Department or Program: Southern Studies School: HSS

Subject Acronym and Course Number: SOST 400

Catalog Year in which changes will take effect: FALL _2016_

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, E, G, H, I, J)
□ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
□ Course Number (you must submit a course deactivation request for the old course number)
□ Course Name
□ Course Description
□ Credit/Contact Hours
□ Restrictions (prerequisites, corequisites, junior/senior standing, etc.)
□ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
□ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

SOST 400 is the capstone for a minor in Southern Studies. Like the introductory course, SOST 200, the capstone enables students to make connections between multiple disciplines exploring a wide variety of topics related to Southern Studies. SOST 200 introduced students to core knowledge about the region and to ways that academic disciplines and members of the public analyze and interpret the region. SOST 400 is more personalized, asking each student to reflect on particular courses he or she has taken in the minor and what these courses have added to the student’s understanding of the region. The knowledge and skills each student has acquired in several prior courses will then be applied to each student’s revision of an earlier project. This revision, incorporating more information and/or applying more disciplinary lenses to the student’s project, will enrich the student’s original project and will demonstrate the interconnections that exist between multiple disciplines and approaches to the region.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well 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. There is no overlap with existing programs.

This form was last updated on 12/13/13 and replaces all others.
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COURSE FORM

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Subject Acronym and Course Number: SOST 400

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☐ Add a New Course (complete parts C, D, F, G, H, I, J)
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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
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? ____

E. 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: Southern Studies School: HSS Subject Acronym: SOST Course Number: 400

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Southern Studies Capstone Project

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

*This course makes connections between courses students have taken for the minor from different disciplines. Students review prior coursework and select one previously submitted project to enrich by integrating skills and knowledge acquired in other courses. Revised projects are uploaded to the program archive and are eligible for an award.*

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

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☑ no If so, which course? ________________________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _________

Note: Cross-listed courses are equivalent.

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? $______

This form was last updated on 12/13/13 and replaces all others.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
There are no new costs in library holdings.
The course will be taught by the program director or another faculty member teaching in the program.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<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>
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1. Students can identify skills and knowledge gained in prior coursework that add to their understanding of the region and of differing disciplinary approaches to study of the region.

1. Students answer written questions and compose a narrative describing skills and knowledge learned in prior coursework.
2. Revision proposal will enumerate skills and knowledge learned in prior courses that should be relevant to revision project. Narrative and proposal will be scored using a rubric and the majority of students will score "satisfactory" or better.

2. Students apply skills and knowledge from multiple disciplines to a revision of a research project, demonstrating an enriched understanding of the region.

1. Students' summary describes how their prior coursework enriched their revision.
2. Students' project revision contains evidence that students applied additional skills and knowledge from multiple disciplines. Summary and revision project will be scored using a rubric and the majority of students will score "satisfactory" or better.

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?

The capstone aligns with General Education outcomes for the Humanities requirement:
1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

It aligns with the first General Education outcome by requiring students to revisit prior coursework and identify ways these courses analyzed the region's cultural and historical phenomena. It aligns with the second outcome by requiring students to write a proposal and summary of a revision project that interprets primary source material, and to complete the revision project.

The capstone supports all program outcomes.
The capstone reinforces the first program outcome (knowledge of the region and its changes over time, skills and disciplinary approaches used to study the region), which was introduced in SOST 200. Students enrolled in the capstone have made progress on the second program outcome (apply knowledge and skills of the region,
using an interdisciplinary approach) by taking coursework in multiple disciplines; they will complete the second outcome in this course. Students may have already completed the third learning outcome through prior coursework, but the revision project assures that all students complete it through a revision that results in an advanced, interdisciplinary version of the project.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  
☐ yes  x ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

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.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
Prerequisites: SOST 200 and 9 hours of additional coursework in the minor.

Course description:

This course makes connections between courses students have taken for the minor from different disciplines. Students review prior coursework and select one previously submitted project to enrich by integrating skills and knowledge acquired in other courses. Revised projects are uploaded to the program archive and are eligible for an award.

This one-hour course includes 15 instructional hours, some in class and some in individually scheduled meetings.

Course Requirements:

<table>
<thead>
<tr>
<th>Attendance and participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worksheet and reflective narrative</td>
<td>20%</td>
</tr>
<tr>
<td>Proposal and revision summary</td>
<td>20%</td>
</tr>
<tr>
<td>Revision</td>
<td>50%</td>
</tr>
</tbody>
</table>

Schedule:

Week 1. Complete a worksheet listing prior coursework in minor, a brief description of skills and knowledge acquired in each course, and a list of projects submitted in these courses. Write a brief reflective narrative comparing and contrasting disciplinary approaches to the region and identifying connections between 3 or more courses.

Bring to class meetings: your degree audit and syllabi from past and present Southern Studies courses. Worksheet and narrative due at end of week.

Week 2. Select one project that you will enrich using skills and knowledge acquired in other courses. Write a proposal detailing how you wish to revise this project. Review steps for uploading work to program archive. Bring to class meetings: Laptop or tablet and 2-3 projects completed in prior courses. Proposal due at end of week.

Week 3. Begin revision; schedule individual or small-group conferences. Bring to class: Proposal and project to be revised.

Weeks 4-6. Meet in individual or small-group conferences. In consultation with instructor and fellow students, complete revision and summary of revisions you made. Revised project and summary due (uploaded to program archive) by end of Week 6.

Rubric for revised project:
Revision includes detailed and informed analysis of some aspect of the region
Revision contains enough new content to strengthen and enrich the project
Project integrates multiple disciplinary perspectives on the topic
Project is well edited and/or professionally presented
Project is successfully uploaded into College’s Southern Studies program archive
Mari, thanks for this reply.

Simon, would you be willing for AAST 280 to be included on the list of courses that count toward the minor?

Thanks,
Julia

On Nov 25, 2015, at 4:35 PM, Crabtree, Mari N <crabtreemn@cofc.edu> wrote:

Dear Julia,
My apologies for not writing earlier, but so long as you think AAST 280 fits with your vision for Southern Studies, I would be happy to have the course included in your list.

Take care,
Mari

Mari N. Crabtree
Assistant Professor, African American Studies
College of Charleston
crabtreemn@cofc.edu
843.953.1013

Dear Mari,

Thanks for responding so promptly to the query I sent to Simon about AAST courses. I’m glad to hear about the course on “Remembering and Forgetting” that you’re going to make a permanent AAST course. It would be a great addition to the southern studies offerings.

From your description of the intro to African American music course, it sounds to me like it should count. If students end up studying blues, spirituals, call and response, worksongs, gospel, and jazz, they are studying music of the southern United States, even if the course is not organized as a discussion of the region and you don’t present them as southern. In the intro Southern Studies course and in the minor’s capstone, we plan to help students draw together...
At the recent faculty meeting, we plan to help students draw together course material that is focused on phenomena related to the region, even if the material is part of a course designed without the minor in mind.

I'd love for us to include AAST 280, but of course we wouldn't want to do so over your objections. Please let me know if you change your mind and would be willing for us to include it on our list.

Best,
Julia

Begin forwarded message:

From: "Lewis, Simon Keith" <LewisS@cofc.edu>
Date: November 17, 2015 at 10:23:51 AM EST
To: "Eichelberger, Julia L" <EichelbergerJ@cofc.edu>
Subject: RE: AAST courses in proposed new minor in Southern Studies

Dear Julia,
the diligent faculty of the AAST program have given me the following information that I hope will be useful to you and Tammy.

AAST 290 and AAST 300 classes vary by semester, so those classes would have to be crosslisted on a case by case basis. Anthony’s course next term on sports and African American culture will not meet the 1/3 threshold, for example. The registrar is instituting a new feature from this semester on allowing department chairs and program directors to "shop" from descriptions of Special Topics courses to pre-approve any such courses that might fit their program, and you'll probably have to do this for AAST ST courses each semester. But at least you can now do it before the fact.

AAST 315 was Conseula’s class, so, as far as I know, that is not being offered anytime soon.

Mari Crabtree writes that her AAST 280 (Introduction to African American Music) "involves people from the South, cultural forms with roots in the South, and socio-historical developments in the South, but I do not discuss the South as such in the course because the organizing principle of the course is thematic."

Mari’s course that we are in the process of adding to the catalog, AAST 340: Remembering and Forgetting, however, will meet the 1/3 threshold (see below):

Course name AAST 340: Remembering and Forgetting: Race, Violence, and Memory in American History

Relevant content: yes

We expect to offer this course

Every other semester
Typically, the demand for this course has been as follows:

Fewer than five spaces available

1. **Course name**: AAST 280 Intro to African American Music

Relevant content: _____ yes _____ no *(If no, skip the rest of the questions)*

We expect to offer this course

- Every semester
- Every other semester
- Once every two years
- Once every three years
- No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

- No seats available; our majors fill the course
- Fewer than five spaces available
- 5 or more spaces

2. **Course name**: AAST 290 Special Topics  AAST 300 Special Topics

Relevant content: yes _____  sometimes _____

no _____ *(If no, skip the rest of the questions)*

Are you likely to offer a relevant version of a Special Topics course

- Every semester
- Every other semester
- Once every two years
- Once every three years
- No plans to offer this course; please don’t include it on your list

Typically, the demand for relevant Special Topics courses has been as follows:

- No seats available; our majors fill the course
- Fewer than five spaces available
3. Course name: AAST 315 Black Women Writers

Relevant content: _____yes  ____no (If no, skip the rest of the questions)

We expect to offer this course:
  Every semester
  Every other semester
  Once every two years
  Once every three years
  No plans to offer this course; please don't include it on your list

Typically, the demand for this course has been as follows:
  No seats available; our majors fill the course
  Fewer than five spaces available
  5 or more spaces
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Mari's course that we are in the process of adding to the catalog, AAST 340: Remembering and Forgetting, however, will meet the 1/3 threshold (see below):

Course name AAST 340: Remembering and Forgetting: Race, Violence, and Memory in American History

Relevant content: yes

We expect to offer this course

Every other semester

Typically, the demand for this course has been as follows:

Fewer than five spaces available

1. Course name  AAST 280 Intro to African American Music
Relevant content:   yes    no (If no, skip the rest of the questions)

We expect to offer this course

Every semester
Every other semester
Once every two years
Once every three years
No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces

2. Course name AAST 290 Special Topics AAST 300 Special Topics

Relevant content: yes ___ sometimes ___
no ___ (If no, skip the rest of the questions)

Are you likely to offer a relevant version of a Special Topics course

Every semester
Every other semester
Once every two years
Once every three years
No plans to offer this course; please don’t include it on your list

Typically, the demand for relevant Special Topics courses has been as follows:

No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces

3. Course name AAST 315 Black Women Writers

Relevant content: ___yes ___ no (If no, skip the rest of the questions)

We expect to offer this course

Every semester
Every other semester
Once every two years
Once every three years

No plans to offer this course; please don't include it on your list

Typically, the demand for this course has been as follows:

No seats available; our majors fill the course

Fewer than five spaces available

5 or more spaces
Subject: RE: ANTH courses in proposed new minor in Southern Studies

Date: Friday, December 4, 2015 at 8:53:27 AM Eastern Standard Time

From: Burkett, Tracy L

To: Eichelberger, Julia L, Ingram, Tammy L

Sorry to take so long. I filled out the form below.

Thanks!

Tracy

1. Course name ANTH 307 Southeastern Prehistoric Archaeology
Relevant content: __x__ yes _____ no (If no, skip the rest of the questions)
We expect to offer this course:
   Every semester
   Every other semester
   X Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   X Fewer than five spaces available
   5 or more spaces

2. Course name ANTH 329 Special Topics: Geographic Areas
Relevant content: yes _____ sometimes _____
no ____x__ (If no, skip the rest of the questions) We haven’t taught anything related to Southern Studies in the last five years as a geographic areas Special Topics Course
Are you likely to offer a relevant version of this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for relevant Special Topics courses has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces

3. Course name: ANTH 493 Archaeological Field School
Relevant content: yes _____ sometimes _x___
no _____ (If no, skip the rest of the questions)
Are you likely to offer a relevant version of this course
   X Every year
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for a relevant version of the course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   X 5 or more spaces
From: Newhard, James M newhardjm@cofc.edu
Subject: RE: ANTH courses in proposed new minor in Southern Studies
Date: November 16, 2015 at 10:41 AM
To: Eichelberger, Julia L eichelbergerj@cofc.edu, Burkett, Tracy L burkettT@cofc.edu

Dear Julia and Tracy,

Given that these courses are under the management of Soc/Anth, I can comment little on frequencies of offerings and enrollments. However, I would note that you may consider also ANTH306 (Historical Archaeology), which is most often taught using the extreme wealth of our collective back yard. I believe it would certainly cover the 1/3 course content requirement.

I’ve looked over the other archaeologically-related courses from other depts/programs, and think you’ve captured the courses that I would have suggested. As with ANTH, the chairs/program directors who directly manage those courses will provide the best sense of past/future scheduling and enrollments.

Wishing you all the best for a successful submission,

Jim

From: Eichelberger, Julia L
Sent: Sunday, November 15, 2015 9:30 PM
To: Burkett, Tracy L; Newhard, James M
Subject: ANTH courses in proposed new minor in Southern Studies

Dear Tracy and Jim,

As you know, we’re working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified several courses taught in your department that we think should be eligible to count for this minor. The list of courses appears at the end of this message. We are hoping you can confirm that these courses do have relevant content. For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

We hope that your department will be able to accommodate a few extra students who might enroll in these courses as part of their minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015. (We did not ask for data on ANTH 493, but from the description on your website, this seems to have relevant content. We do understand that this is a course with prerequisites. For students, such as ANTH majors, who do meet the prerequisites and who might be interested in a minor in Southern Studies, we’d like to add it to the list.)

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and ANTH faculty. Students from any major at the College could choose southern studies as a minor while many other students will choose only to take one or more courses from among those
Southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

Cordially,
Julia Eichelberger and Tammy Ingram

Should these courses count toward the minor in southern studies?

In order to count, one-third or more of the course should be focused on any of the following:
---history, environment, society, culture of the southern United States
---changes to the region over time
---the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

1. Course name ANTH 307 Southeastern Prehistoric Archaeology
Relevant content: yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
  Every semester
  Every other semester
  Once every two years
  Once every three years
  No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
  No seats available; our majors fill the course
  Fewer than five spaces available
  5 or more spaces

2. Course name ANTH 329 Special Topics: Geographic Areas
Relevant content: yes _____ sometimes _____
no _____ (If no, skip the rest of the questions)
Are you likely to offer a relevant version of this course
  Every semester
  Every other semester
  Once every two years
  Once every three years
  No plans to offer this course; please don’t include it on your list
Typically, the demand for relevant Special Topics courses has been as follows:
  No seats available; our majors fill the course
  Fewer than five spaces available
  5 or more spaces

3. Course name: ANTH 493 Archaeological Field School
Relevant content: yes _____ sometimes _____
no _____ (If no, skip the rest of the questions)
Are you likely to offer a relevant version of this course
  Every year
  Once every two years
  Once every three years
  No plans to offer this course; please don’t include it on your list
Typically, the demand for a relevant version of the course has been as follows:
No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces
On Sun, Nov 15, 2015 at 9:31 PM, Eichelberger, Julia L <Eichelberger.J@cofc.edu> wrote:

As you know, we're working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified several courses taught in your department that we think should be eligible to count for this minor. The list of courses appears at the end of this message. We are hoping you can confirm that these courses do have relevant content. For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

We hope that your department will be able to accommodate a few extra students who might enroll in these courses as part of their minor. We've attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and ARTH faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

Cordially,

Julia Eichelberger and Tammy Ingram

Should these courses count toward the minor in southern studies?

In order to count, one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region’s Interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

1. Course name ARTH 260: Addleston Seminar on the Arts & Culture of the Lowcountry

Relevant content: ___

X yes ___ no (If no, skip the rest of the questions)

We expect to offer this course

   Every year
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces

2. Course name ARTH 333 Traditional Design and Preservation in Charleston

Relevant content: ___

X yes ___ no (If no, skip the rest of the questions)

We expect to offer this course

   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:
No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces

3. Course name ARTH 338 American Vernacular Architecture and Material Culture

Relevant content: _
X__yes _____ no (If no, skip the rest of the questions)

We expect to offer this course

   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces

4. Course name ARTH 290: Special Topics in Art History

   We don’t currently have anyone offering American art history courses, that will be our next hire.

Relevant content: yes _____ sometimes ____

no ___________
X__ (If no, skip the rest of the questions)

Are you likely to offer a relevant version of this course

   Every year
   Once every two years
   Once every three years
   No plans to offer a relevant version of this course; please don’t include it on your list

Typically, the demand for relevant Special Topics courses has been as follows:
No seats available; our majors fill the course

Fewer than five spaces available

5 or more spaces
Answers below in RED.

The four courses Biol 301, 334, 337, and 338 all have considerable focus on local flora and fauna, and one can make a strong case for including these in such a minor. The other three courses Biol 204, 209, and 211 are, for various reasons, not good candidates for inclusion at this time.

Sincerely,
Jaap

Jaap Hillenius
Professor & Chair
Department of Biology
College of Charleston
66 George Street
Charleston, SC 29424
USA

T: (843) 953-5504
F: (843) 953-5453
E: hilleniusw@cofc.edu

Dear Jaap,
I'm working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We're hoping to create an innovative southern studies minor, one that takes advantage of C of C's strengths in the sciences by incorporating study of the region's natural history and ecosystems. We've identified several Biology courses that we think could be eligible to count for this minor. For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

I'm attaching an email from Allison Welch, who teaches herpetology. Herpetology course should count toward the minor. Of course we understand that this is a course with prerequisites which would not be open to everyone in the minor, just those students with Biology background who wanted to add a minor in Southern Studies; it would be great for some of the Biology coursework to count toward a minor.

If you could answer the questions below as a reply to this message, that would be most helpful.
Thanks very much for this information.

Cordially,

Julia Eichelberger and Tammy Ingram

In order to count toward the proposed minor, one-third or more of the course should be focused on any of the following:

--history, environment, society, culture of the southern United States

--changes to the region over time

--the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

1. Course name: BIOL 204 Man and the Environment
   Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?
   **NO** Not enough relevant content
   ____Yes, please add it to your list

2. Course name: BIOL 209 Marine Biology
   Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?
   **NO** Not enough relevant content
   ____Yes, please add it to your list

3. Course name: BIOL 211 Biodiversity, Ecology, and Conservation Biology
Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?

**NO** Not enough relevant content
___Yes, please add it to your list

4. Course name: BIOL 338 Entomology
Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?
___Not enough relevant content
**YES** Yes, please add it to your list

5. Course name: BIOL 301 Plant Taxonomy
Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?
___Not enough relevant content
**YES** Yes, please add it to your list

6. Course name: BIOL 333 Ornithology
Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?
___Not enough relevant content
**YES** Yes, please add it to your list

7. Course name: BIOL 334 Herpetology
Does this course have at least 1/3 relevant content, and should we add it to our list of southern studies courses?
___Not enough relevant content
**YES** Yes, please add it to your list
Hi Julia,

In my Herpetology course (BIOL 334), students learn to identify the reptiles and amphibians of South Carolina, and we take several field trips in the local area. My research also involves local amphibians, and one of my research interests is effects of increased salinity in freshwater ecosystems which is relevant in our coastal region.

I hope this helps your efforts. Please let me know if I can provide more information for you.

Best wishes!
Allison

Allison Welch
Associate Professor
Department of Biology
College of Charleston
Charleston, SC 29424

From: Bidwell, Deborah A
Sent: Friday, September 04, 2015 8:53 AM
To: Biology
Cc: Eichelberger, Julia L; Ingram, Tammy L
Subject: regional research?

Hello colleagues,

Julia Eichelberger (English) and Tammy Ingram (History) are interested in identifying faculty and courses focused on the Lowcountry and the region. If you teach a course with a local/regional focus or do research with this focus, please contact Julia (cc’d above).

Best,
Deb

Deborah Bidwell
Senior Instructor of Biology
College of Charleston
66 George Street
Charleston, SC 29424

Physical address: SSMB 140
Phone (843) 953-7107
Hi Julia,
I’m happy to have COMM 380 included in the list of options.
I haven’t kept up with the courses for the public health major, and I don’t know that there are any
focused specifically on the South, but it certainly would be worth a conversation with Sue Balinsky and
Deb McGee, who are the program directors.
If there’s anything else I can do to help, please let me know.
Jen

Dr. Jenifer Kopfman
Associate Professor and Chair
Department of Communication
College of Charleston

From: Eichelberger, Julia L
Sent: Sunday, November 15, 2015 9:52 PM
To: Kopfman, Jenifer E <KopfmanJ@cofc.edu>
Subject: COMM and Public Health courses in proposed new minor in Southern Studies

Dear Jenifer,

As you know, I’m working on a proposal for a new interdisciplinary minor in Southern Studies at the College of
Charleston. This minor would take advantage of many courses already being taught at the College that focus on some
aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments
and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a
final one-hour capstone. The introduction and capstone will help students make connections between courses in different
departments and programs.

Vince Benigni has expressed interest in developing a version of COMM 380 that could be eligible for the minor. Would
you be interested in having us add COMM 380 to the list of eligible courses? We would only instruct the registrar to
count the course for the semester in which the content was relevant.

Additionally, if there is another COMM class that you think could be relevant, please let us know. To in order to count,
one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region’s interconnections with other cultures and regions.

Knowing your connection to the Public Health program, I’d like to add that we would be very interested in adding
relevant courses in Public Health to the minor. I realize that the Public Health major’s success has resulted in very high
demand and that you may not be able to accommodate any additional students. On the other hand, students majoring in
Public Health could choose to minor in Southern Studies, so we’d be happy for relevant major coursework to count
towards a minor. Please let us know if there are Public Health courses we should consider adding to the minor.

Thanks very much for this information.
Cordially,
Julia Eichelberger and Tammy Ingram
Dear Julia,

My apology for not getting back to you any sooner on this. A new disciplinary minor on Southern Studies and the rich literary tradition of the South sounds very exciting and I think that CPLT 390, generally used for special topics, would certainly be a course that could count for this minor.

Best,
Martine

From: Eichelberger, Julia L
Sent: Sunday, November 15, 2015 6:41 PM
To: Cuvillier-Hiers, Martine
Subject: CPLT course in proposed Southern Studies minor

Dear Martine,

I’m working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an Interdisciplinary Introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

CPLT 390 appears to us to be a course that could be eligible to count for this minor, in the event that a CPLT faculty member proposed to teach a version of this course on a relevant topic. For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

Would you be interested in having us add CPLT 390 to the list of eligible courses? We would only instruct the registrar to count the course for the semester in which the content was relevant.

Thanks for this information.

Cordially,
Julia Eichelberger and Tammy Ingram
From: Perkins, Robert F PerkinsR@COFC.EDU
Subject: FW: EDFS course in proposed new minor in Southern Studies
Date: November 24, 2015 at 1:13 PM
To: Eichelberger, Julia L EichelbergerJ@cofc.edu
Cc: Hale, Jon N halejn@cofc.edu

Julia,
We would be happy to have EDFS 201 as part of the Southern Studies minor.

Have a great Thanksgiving.

Bob

Bob Perkins, Ed. D.
Associate Professor and Interim Department Chair
Teacher Education Department (TEDU)
School of Education, Health and Human Performance
86 Wentworth St., Room 213
College of Charleston
Charleston, SC 29424
(843) 953-8042
PerkinsR@cofc.edu
http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php

From: Hale, Jon N
Sent: Tuesday, November 24, 2015 10:56 AM
To: Perkins, Robert F
Subject: RE: EDFS course in proposed new minor in Southern Studies

Hi Bob,

Since I think it is easier to remove than add, let's go ahead and say "yes."

Jon N. Hale, Ph.D.
Assistant Professor of Educational History
Department of Teacher Education
College of Charleston
86 Wentworth St., Room 235
Charleston, SC 29401
843.953.6354

From: Perkins, Robert F
Sent: Tuesday, November 24, 2015 8:55 AM
To: Hale, Jon N
Subject: RE: EDFS course in proposed new minor in Southern Studies

Jon,
Are we comfortable saying yes?

Bob
Hi Bob,

We are working to meet the Dec 7 curriculum committee deadline and would love to include this course if y’all decide it has relevant content. We can add it to our list at the last minute. If you can’t make a decision in time, we could always add it to the list later, as a change to the minor, assuming the proposal passes and y’all decide the course should be added.

Thanks,
Julia

On Nov 18, 2015, at 10:04 PM, Perkins, Robert F <PerkinsR@cofc.edu> wrote:

Jon,
I think we still have some time but not much if they are moving it forward. Julia, can you give me a time frame?

Thanks
Bob

Bob Perkins, Ed. D.
Associate Professor and Interim Department Chair
Teacher Education Department (TEDU)
School of Education, Health and Human Performance
86 Wentworth St., Room 214
College of Charleston
Charleston, SC 29424
(843) 953-5699
PerkinsR@cofc.edu
http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php
Subject: RE: EDFS course in proposed new minor in Southern Studies

Hi Bob,

I think EDFS 201 can fit this description... I am going to email it to Sophia and Kendall and see if the way they teach it meets the description, too. When do you need to respond to Julia?

Jon N. Hale, Ph.D.
Assistant Professor of Educational History
Department of Teacher Education
College of Charleston
86 Wentworth St., Room 235
Charleston, SC 29401
843.953.6354

From: Perkins, Robert F
Sent: Monday, November 16, 2015 5:45 AM
To: Hale, Jon N
Subject: FW: EDFS course in proposed new minor in Southern Studies

Jon,
Your thoughts on the request below?

Thanks
Bob

Bob Perkins, Ed. D.
Associate Professor and Interim Department Chair
Teacher Education Department (TEDU)
School of Education, Health and Human Performance
86 Wentworth St., Room 214
College of Charleston
Charleston, SC 29424
(843) 953-6699
PerkinsR@cofc.edu
http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php

From: Eichelberger, Julia L
Sent: Sunday, November 15, 2015 9:58 PM
To: Perkins, Robert F
Subject: EDFS course in proposed new minor in Southern Studies

Dear Bob,

I'm working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five
departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified an EDFS course that we think could be eligible to count for this minor. Can you let us know if the course has relevant content? For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

Assuming it is relevant, we hope that your department will be able to accommodate a few extra students who might enroll in the course as part of their minor. We've attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of EDFS faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

If you could fill in answers below as a reply to this message, that would be most helpful.

Cordially,
Julia Eichelberger and Tammy Ingram

In order to count, one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region's interconnections with other cultures and regions.
If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Should EDFS 201 count toward the minor in Southern Studies?
  __Yes, it has 1/3 or more relevant content
  __No, it does not have 1/3 or more relevant content

Assuming EDFS 201 has relevant content, can you tell us how often it's offered and how many spaces are available?
  __Every semester
  __Every other semester
  __Once every two years
  __Once every three years
  No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:
  __No seats available; our majors fill the course
  __Fewer than five spaces available
  __5 or more spaces
Sure, that's fine.

Scott

On 12/3/15 3:24 PM, "Eichelberger, Julia L" <Eichelberger.J@cofc.edu> wrote:

Hi Scott,

Tammy and I are finishing up the list of courses that could count for the proposed minor in southern studies. We already got your blessing for adding 300-level special topics courses that would count for the minor, when covering an appropriate topic. I have realized that I overlooked the following special topics courses that we'd also like to add to the list:

English 290
English 450, 460, 462, 463, 490

I recognize that the 400-level courses are only for English majors. We wanted this to be added to the list so that, if an English major took them, they could count toward the minor.

If you are OK with this, we'd like to add them to our list of potential special topics courses.

Thanks for this information,
Julia
Hope this is helpful.

Scott

From: <Eichelberger>, Julia L <EichelbergerJ@cofc.edu>
Date: Sunday, November 15, 2015 10:21 PM
To: "Peeples, Scott" <peepless@cofc.edu>
Subject: ENGL courses in proposed minor in Southern Studies

Dear Scott,

As you know, we're working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified several English courses that we think should be eligible to count for this minor. The list of courses appears at the end of this message. We are hoping you can confirm that these courses do have relevant content. For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

We hope that your department will be able to accommodate a few extra students who might enroll in these courses as part of their minor. We've attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and ENGL faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.
Cordially,

Julia Eichelberger and Tammy Ingram

Should these courses count toward the minor in southern studies?

In order to count, one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region's interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

1. Course name ENGL 216: Introduction to African American Literature

Relevant content: __X__ yes  ____ no (If no, skip the rest of the questions)

We expect to offer this course:

   Every semester
   
   Every other semester [probably somewhere between Every other semester and every two years. Much depends on getting a VAP in English/AAST.]
   
   Once every two years
   
   Once every three years
   
   No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

   No seats available; our majors fill the course

   __X__ Fewer than five spaces available

   5 or more spaces

2. Course name ENGL 315 Black Women Writers

Relevant content:  ____X__ yes  ____ no (If no, skip the rest of the questions)

We expect to offer this course:
we expect to offer this course

Every semester
Every other semester
Once every two years

X Once every three years [Hasn’t been taught in the past three years; would like to offer again if we get VAP.]

No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

No seats available; our majors fill the course
X Fewer than five spaces available
5 or more spaces

3. Course name ENGL 313: African American Literature

Relevant content: yes ___ X ___ sometimes ___
no ___ (If no, skip the rest of the questions)

Are you likely to offer a relevant version of this course

Every semester

X Every other semester

Once every two years
Once every three years

No plans to offer this course; please don’t include it on your list

Typically, the demand for relevant Special Topics courses has been as follows:

No seats available; our majors fill the course
X Fewer than five spaces available
5 or more spaces

4. Course name ENGL 341: 20th Century Southern Literature

Relevant content: ___ X ___ yes ___ no (If no, skip the rest of the questions)

We expect to offer this course

Every semester
Every other semester
Once every two years
Once every three years
No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

No seats available; our majors fill the course

Fewer than five spaces available [on average, but it depends on other departmental course offerings]

5 or more spaces

5. In addition to the above courses, the following ENGL special topics courses could potentially cover relevant content (e.g., a Major Authors course on Mark Twain or Richard Wright, a Major Literary Themes course on regionalist literature, a Studies in Film course on the South in film).

a. Would you like these special topics courses to be added to our list of courses that count toward the minor? We would only instruct the Registrar to count them in semesters when they'd be covering relevant content.

ENGL 190 Special Topics _X_ yes ___ no

ENGL 350 Major Authors _X_ yes ___ no

ENGL 360 Major Literary Themes _X_ yes ___ no

ENGL 362, 363 Studies in Literature in History (1700-1900 or 1900-present) _X_ yes ___ no

ENGL 390 Studies in Film _X_ yes ___ no

b. Can you give us an estimate on how often you might offer one of these courses with relevant content?

Every semester

_X_ Every other semester
Once every two years
Once every three years
No plans to offer this course; please don’t include it on your list

What sort of demand would you expect for such a special topics course?

_X_ Fewer than five spaces available

5 or more spaces
Julia—please see below, and good luck on this:

From: Eichelberger, Julia L 
Sent: Sunday, November 15, 2015 10:07 PM 
To: LeVasseur, Todd Jared 
Subject: ENVT courses in proposed new minor in Southern Studies

Dear Todd,

I'm working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified two ENVT course that we think could be eligible to count for this minor. For a course to count for an interdisciplinary minor at the College, at least one-third of its content should be relevant.

Assuming it is relevant, we hope that you will be able to accommodate a few extra students who might enroll in the course as part of their minor. We've attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of ENVT faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

If you could fill in answers to two questions below as a reply to this message, that would be most helpful.

Cordially,
Julia Eichelberger and Tammy Ingram

In order to count, one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region’s interconnections with other cultures and regions.
If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

1. Should ENVT 200 count toward the minor in Southern Studies?
   - X No, it does not have 1/3 or more relevant content
     - Yes, it has 1/3 or more relevant content

   Honestly, looking at your goals, it offers 0%. We make connections between content and possible future realities of Charleston, but nothing in the curricula as we teach it addresses in any sustained manner the 3 learning goals you provide above.

   Assuming ENVT 200 has relevant content, can you tell us how often it's offered and how many spaces are available?
Assuming ENVT 200 has relevant content, can you tell us how often it's offered and how many spaces are available?

X Every semester
   Every other semester
   Once every two years
   Once every three years
No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

X No seats available
   Fewer than five spaces available
   5 or more spaces

2. ENVT 352, a special topics course, could potentially cover relevant content. Would you be interested in having ENVT 352 added to the list of courses that could count toward the minor? This course would count only in the semesters in which the content was relevant.

   __Yes, include it on your list__

   If someone from your department offered a course on Southern Environments or something like that, I would be extremely open to cross-listing such a course with ENVT 352. There is no permanent faculty in ENVT to offer ENVT 352 courses—rather, this always piggy-backs on other departmental offerings.

   __No, please don't include it; I don't foresee a relevant version of this course being offered__
Julia,

It’s fine with me if you want to add to your list FREN 390 and/or FREN 370. We do have an assistant professor who has expertise in Quebecois and Caribbean Studies and he may teach a 390 or 370 in the near future. We were ready to search for and hire a French Film specialist this year for 370, but our line was cut due to the financial woes, and won’t be returned to us for 3 years. Of course, as you mentioned, each syllabus taught under these rubrics will vary, and will have to be examined individually to ensure that at least 1/3 of the course meets the minor’s requirement.

Yours,
Robyn

Hi Robyn. Thanks for this prompt reply.

Let me be sure I understand: not only have these courses not been taught in a way that covers relevant content, but there’s currently no likelihood that anyone in the department will teach such a course? If there’s nobody with a research or teaching interest in Caribbean francophone writers, for example, then we shouldn’t add the course.

If my memory is correct—and that’s always an open question—my daughter (Sara Hutchinson ‘12) took a C of C course with a similar emphasis, reading work by Maryse Conde for example, as part of her French minor here, but if that kind of course is not in the cards now, we won’t put it on the list since we don’t want students to imagine it might become available.

If, however, there is some chance that in the next 3-5 years someone currently in the department, or someone you are planning to hire this year, will teach a French course on a relevant topic, I’d like to put the Special Topics designation in place so that we don’t have to add it to the catalog later.

Thanks for clarifying,
Julia

On Nov 17, 2015, at 10:15 AM, Holman, Robyn A <HolmanR@cofc.edu> wrote:

Dear Julia,

I don’t believe that any of our FREN or LTRF courses qualify for this program at the present
time. FREN 370 hasn’t been offered in years, and FREN 390 is rarely offered on campus. It is possible, however, that in the future one of these courses might be taught with the emphasis that you mention.

Yours,
Robyn

From: Eichelberger, Julia L
Sent: Monday, November 16, 2015 8:26 AM
To: Holman, Robyn A <HolmanR@cofc.edu>
Subject: FREN and LTFR courses in proposed minor in Southern Studies

Dear Robyn,

I’m working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and other FREN faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

We're assembling our list of relevant courses that could count for the minor. In order to count, one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region’s interconnections with other cultures and regions.
Some Special Topics courses will also go on this list; in semesters where a Special Topics course had relevant content, the Registrar will be instructed to count that version of the course towards the minor.

In studying the catalog, we wondered whether some French courses could potentially be eligible to count for the minor. Some of these courses are Special Topics courses that could count, depending on what the instructor covered in a particular semester. We could imagine FREN 370 focused on Francophone literature of the Caribbean, for example. Given the many interconnections between Caribbean culture and the southern United States, such a course would be appropriate for the minor. We realize that it's an upper-level course with many prerequisites, so it would not be appropriate for many students completing the Southern Studies minor. However, for any French major or minor who was also completing the Southern Studies minor, we'd want this course to count.

If the content of a course would never be relevant, of course we will not include it on our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.
Thanks very much for this information.

Cordially,
Julia Eichelberger and Tammy Ingram

Should any of the following courses be included among courses that count towards a minor in Southern Studies?
1. FREN 320 Survey of Francophone Literature _____yes ___X__no
2. FREN 482 French and Francophone Women Writers _____yes ___X__no

Should any of the following courses be included among courses that count towards a minor in Southern Studies? As Special Topics courses, these would only count during semesters where the Registrar was informed that this semester's version of the course covered sufficient relevant content.
1. FREN 370, Studies in French or Francophone Lit and Film _____yes ___X__no
2. FREN 390 Special Topics in French _____yes ___X__no
3. FREN 490 Special Topics in French _____yes ___X__no
4. LTFR 150 or 250 French Literature in (English) Translation _____yes ___X__no
Dear Julia,

I don’t believe that any of our FREN or LTRF courses qualify for this program at the present time. FREN 370 hasn’t been offered in years, and FREN 390 is rarely offered on campus. It is possible, however, that in the future one of these courses might be taught with the emphasis that you mention.

Yours,
Robyn

---

From: Eichelberger, Julia L
Sent: Monday, November 16, 2015 8:26 AM
To: Holman, Robyn A <HolmanR@cofc.edu>
Subject: FREN and LTRF courses in proposed minor in Southern Studies

Dear Robyn,

I’m working on a proposal for a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal along with colleagues from several different departments and programs. Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and other FREN faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose only to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

We’re assembling our list of relevant courses that could count for the minor. In order to count, one-third or more of the course should be focused on any of the following:
--history, environment, society, culture of the southern United States
--changes to the region over time
--the region’s interconnections with other cultures and regions.
Some Special Topics courses will also go on this list; in semesters where a Special Topics course had relevant content, the Registrar will be instructed to count that version of the course towards the minor.

In studying the catalog, we wondered whether some French courses could potentially be eligible to count for the minor. Some of these courses are Special Topics courses that could count, depending on what the instructor covered in a particular semester. We could imagine FREN 370 focused on Francophone literature of the Caribbean, for example. Given the many interconnections between Caribbean culture and the southern United States, such a course would be appropriate for the minor. We realize that it’s an upper-level course with many prerequisites, so it would not be appropriate for many students completing the Southern Studies minor. However, for any French major or minor who was also completing the Southern Studies minor, we’d want this course to count.
If the content of a course would never be relevant, of course we will not include it on our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

Thanks very much for this information.

Cordially,
Julia Eichelberger and Tammy Ingram

Should any of the following courses be included among courses that count towards a minor in Southern Studies?
1. FREN 320 Survey of Francophone Literature ______yes __X__no
2. FREN 482 French and Francophone Women Writers ______yes __X__no

Should any of the following courses be included among courses that count towards a minor in Southern Studies? As Special Topics courses, these would only count during semesters where the Registrar was informed that this semester’s version of the course covered sufficient relevant content.
1. FREN 370, Studies in French or Francophone Lit and Film ______yes __X__no
2. FREN 390 Special Topics in French ______yes __X__no
3. FREN 490 Special Topics in French ______yes __X__no
4. LTFR 150 or 250 French Literature in (English) Translation ______yes __X__no
Dear Julia,

I am sorry for my delay in answering your e-mail.

We fully support your proposal and the department would be grateful to be included in the minor in Southern Studies.

The geology course that is most appropriate for the minor is GEOL 434, but it is no longer taught.
Geol 257, Marine Geology, is somewhat relatable to your minor since Leslie does emphasize the southern coast environment.
Because of the role that natural hazards have played in the history of the South, Geol 213, Natural Hazards, might be useful for your students.
Also, GEOL 235 Geology and Civilization might be another useful class.

Mitchell

Chair
Geology and Environmental Geosciences
College of Charleston
SSMB 224 · 202 Calhoun St. Charleston, SC 29401
843-953-7171
colganm@cofc.edu

On Nov 20, 2015, at 1:29 PM, Eichelberger, Julia L <Eichelberger.J@cofc.edu> wrote:

Hi Mitch,

I'm following up on my earlier query about Geology courses that should count toward a proposed minor in Southern Studies. The ones we'd identified were 257, 365 (as taught by Leslie Sautter—she suggested the course should count) and 434.

If you could let us know whether these courses should be included, that would be helpful. You may simply reply to this message and fill in your answers in the blanks beside each course, below.

Thanks very much for this information.

Best,
Julia

Begin forwarded message:

From: "Eichelberger, Julia L" <Eichelberger.J@cofc.edu>
Date: November 16, 2015 at 12:03:22 PM EST
To: "Colgan, Mitchell W" <ColganM@cofc.edu>
Subject: GEOL courses in a proposed minor in Southern Studies

Dear Mitchell,

Some colleagues and I are working on a proposal for a new interdisciplinary minor in Southern Studies at
the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the global south.

Tammy Ingram (History) and I are developing this proposal with colleagues from several different departments and programs. Our proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified several Geology courses in the catalog that we think should be eligible to count for this minor. We wanted to find out if these courses are still being offered and if you’d be willing for them to be added to the list of courses that count toward the minor. We understand that these courses have prerequisites and would not be appropriate for all students. However, they could be a great part of a student’s southern studies minor if that student majored in Geology.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

Cordially,

Julia Eichelberger and Tammy Ingram

Should these courses count toward the minor in southern studies? Do you anticipate offering these courses soon?

In order to count, one-third or more of the course should be focused on any of the following:

--history, environment, society, culture of the southern United States
--changes to the region over time
--the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

1. GEOL 434 Geology of the Carolinas
   ___ yes, has relevant content ___ no, does not have enough relevant content
   ___ We don’t foresee offering this course anytime soon
   ___ We expect to offer this course every three years
   ___ We expect to offer this course every two years
   ___ We expect to offer this course every year

2. GEOL 257 Marine geology
   ___ yes, has relevant content ___ no, does not have enough relevant content
   ___ We don’t foresee offering this course anytime soon
   ___ We expect to offer this course every three years
3. Geology 395 Special Topics  Marine Geology Research

___ yes, has relevant content ___ no, does not have enough relevant content

___ We don't foresee offering this course anytime soon

___ We expect to offer this course every three years

___ We expect to offer this course every two years

___ We expect to offer this course every year
Hi, Phyllis. Julia and I are trying to finalize our Southern Studies proposal before the end of the semester. As you and I have already discussed, this minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified several courses in the History Department that we think should be eligible to count for this minor. The list of courses appears at the end of this message. You and I have already discussed these—and some are my own courses—but we’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do have relevant content.

We hope that the History Department will be able to accommodate a few extra students who might enroll in these courses as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful. If you’d rather do it another way that’s easier for you, feel free to do so.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.
Cordially,
Tammy and Julia

The list is below. We’ve set it up as a checklist in hopes of making it easier (if longer...sorry). Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

*history, environment, society, culture of the southern United States
*changes to the region over time
*the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: HIST 210 and HIST 310 (Special Topics in U.S. History)
When applicable. For instance, I teach a HIST 210 that would count (Film and Southern History).
Relevant content: ___X___yes _____no (If no, skip the rest of the questions)
We expect to offer this course
    Every semester
    Every other semester X (usually Maymester)
    Once every two years
    Once every three years
    No plans to offer this course; please don’t include it on your list
Typically, the demand for these courses has been as follows:
    No seats available; our majors fill the course
    Fewer than five spaces available
    5 or more spaces XX

Course name: HIST 216 and 217 (African American History to 1865, African American History Since 1865)
*Bernie has confirmed to me via email that both of these courses meet the 1/3 requirement.
Relevant content: yes ___XX___ sometimes _____
no _____ (If no, skip the rest of the questions)
Are you likely to offer a relevant version of a Special Topics course
    Every semester
    Every other semester XX
    Once every two years
    Once every three years
    No plans to offer this course; please don’t include it on your list
Typically, the demand for these courses has been as follows:
    No seats available; our majors fill the course
    Fewer than five spaces available
    5 or more spaces
Course name: HIST 222 (History of South Carolina)
Relevant content: ___XX_yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester XX
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available XX
   5 or more spaces

Course name: HIST 224 and 225 (The U.S. South to 1865, The U.S. South Since 1865)
Relevant content: ___XX_yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester XX (224 will enter rotation, probably every 3rd semester; 225 is offered annually)
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for these courses has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available XX
   5 or more spaces

Course name: HIST 310 (The History of Charleston and the Civil Rights Movement—also crosslisted as AAST 300 and HONS 382)
*This is Jon Hale’s course, and I have confirmed with him that it meets the 1/3 requirement.
Relevant content: ___XX_yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years XX (This is a specific "special topics" course, offered occasionally)
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available XX
   5 or more spaces

Course name: HIST 304 (The Civil War and Reconstruction)
Relevant content: ___XX_yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
Every semester
Every other semester XX
Once every two years
Once every three years

No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

- No seats available; our majors fill the course
- Fewer than five spaces available XX
- 5 or more spaces

Course name: HIST 320 (Special Topics in Lowcountry History)
Relevant content: _XX_ yes _____ no (if no, skip the rest of the questions)
We expect to offer this course

- Every semester
- Every other semester
- Once every two years
- Once every three years

No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

- No seats available; our majors fill the course
- Fewer than five spaces available XX
- 5 or more spaces

Course name: HIST 323 (Society and Culture of Early Charleston)
Relevant content: _XX_ yes _____ no (if no, skip the rest of the questions)
We expect to offer this course

- Every semester
- Every other semester
- Once every two years
- Once every three years

No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:

- No seats available; our majors fill the course
- Fewer than five spaces available XX
- 5 or more spaces

Course name: HIST 364 (Sugar & Slaves in Colonial Brazil)

*Did we talk about this one? I didn’t add it to the list and am wondering why it’s there...
Relevant content: _____ yes _XX_ no (if no, skip the rest of the questions)
We expect to offer this course

- Every semester
- Every other semester
- Once every two years
- Once every three years
No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces

Course name: HIST 366 (Comparative Slavery in the Americas)
Relevant content: ___XX___ yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
Every semester
Every other semester
Once every two years
Once every three years
No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces

Course name: HIST 420 (Research Seminar in Lowcountry History)
Relevant content: ___XX___ yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
Every semester
Every other semester
Once every two years
Once every three years
No plans to offer this course; please don’t include it on your list XX But please DO include it on the list for future use!
Typically, the demand for this course has been as follows:
No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces
Dear Tammy,

I think that would be entirely acceptable to us. I have copied the Dean of the Honors College, Trisha Folds-Bennett, to get official approval.

When you fill out the proposal, you should list HONS 381 (humanities courses) and HONS 382 (social science courses). HONS 380 is a Math/science special topics number, so I don’t think that one needs to be included.

As you know, the HONS 381 and HONS 382 courses are special topics numbers so there could be years when there are no courses that would be directly relevant to the Southern Studies minor. The good news is that every semester the Registrar sends out a special topics spreadsheet, so the Southern Studies Director could mark any 381 or 382 course that is relevant for inclusion while leaving out all of the rest.

As you also noted the classes are reserved for honors students, so counting HONS 381 and HONS 382 would only be an option for Southern Studies minors who are also in the Honors College.

Let me know if you need any more help from us.

Sincerely,

Bryan
x6451

Hi, Bryan. Julia Eichelberger and I are finalizing a proposal for a new minor in Southern Studies, and we have to submit our paperwork in a couple of days. We are making a list of courses that would count towards the minor, and a secondary list of special topics courses that would count if/when the content was relevant. We’d like to add HONS 380 and HONS 381 to that secondary list. Would that be okay? It wouldn’t require you guys to give up seats, obviously, because only Honors students would be taking those courses anyway.

Thanks for your time, and all best,
Tammy
Subject: Re: SOST questionnaire
Date: Wednesday, December 2, 2015 at 4:48:40 PM Eastern Standard Time
From: Gilmore, Richard Grant
To: Ingram, Tammy L

HPCP 290 is 1-2 times per year.

HPCP 299 is at least once per year.

Regards,
Grant

From: <Ingram>, Tammy L <ingramt@cofc.edu>
Date: Wednesday, December 2, 2015 at 4:47 PM
To: "Gilmore III, R. Grant" <gilmorerg@cofc.edu>
Subject: Re: SOST questionnaire

Thanks, Grant. Could you tell us how often they’re typically taught? Our IRP data didn’t specify that.

From: "Gilmore, Richard Grant" <gilmorerg@cofc.edu>
Date: Wednesday, December 2, 2015 at 4:40 PM
To: Tammy Ingram <ingramt@cofc.edu>
Subject: Re: SOST questionnaire

Hi Tammy,

Both HPCP 290 and HPCP 299 are fine for use with the Southern Studies proposal.

Regards,
Grant

R. Grant Gilmore III, PhD
Director
Historic Preservation and Community Planning Program
Addlestone Chair in Historic Preservation
66 George Street
College of Charleston, Charleston, SC 29424
United States of America

Office: ++1 843 953 6352
Mobile: ++1 843 830 6813
I tweet @Dig_or_Dic

US/ICOMOS Board of Trustees
Hi, Grant. If you’ve already responded to Julia about this, ignore me—we may have gotten our wires crossed somehow. But I’m finalizing the list of courses we’re submitting as part of our proposal to the FCC (it’s due Monday), and I don’t see that we have confirmation that we’re able to count HPCP 290 (only if/when the content is appropriate) and 299. Would you mind letting me know if this is okay?

Thanks for your time,
Tammy

______________________________

From: Tammy Ingram <ingramt@cofc.edu>
Date: Saturday, November 14, 2015 at 12:16 PM
To: “Gilmore, Richard Grant” <gilmorerg@cofc.edu>
Subject: SOST questionnaire

Hi, Grant. Julia and I are trying to finalize the Southern Studies proposal before the end of the semester. As you already know based on our conversations in SOST steering committee meetings, this minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified two HPCP courses (290 and 299) that we think should be eligible to count for this minor. We’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do have relevant content.

We hope that HPCP will be able to accommodate a few extra students who might enroll in these courses as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia
We've set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

* history, environment, society, culture of the southern United States
* changes to the region over time
* the region's interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: HPCP 290 (Special Topics in Historic Preservation)
Relevant content: ____ yes ____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don't include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces

Course name: HPCP 299 (Preservation and Planning Studio)
* Bernie has confirmed to me via email that both of these courses meet the 1/3 requirement.
Relevant content: yes ____ sometimes ____
   no ____ (If no, skip the rest of the questions)
Are you likely to offer a relevant version of a Special Topics course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don't include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces
Dear Dr. Ingram,

We would recommend and support adding HTMT 260, 360 and 310 to your proposed minor. We offer a variety of 360s and 310s every semester.

Wayne W. Smith PhD – Associate Professor
Chair of the Department of Hospitality and Tourism Management
Beatty Center #302
School of Business – College of Charleston
Charleston, South Carolina, USA
29424-0001

Email: smithww@cofc.edu
Office Phone: 843.953.6663
Cell Phone: 843.475.4102
Fax: 843.953.5697

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Hi, Wayne. I think I may have sent the email below to the wrong email address, so I'm sorry about that. We are finalizing our paperwork this week and are hoping you will be agreeable to having us add two HTMT courses to a secondary list of special topics courses that would count towards the Southern Studies minor if/when the content is relevant. It would also help to know how often the courses are taught, if you can tell us that.

Thank you for your time.
All best,
Tammy
Hi, Wayne. As you may know, Julia Eichelberger and I are working on a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified two HTMT courses (260 and 360) that we think could be eligible to count for this minor. As with all Special Topics courses, were realize that they would only count when at least 1/3 of the course content deals with the U.S. South. We'd like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do—when applicable—have relevant content.

We hope that HTMT will be able to accommodate a few extra students who might enroll in these courses as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

*history, environment, society, culture of the southern United States
*changes to the region over time
*the region's interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: HTMT 260 and 360 (Special Topics in Hospitality and Tourism Management)
Relevant content: _____yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   - Every semester
   - Every other semester
   - Once every two years
   - Once every three years
   - No plans to offer this course; please don’t include it on your list
Typically, the demand for these courses has been as follows:
   - No seats available; our majors fill the course
   - Fewer than five spaces available
   - 5 or more spaces
I’m eager to have our courses, when appropriate, count for Southern Studies. Sometimes the content will be relevant, more often not, but as I understand it, in order for you to count these courses when they do have relevant content, you need to add them to your curriculum, with the addendum “when appropriate” (or some similar label). I cannot answer your questions about frequency, because we just launched our minor this semester, and no staffing and scheduling patterns have been established. However, I can say that we are offering an IIAS 302 course this Spring which would be relevant (the Irish in Charleston), and an IIAS 303 this summer (Sport in Ireland) which would not be relevant. I do not anticipate the situation in which we could not accommodate 5 or so of your students in the relevant classes.

Joe

Joseph Kelly
Director, Irish and Irish American Studies
College of Charleston
Charleston, SC 29424
843-953-4815
kellyj@cofc.edu

On Dec 3, 2015, at 3:39 PM, Ingram, Tammy L <ingramt@cofc.edu> wrote:

Hi, Joe. As you may know, Julia Eichelberger and I are working on a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’re hoping that you’ll consent to having IIAS 301-304 count towards the minor. As with all Special Topics courses, we realize that they would only count when at least 1/3 of the course content deals with the U.S. South in some manner. We’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do—when applicable—have relevant content.

We hope that IIAS will be able to accommodate a few extra students who might enroll in these courses as part of the minor.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.
We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

* history, environment, society, culture of the southern United States
* changes to the region over time
* the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: IIAS 301, 302, 303, 304 (Special Topics in Irish and Irish American Studies)
Relevant content: _____yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for these courses has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces
Subject: Re: SOST questionnaire

Date: Tuesday, December 1, 2015 at 5:53:00 PM Eastern Standard Time

From: Krasnoff, Larry D

To: Ingram, Tammy L

Hi Tammy,

Well, Marty makes all the decisions, but he doesn't fill out many forms. He did circulate the e-mail, though, and we discussed it; I thought Shari Rabin and/or Dale Rosengarten was going to get in touch with you or Julia. No matter: we all agreed on the answers.

Certainly JWST 315, Southern Jewish History, should count. I'm sure there will be more then five seats available. If we could generate more enrollment from this new minor, we would be willing to offer it once every two years, but since it has tended not to have large enrollments in the past, I am thinking once every three years is more realistic.

JWST is a variable topic course (I learned from the registrar that I should say that, and that it is not the same as a special topics course). So it's a very different case. In some cases, it clearly has the content you want for the minor. When Dale teaches her ethnography classes that focus on Charleston, they go under this heading, and would be great for this minor. But we also put courses on American Jewish culture (literature, film, comedy) under this heading, and they typically don't have any specifically Southern focus or content. In those cases, I would say definitely not.

If "sometimes, depending on the topic," is enough for you, then please go ahead and include the course. But it shouldn't count every time.

Again, I would say that we offer this course every 2-3 years.

Thanks for thinking of our classes. Let me know if I can be of any more help.

Best,

Larry.

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On Dec 1, 2015, at 3:46 PM, Ingram, Tammy L. &lt;ingramt@cofc.edu&gt; wrote:

Hi, Larry. Julia and I are trying to finalize paperwork for the minor by the FCC's upcoming deadline for the Jan. meeting, so we'd love it if you could help us by answering the short questionnaire below. I sent it to Marty but should have sent it to you, I think? We know that ST courses won't always count, so we'll evaluate those from semester to semester depending on the instructor and the content.

Thanks for your time,

Tammy

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From: Tammy Ingram &lt;ingramt@cofc.edu&gt;
Date: Saturday, November 14, 2015 at 4:19 PM
To: "Perlmutter, Martin" &lt;PerlmutterM@cofc.edu&gt;
**Subject: SOST questionnaire**

Dear Martin,

As you may know, Julia Eichelberger and I are working on a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified two JWST courses (315 and 320) that we think could be eligible to count for this minor. We’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do have relevant content.

We hope that JWST will be able to accommodate a few extra students who might enroll in these courses as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

* history, environment, society, culture of the southern United States
* changes to the region over time
* the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.
Course name: JWST 315 (Southern Jewish History)
Relevant content: ____yes  ____no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces

Course name: JWST 320 (Topics in American Jewish Culture)
Relevant content: ____yes  ____no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces

<SOST enrollments.xlsx>
Subject: RE: SOST questionnaire
Date: Thursday, December 3, 2015 at 6:07:27 PM Eastern Standard Time
From: Colomina-Garrigos, Maria D
To: Ingram, Tammy L

Thanks so much for explaining, Tammy. It sounds like a much needed program and I want to commend you for putting it together. It makes perfect sense that it is not necessarily tied to geography and yes, LACS would love to be part of your minor as I think some of our disciplines are part of at least some of the same discussions/issues posed by content in your future program. Just on the issue of slavery in the Americas alone I know we have a couple of professors who are interested in offering special topics LACS 200 or 300 courses that will focus on Afro-Caribbean history of slavery and I think they also want to incorporate the study the Low-country. The problem we have in LACS is that since we “borrow” faculty from other departments, once again I cannot guarantee how often our courses would be taught. In any case, I guess we can just include LACS 200 and 300 and, as you said, specify that they will count whenever they have 1/3 of the content that you specify in your original email. Please, let me know if you would like me to add in terms of wording (although, other than mentioning the thematic ties between Latin American and Caribbean regions and the Southern US and/or Latinos in this part of the country, you might want to leave the description open). Let me know and thanks.

Best,

Lola

Dr. Lola Colomina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Charleston, SC 29424-0001

From: Ingram, Tammy L
Sent: Thursday, December 03, 2015 10:14 AM
To: Colomina-Garrigos, Maria D
Subject: Re: SOST questionnaire

Lola, thanks for this! Although most southerners define the South as a pretty specific region (we usually say the eleven states of the former Confederacy plus Kentucky), we all recognize the region’s significance to broader and more dispersed histories and cultures. My own work on the southern U.S. explores connections—literally and figuratively—between the region and the rest of the nation. Studies of the Global South might focus on slavery in the
Americas or modern trade connections anywhere in the world. Indeed, one of the questions that we want students to interrogate in the Southern Studies 200 intro course (and in other coursework for the minor) is precisely what constitutes the South. It doesn’t necessarily have to be about geography. Any kinds of linkages to the region—in terms of culture, economics, politics, or anything else—constitute a part of a truly broad based and interdisciplinary field of southern studies. We want the minor to reflect this, so we’re drawing from courses in history, literature, political science, biology, Jewish Studies, you name it.

I hope that’s helpful. It sounds like these courses would be a great fit and add some depth to the minor, so we’d love to count them if you still think they’re a good fit.

All best,
Tammy

From: "Colomina-Garrigos, Maria D" <ColominaGarrigosM@cofc.edu>
Date: Thursday, December 3, 2015 at 9:36 AM
To: Tammy Ingram < Ingramt@cofc.edu>
Subject: RE: SOST questionnaire

Dear Tammy,

Now that I have gone over your first email (from Nov 14) I realize I somehow missed your email. I am so sorry to not have replied up until now (yesterday I only read your last email not the first one so I don’t think I gave you the information you are looking for).

First, let me tell you I think it is a wonderful idea that you are working on a minors program in Southern Studies and yes, I think it would be great to include LACS 200 and 300 to count for it whenever the content at least 1/3 of it covers the US South and in this regard I am thinking of courses on Chicano literature, for instance, that would easily count (Prof. Nadia Avendano is currently teaching an FYE seminar this semester and Prof. Hilary Barnes has taught a Linguistics course on Spanish in the US this Fall as well that may count?). I have a question re the Global South: what areas would be considered part of that and since you only mention US South a little later in your email I want to make sure I understand first what “Southern Studies” is and tries to cover. Thank you in advance.

With regard to the checklist:

Should these courses count toward the minor in southern studies? YES In order to count, one-third or more of the course should be focused on any of the following:

*history, environment, society, culture of the southern United States
*changes to the region over time
*the region's interconnections with other cultures and regions: any region??

Course name: LACS 200 and 300 (Special Topics in Latin American and Caribbean Studies)
Relevant content: ___ X yes ___ no (If no, skip the rest of the questions)
We expect to offer this course

Every semester: we plan to offer one of those courses every semester. The question will be whether it cover regions that are relevant to “Southern Studies” (again, I need to have an idea of areas that can be part of this program a little better)

Every other semester

Once every two years: We have been offering a class on Chicano literature and culture in English once every couple of years but I will certainly see if there are faculty who would be interested in teaching it more often.

Once every three years

No plans to offer this course; please don’t include it on your list

Typically, the demand for these courses has been as follows:

No seats available; our majors fill the course

Fewer than five spaces available

5 or more spaces X

I look forward to hearing a little more about your minor and then I will provide some wording to be included in the proposal if you still deem it appropriate. Thank you.

Best,

Lola

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Dr. Lola Colomina-Garrigos
Program Director, Latin American & Caribbean Studies
Associate Professor, Hispanic Studies & LACS
College of Charleston
Charleston, SC 29424-0001

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**From:** Ingram, Tammy L  
**Sent:** Wednesday, December 02, 2015 4:15 PM  
**To:** Colomina-Garrigos, Maria D  
**Subject:** FW: SOST questionnaire

Hi, Lola. If you’ve already responded to me (or Julia) and I’ve overlooked it somehow, please forgive me, but I can’t find the email. We’re finalizing our list of courses for the new SOST minor proposal (which is due to the FCC in a few days), and we’re wondering if there have ever been any special topics courses offered under the LACS acronym that might count. As with ST courses in other departments and programs, these would obviously only count if/when the content was relevant. We’d evaluate them on a semester-by-semester basis.

Thank you for your time.

All best,

Tammy
Dear Lola,

As you may know, Julia Eichelberger and I are working on a new interdisciplinary minor in Southern Studies at the College of Charleston. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified two LACS courses (200 and 300) that we think could be eligible to count for this minor. As with all Special Topics courses, were realize that they would only count when at least 1/3 of the course content deals with the U.S. South. We’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do—when applicable—have relevant content.

If there is relevant content, we hope that LACS will be able to accommodate a few extra students who might enroll in these courses as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:
*history, environment, society, culture of the southern United States
*changes to the region over time
*the region's interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: LACS 200 and 300 (Special Topics in Latin American and Caribbean Studies)
Relevant content: ___ yes ___ no (If no, skip the rest of the questions)
We expect to offer this course
  - Every semester
  - Every other semester
  - Once every two years
  - Once every three years
  - No plans to offer this course; please don’t include it on your list
Typically, the demand for these courses has been as follows:
  - No seats available; our majors fill the course
  - Fewer than five spaces available
  - 5 or more spaces
Hi Tammy and Julia,

Carol Toris forwarded your email to me about your efforts to create an interdisciplinary minor in Southern Studies. The Linguistics interdisciplinary minor, has two Special Topics courses: LING 290 and LING 490. Since they are “Special Topics” courses, their offerings will always depend on what faculty member teaches them and what topics they wish to teach. Currently, we have had one Adjunct faculty teach two different topics under LING 290: Language, Cognition and Space and Indigenous Language of the Americas. Perhaps the second topic would work for your minor, and of course, being a Special Topics course, there may be future topics that work for your minor. Unfortunately, I cannot commit to how often we would even teach LING 290 (LING 490 has not been taught yet) because it depends on staffing. We had to cancel our LING 290: Indigenous Language of the Americas for spring 2016 because our Adjunct can only teach one course and LING 125 is a required course.

So, Linguistics would be happy to form part of the Southern Studies minor with any course that might be related, when we are able to offer any courses under LING 290 or LING 490 or any other future course. However, since the topic changes, perhaps you want to just review Special Topics when they come out each semester to see if LING 290 is being offered and if the topic is related instead of adding it as a regular course for your minor. Whatever you decide is best for your minor, but unfortunately I cannot commit to offering anything regularly right now because of a lack of faculty to teach these courses.

Wish I could be of more help,

Liz

Elizabeth A. Martínez-Gibson, PhD
Professor of Spanish & Linguistics
Director of Linguistic Studies
Nationally Certified Medical Interpreter-Spanish
Dept. of Hispanic Studies-JCL 141
66 George St
Charleston, SC 29424

(843) 953-8066
martineze@cofc.edu

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From: Toris, Carol Catherine Marie
Sent: Monday, November 16, 2015 6:07 AM
To: Ingram, Tammy L <ingramt@cofc.edu>
Cc: Martinez-Gibson, Elizabeth A <MartinezE@cofc.edu>
Subject: RE: SOST questionnaire
Dear Tammy (and Julia),
Sounds like an interesting minor! I’m forwarding your email to Liz Martinez in Hispanic Studies, who is back in charge of the Linguistic Minor.
I’m sure she can help you with this request.
Best of luck!
Carol

From: Ingram, Tammy L
Sent: Saturday, November 14, 2015 4:33 PM
To: Toris, Carol Catherine Marie
Subject: SOST questionnaire

Dear Carol,

Julia Eichelberger and I are working on developing an interdisciplinary minor in Southern Studies. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified one LING course (290) that might count for this minor. We’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that this course does have relevant content. As with all Special Topics courses, we realize that the course would not always count when taught, but we would like to know if any versions of the course include southern content.

We hope that LING will be able to accommodate a few extra students who might enroll in this course as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We've set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

* history, environment, society, culture of the southern United States
* changes to the region over time
* the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: LING 290 (Special Topics in Linguistics)
Relevant content: _____ yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces
Subject: Re: SOST questionnaire
Date: Saturday, December 5, 2015 at 9:54:32 AM Eastern Standard Time
From: Hart, Edward B
To: Ingram, Tammy L

Yes, I think that would be appropriate.

Cheers,

Edward

Dr. Edward Hart
Professor of Music
Chair, Department of Music
The College of Charleston
Charleston, SC 29424
harte@cofc.edu
843-953-6532
Website http://blogs.cofc.edu/harte/

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From: "Ingram, Tammy L" <ingramt@cofc.edu>
Date: Saturday, December 5, 2015 at 9:24 AM
To: Ed Hart <harte@cofc.edu>
Subject: Re: SOST questionnaire

Hi, Edward. Julia reminded me that we left one course off the list. We’d also like to know if MUSC 365 (Gospel Choir) might count. May we add it to the list?
Thanks for your time,
Tammy

From: "Hart, Edward B" <HartE@cofc.edu>
Date: Wednesday, December 2, 2015 at 3:33 PM
To: Tammy Ingram <ingramt@cofc.edu>
Subject: Re: SOST questionnaire

I think we can safely say that they contain 1/3 Southern content.

—

Cheers,

Edward

—

Dr. Edward Hart
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843-953-6532
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From: "Ingram, Tammy L" <ingramt@cofc.edu>
Date: Wednesday, December 2, 2015 at 2:43 PM
To: Ed Hart <harte@cofc.edu>
Subject: Re: SOST questionnaire

Thanks for this, Edward. And one more question and I promise to stop badgering you about this: We'd love to count MUSC 347 and 348, but can you verify that they each contain at least 1/3 content that's related to the U.S. South/Southern Studies? If they haven't been taught in a while I realize this may be difficult, so we won't use them unless you think they should count.
Thanks again for your time,
Tammy

From: "Hart, Edward B" <HartE@cofc.edu>
Date: Tuesday, December 1, 2015 at 10:08 PM
To: Tammy Ingram <ingramt@cofc.edu>
Subject: Re: SOST questionnaire
Hi Tammy,

They would be fine except that they have not been taught in quite a while. I'm not sure that they will be revived any time soon.

Cheers,

Edward

Dr. Edward Hart
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From: "Ingram, Tammy L" <ingramt@cofc.edu>
Date: Tuesday, December 1, 2015 at 3:54 PM
To: Tammy Ingram <ingramt@cofc.edu>
Subject: Re: SOST questionnaire

Thanks so much, Edward. Would MUSC 347 (History of Jazz) or MUSC 348 (Music in America) perhaps count, as well. They were on our original list, but there was no data on them for the past few years so I think we didn't include the in the Excel spreadsheet we sent...
Of course. I’d be happy for you to count it.

Thanks.

--

Cheers,

Edward

Dr. Edward Hart
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From: "Ingram, Tammy L" <ingramt@cofc.edu>
Date: Tuesday, December 1, 2015 at 3:38 PM
To: Ed Hart <harte@cofc.edu>
Subject: Re: SOST questionnaire

Hi, Edward. I guess we just want to know if we could count it if and when the content was at least 1/3 southern in content. We'd have to evaluate that semester to semester (not only for 222 but for ST topics in all other departments and programs that contribute to the SOST minor) depending on who is teaching the course and what the exact topic was. Would that be okay?

From: "Hart, Edward B" <HartE@cofc.edu>
Date: Tuesday, December 1, 2015 at 3:34 PM
To: Tammy Ingram <ingramt@cofc.edu>
Subject: Re: SOST questionnaire

Hi Tammy,
It depends on which MUSC 222 referring to. In any given semester it could be World Music, American Folk Music, Music in Latin America, World Rhythms, or any other special topics course. I’m happy to have you include any of these in your minor. I just wanted you to know that they are fairly varied in content.

--
Cheers,

Edward

--

Dr. Edward Hart
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From: "Ingram, Tammy L" <ingramt@cofc.edu>
Date: Tuesday, December 1, 2015 at 3:29 PM
To: Ed Hart <harte@cofc.edu>
Subject: FW: SOST questionnaire

Hi, Edward. Julia and I are in the process of finalizing paperwork for the FCC proposal for the new minor. Would you mind letting us know if you think MUSC 222 might sometimes have enough content to count as a SOST course? We'd love to add it (and any other courses we may have overlooked) to our list, if you are willing.
Thanks so much for your time,
Tammy

From: Tammy Ingram <ingramt@cofc.edu>
Date: Saturday, November 14, 2015 at 4:35 PM
To: "Hart, Edward B" <HartE@cofc.edu>
Subject: SOST questionnaire

Dear Edward,
Julia Eichelberger and I are working on developing an interdisciplinary minor in Southern Studies. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified one MUSC course (222) that might count for this minor. We'd like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that this course does have relevant content. As with all Special Topics courses, we realize that the course would not always count when taught, but we would like to know if any versions of the course include southern content.

We hope that LING will be able to accommodate a few extra students who might enroll in this course as part of the minor. We've attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

*history, environment, society, culture of the southern United States
*changes to the region over time
*the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: MUSC 222 (Special Topics for non-majors)
Relevant content: _____ yes _____ no (If no, skip the rest of the questions)
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
   5 or more spaces
Sorry for the delay in getting back to you. See below and please let me know if you have any questions. I've copied our associate chair and curriculum guru, Claire Curtis in case she wants to weigh in.

Gibbs

Hey, Gibbs. We've just met with Conseula and are in the process of finalizing paperwork for submission to the FCC next week. Would you mind letting us know (formally—we've discussed this already, obviously) that the courses below are okay to count and how frequently (or not) they're offered?

Thanks, and hope you guys had a happy Thanksgiving break (and a good cross-country meet)!

T

Hi, Gibbs. As you know, Julia and I are trying to finalize the proposal for a new minor in southern studies by the end of the semester. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We've identified a few POLI courses that might count for this minor. You and I have already discussed these via email, but we'd like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that these courses do have relevant content. (We realize that the special topics courses would not count every time, but please confirm whether or not they could count when the content is applicable.)
We hope that POLI will be able to accommodate a few extra students who might enroll in this course as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.

If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

* history, environment, society, culture of the southern United States
* changes to the region over time
* the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: POLI 119 (Special Topics in Politics)
Relevant content: ___ x ___ yes ___ no (If no, skip the rest of the questions), but dependent on the topic
We expect to offer this course
- Every semester
- Every other semester
- Once every two years
- Once every three years
- No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
- No seats available; our majors fill the course
Fewer than five spaces available
5 or more spaces

Course name: POLI 319 (Special Topics in Public Policy and Public Administration)
Relevant content: _x__yes _____ no (If no, skip the rest of the questions), but dependent on the topic
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
      5 or more spaces

Course name: POLI 330 (Southern Politics)
Relevant content: _x__yes _____ no (If no, skip the rest of the questions), but dependent on the topic
We expect to offer this course
   Every semester
   Every other semester
   Once every two years, but we could possibly increase if SOST needs more frequent offering
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
      5 or more spaces

Course name: POLI 339 (Special Topics in American Politics)
Relevant content: _x__yes _____ no (If no, skip the rest of the questions), but dependent on the topic
We expect to offer this course
   Every semester
   Every other semester
   Once every two years
   Once every three years
   No plans to offer this course; please don’t include it on your list
Typically, the demand for this course has been as follows:
   No seats available; our majors fill the course
   Fewer than five spaces available
      5 or more spaces
Hi Julia,
The Dept of Religious Studies is very supportive of the Southern Studies minor and all the courses named below should be included on your course list.

Best,
Elijah

--
Elijah Siegler
Chair and Associate Professor
Department of Religious Studies
College of Charleston
Charleston SC 29424
T: 843.953.3910
F: 843.953.8064
Office: 4 Glebe St, Room 206

On 12/3/15, 3:34 PM, "Eichelberger, Julia L" <Eichelberger.J@cofc.edu> wrote:

Dear Elijah,

As you and I just discussed on the phone, we'd like to add some RELS courses to our list of electives to count for the Southern Studies minor we're proposing. Could you confirm that you'd be willing for us to include these courses on our list?

REL 250 Religion in America (which you plan to offer every year)
REL 270 African American Religions (which you plan to offer every other year)
REL 296 Special Topics in Religious Studies (which would count if it had appropriate content)
REL 370 Advanced Topics in American Religion (which would count if it had appropriate content)

Thanks very much for supplying this information.

Best,
Julia and Tammy
Hi Tammy, I am completely fine if you use this class. However, I wanted to tell you that I have not once had this special topics course on the books since I’ve been director of URST (since 2013). The last it was offered, I believe Rich Bodek’s History of Berlin course was under there, and that would not have been relevant for the new minor. This special topics section exists only in the event someone wants to propose a new course in the humanities, which has not yet happened since I’ve been director.

We have used the URST 399 - ST in the Social Sciences. The courses under here have been Sustainable Urbanism, Land Use Law, and Water Use Law. These courses would not have been relevant to the minor.

Sorry!

Have you thought about GEOG 219 “Reading the Lowcountry Landscape.”

Hi, Kevin. As you may know, Julia and I are trying to finalize the proposal for a new minor in southern studies by the end of the semester. This minor would take advantage of many courses already being taught at the College that focus on some aspect of the southern United States and/or the Global South.

Our minor proposal consists of an interdisciplinary introductory course, five other relevant courses, and a final one-hour capstone. The introduction and capstone will help students make connections between courses in different departments and programs.

We’ve identified one URST course that might count for this minor. We’d like to have a formal response from you to include as part of the proposal we send to the Curriculum Committee. We are hoping you can confirm that this course does have relevant content. As with all special topics courses, we realize that the course would not always count, but we’d appreciate knowing if it might count when the course content is relevant.

We hope that URST will be able to accommodate a few extra students who might enroll in this course as part of the minor. We’ve attached data that IRP generated for us on enrollments in these courses from 2010 to 2015.
If you could fill in answers in the list below as a reply to this message, that would be most helpful.

We believe the proposed minor will provide rich learning experiences and showcase the distinctiveness of the College, so we hope we will have the support of you and your department faculty. Students from any major at the College could choose southern studies as a minor, while many other students will choose simply to take one or more courses from among those on our list. With a minor in place, more students are likely to become aware of these opportunities.

Cordially,
Tammy and Julia

We’ve set it up as a checklist in hopes of making it easier. Should these courses count toward the minor in southern studies? In order to count, one-third or more of the course should be focused on any of the following:

*history, environment, society, culture of the southern United States
*changes to the region over time
*the region’s interconnections with other cultures and regions.

If the content of a course is not relevant, of course we will remove it from our proposed list. And if there are other courses in your department that should be included, please let us know what those are.

Course name: URST 398 (Special Topics in the Humanities)
Relevant content: ___yes ___ no (if no, skip the rest of the questions)
We expect to offer this course
  Every semester
  Every other semester
  Once every two years
  Once every three years
  No plans to offer this course; please don’t include it on your list

Typically, the demand for this course has been as follows:
  No seats available; our majors fill the course
  Fewer than five spaces available
  5 or more spaces