MEMORANDUM

March 1, 1996

To: The Faculty

From: Bishop Hunt,
       Faculty Secretary

About: Meeting

The seventh regular meeting of the Faculty Senate will convene at 5:00 p.m. on Tuesday, March 12 --right after the Spring vacation -- in Maybank 100.

Agenda

Speaker’s Report

PROPOSED CHANGE IN THE BY-LAWS: procedures for replacing senators during second year of their term

Curriculum Committee

Faculty Welfare Committee: bicycle traffic on campus

Creation of an Ad Hoc Committee on General Education

Constituents’ Concerns

Remaining Scheduled Meetings for the Spring Term, 1996

Faculty Senate: Tuesday, March 12, April 2 (Maybank 100)

Full Faculty: Monday, April 22 (Recital Hall, Simons Center for the Arts)
February 15, 1996

To: The Senate

From: The Committee on By-Laws (John Newell, Jack Parson, Herb Silverman (Chair))

Re: Proposed By-Laws Change

At the February Senate meeting, the Committee on Nominations and Elections proposed the following change to be appended to Article IV, Section 2F:

If an at-large Senator needs to be replaced in the second year of a term, the Senate will elect the replacement by written ballot. The Committee on Nominations will provide a slate of at least two candidates circulated to the faculty at least two weeks before the Senate meeting. Additional nominations from the faculty may be sent to the Chair of the Committee on Nominations at least seven days before the Senate meeting.
To: Faculty Senators
From: Trisha Folds-Bennett, Chair, Curriculum Committee
Date: March 1, 1996

Enclosed are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the March 12 Senate meeting.

You should have the following proposals:

- English 90 course deletion
- MUSC 222 Special topics for Non-majors new course proposal
- Proposal to change math requirement for business majors from MATH 231 to MATH 104 or 216 (see addendum, dated 2/16/96, to original proposal, dated 2/19/96)
- BADM 330 (Advertising) prerequisite change
- School of Mathematics proposal to delete MATH 231
- Geology Department proposal to change math requirement from MATH 231 to MATH 216
- Computer Science Department proposal to change math requirement from MATH 231 to MATH 216

For information only: Philosophy Special Topics
Geology Special Topics

If you have any questions prior to the meeting, please call (3-5517) or e-mail (Bennettt@cofc.edu) me.
15 February 1996

TO: Bob Mignone

FROM: Susan Gurganus

RE: Proposal Regarding Bicycle Traffic On Campus

The Welfare Committee met today and endorsed the following proposal:

Members of the Faculty Welfare Committee, Student Affairs Committee, and Public Safety met on February 2 to discuss the issue of bicycle and pedestrian safety on campus. The group reviewed 42 comments from faculty members and the relevant Charleston City Codes. The problem is very serious. Pedestrians are hit every week by cyclists. Cyclists are running into other cyclists and vehicles. Pedestrians don't always look both ways and often cross streets at any point, contributing to the problem. There are specific groups of pedestrians which seem to be the most at risk of being hit—children, elderhostel visitors, and hearing-impaired students and staff. Individuals exiting offices on St. Philip and Coming Streets are often hit by bicycles traveling in both directions on the sidewalks. Bicycles continue to be ridden on sidewalks in the central part of the campus. Areas around the exits of campus parking lots are especially problematic. The college should continue to encourage the use of bicycles as an alternative to increasing vehicular traffic, but safety issues have become critical. With the addition of the Southern Bell building and Bishop England, Calhoun Street will become even more congested.

Recommendations:

1. Bicycle rules should be given to students by Public Safety when they register bicycles. In addition, rules should be printed in the student newspaper once a semester and posted in prominent locations around campus. These include:
   --bicycles must be registered
   --bicycles cannot be ridden on sidewalks
   --parked bicycles cannot obstruct pedestrian traffic
   --bicycles must follow the same rules on the streets as motor vehicles (e.g., one-way travel, stop lights and stop signs, turn signals)

2. These rules should be enforced by Public Safety.

3. Make designated bicycle lanes on St. Philip Street, George Street, and Coming Street (eliminating parking on Coming Street between Wentworth and Calhoun).

4. A crosswalk should be added between the Long Building and the Education Center at Liberty Street.

5. Reduce the speed limit on Calhoun Street (from 30mph to 25 mph) in the college area between the hours of 7:30 and 4:30.

6. Close George Street (between St. Philip and Coming) and St. Philip Street (between Calhoun and Wentworth) to vehicular traffic during the hours of 7:30 to 4:30.
Proposal to the Faculty Senate
For the Creation of an Ad Hoc Committee to Review the Current State of General Education at the College of Charleston

Request

Representing the General Education Discussion Group, John Newell and Lynne Ford request that an "Ad Hoc Committee to Review the Current State of General Education" be formed by the Senate in order to facilitate a campus-wide discussion regarding general education at the College of Charleston.

Rationale

There has been no comprehensive review of the general education curriculum and structure in 25 years. In the intervening years, goals and objectives were established for general education without broad campus-wide discussion. These goals and objectives have become the benchmarks for assessment and new course development although many faculty remain unaware that such goals and objectives exist. Three standing committees share jurisdiction with individual departments over general education: Academic Planning, Curriculum, and Assessment. None of the three committees have as their primary responsibility review of the general education curriculum and all three committees are burdened with specific duties which may make them reactive to specific proposals rather than capable of initiating a comprehensive review. While Academic Planning is most clearly charged with long-term planning, their specific duties relate to consideration of new programs and goals advocated by others in light of budgetary constraints and existing programs.

Several factors make this the appropriate time for the campus community to undertake a review of General Education. In the Spring of 1993, four faculty members attended an AAC&U-sponsored conference on General Education at the request of the Provost. Upon returning to campus, a General Education Discussion Group was formed to examine the current state of General Education at the College in light of information gathered at the conference. To expand the discussion, a campus-wide Forum on General Education was held August 15-16, 1995, and over 120 faculty, staff, and students participated. The purpose of the Forum was to use the AAC&U publication Strong Foundations to assess our current efforts in light of twelve principles for effective general education programs. While the purpose of the Forum was not to consider specific changes to the curriculum, many important general and specific recommendations were generated through small group discussions that should become the basis for future campus-wide debate. Meanwhile, the SACs Self-Study has generated recommendations that bear directly on the General Education curriculum and their report suggests that the "General Education Committee" consider those recommendations. At the Forum and within the SACs discussions there has been considerable support for the formation of some type of committee. Following the Forum, the General Education Discussion Group solicited materials from other institutions that had undertaken comprehensive reviews of their own general studies requirements. The Group came to the conclusion that to institute a standing committee at this point in the process of review would be premature since it seemed to affirm the existing structure and content of general education rather than encourage a wide-ranging open examination that may include recommendations for change. This proposal calls for an open discussion of general education at the College of Charleston to take place. At the conclusion of the review process, a decision should be made as to the necessity of a standing General Education Committee for long-term review and maintenance.
Composition

Seventeen (17) members in total: Eight faculty appointed by the Senate (two faculty to be chosen from the following Schools: Humanities and Social Sciences and Math and Science. One faculty member to be chosen from each of the Schools of the Arts, Education, and Business and Economics; three faculty serving ex officio as Chairs of the Academic Planning, Curriculum, and Assessment committees); the Deans of Humanities and Social Sciences and Math and Science; three representatives from the following administrative offices, serving ex officio: Academic Affairs, Student Affairs, and Enrollment Management; and two students. The committee shall be chaired by one or more tenure-track, roster faculty.

Duties

(1) Convene and facilitate a three-year campus-wide discussion on General Education to be completed by August of 1999. The Ad Hoc Committee will invite faculty, staff and students to form "Inquiry Groups" in which to consider and discuss the major questions identified at the 1995 Forum and through the SACs Self Study. The Inquiry Groups will be made up of no more than 12 people, the majority of which are faculty, and meet regularly over a six to twelve-month period to gather information and hold small-group discussions on the question presented. At the conclusion of the discussion period, all Inquiry Groups and other interested faculty will convene a Forum where Inquiry Groups will report the results of their research, hold general discussions, and make recommendations. If there is clear consensus among the Inquiry Groups, the Ad Hoc Committee on General Education will then forward recommendations to the appropriate standing committees for consideration and eventual action by the Faculty Senate. Based on the Inquiry Group reports and the opinions of Forum participants, the Ad Hoc Committee will identify the next stage of questions and the cycle will begin again. General education goals and objectives will be taken up first so that they might be examined by the campus community and either affirmed or modified by the faculty. Once we share goals and objectives for the General Education program, the Inquiry Groups can begin to examine the way in which general education courses are organized for delivery and specific course requirements in light of the goals and mission of the College of Charleston. In the final year, the Inquiry Groups might consider the role of individual departments, assessment, and the overall liberal arts experience for students and faculty at the College.

(2) Report any recommendations that might be generated through consensus at annual General Education Forums to appropriate Standing Committees for consideration and action by the Faculty Senate.

(3) Make a report annually to the Faculty Senate and a full report to the Faculty Senate and full faculty by the end of three years (1999) at which time the faculty will be asked to affirm or modify the General Education curriculum.

(4) At the end of three years, make a recommendation to the Faculty Senate as to the need for a standing General Education Committee.
Memorandum

To: All Presidents of Four-Year Public Institutions
From: Fred R. Sheheen

Implementation of the Provisions of Act 629 (1988) on Remedial Education

At its meeting on November 2, 1995, the Commission on Higher Education approved proposed recommendations on remedial education and adopted them as the final provisions, procedures, and requirements for Act 629 on remedial education. A copy of the staff report and the recommendations which were adopted as policy are enclosed for sharing within your institution.

In transmitting this report to you, I draw your attention in particular to the report’s tenth recommendation, which reads as follows:

A plan for the orderly phasing-out of all remedial courses shall be filed by each public four-year institution with the Commission by June 30, 1996. Each of these plans shall contain a timetable for the coursework to be eliminated and the dates by which this will be accomplished. These plans shall also include all other elements necessary for orderly elimination of these offerings and the development of an interinstitutional agreement with a nearby two-year public institution to supply whatever remedial coursework students at the four-year institution may need. The phase-outs shall be in accord with the following timetable, which recognizes that some institutions will require longer than others owing to factors such as the numbers of students currently served and previous experience with agreements with neighboring institutions.

The list of affected four-year institutions and the dates established
for their complete elimination of all teaching of remedial education is shown below:

USC-Columbia, Clemson, The Citadel
College of Charleston, Winthrop: Fall 1997

USC-Aiken, Coastal Carolina Fall 1999

Francis Marion, Lander, SC State, Fall 2002
USC-Spartanburg

The Commission recognizes that institutional phase-out plans will vary in complexity, depending upon the numbers of students served in remediation and other factors. Please call upon either Dr. Gail Morrison, Associate Commissioner for Academic Affairs, or Dr. Lynn Kelley of her staff with any questions which you might have in the development of these plans. We look forward to working with you to assure a successful outcome to this process.

Enclosure

/jtw
cc: Members, Advisory Committee on Academic Programs
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: English and Communication

2. Course Number and Title: English 90: Basic Writing Skills

3. Course will be deleted effective: June 1, 1996

4. Reason for Deleting the Course:

The Commission on Higher Education has decreed that the College of Charleston may not offer remedial courses after summer 1997.

6. Date Approved by the Department: 1/16/96  Date Submitted: 1/19/96

7. Signature of Department Chair: [Signature]
The Faculty Committee on Curriculum and Academic Planning has adopted the Association of American Colleges and Universities' framework for program review. (A copy of the booklet Program Review and Educational Quality in the Major has been provided with this packet) When examining the rationale and justification presented for courses within the major and outside the major (electives/general degree requirements), the Committee's deliberations will be focused by the questions listed 6, 7, 8 and 9. A number of departments at the College have participated in a self-examination known as "reforming the major." Names of department chairs willing to serve as resources may be obtained from the deans of the School of Humanities and Social Sciences and Sciences and Mathematics.

1. Department: Music

2. Course number and title: MUSC 222 Special Topics for Non-Majors

   Number of Credits: 3       Total hrs/week: 3
   Lecture: 3                  Lab: N/A

3. Course will be offered first: Fall 1996. It will be offered at least once a school year.

4. Catalog description (please limit to 50 words):
   Music 222 is a series of special topics courses designed for the non-music major. Course topics will change from semester to semester and will remain fairly broad as not to require an extensive background in music. The ability to read music is not required. Like Music 131, Music 222 is accepted as a Humanities credit.

5. Prerequisites (or other restrictions): MUSC 131 or permission of the Instructor.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course?

   Music 222 will give all college students the opportunity to take courses more specialized than Music 131 (Music Appreciation). This will be particularly useful to students who enjoyed Music Appreciation and wish to take another music course without becoming a music major. It will also provide students with another Humanities credit option.

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

   Music 222 fits in well with both the mission of the Music Department and the overall mission of the College in that it creates more opportunities for students within the framework of a comprehensive liberal arts education.
7. For courses in the major, how does the course enhance the beginning, middle or end of the major? N/A

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkage with other disciplines?

   The variety of subject topics taught in the different Music 222 sections greatly increases the choices offered to non-majors. This is truly in keeping with the College’s liberal arts tradition.

   (b) Are other Departments affected by this course. (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it.) N/A

9. Method of teaching:
   Teaching methods will vary from semester to semester depending on the subject matter and professor.

10. (a) Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course.

    Some students who might ordinarily enroll in Music 131 (Music Appreciation) may choose to take Music 222 instead.

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

    Music 222 should not greatly interfere with the department’s staffing. In order to staff this course the Music Department may offer one less Music Appreciation course during semesters that include Music 222.

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

    (a) Staff N/A

    (b) Budget N/A

    (c) Library N/A

(Note: Courses requiring additional resources will need extensive justification. Those courses offered through reorganization of current staffing and resources are encouraged.)

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Completed form should be sent by the Faculty Senate secretary to the Registrar. Copies of the completed form should be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (for establishing course fee structure in SIS)
3. College Relations for addition to Undergraduate Bulletin (Attn: Rhonda Spell)
4. Academic Affairs Office (Attn: Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(If an additional diskette for word processing of this form is desired, please send a blank diskette to Chivon Jenkins, Undergraduate Studies. This form last revised April 24, 1994 and replaces all others.)
The Roots of Lowcountry Music
Music 222

Teacher: Dr. Edward Hart
Office # - 203 Simons Center
Office Phone - 3-6532
Office Hours - M/W/F 9-10

Course Description

The Roots of Lowcountry Music will examine the musical relationship between West Africa and the Lowcountry of South Carolina. The course will deal primarily with the evolution of traditional West African music into the various Lowcountry musical traditions including Gullah Spirituals, work songs, jazz, and Gospel. The course will also include live demonstrations, field trips, and guest lecturers. Lectures will concentrate not only on music, but also on the many external influential factors such as the slave trade, the Caribbean connection, plantation life, religion, mysticism, the War Between the States, and Reconstruction.

The Roots of Lowcountry Music will focus on music from five separate time periods.
I. Africa - before the slave trade
II. Transition from Africa to America - slave trade
III. Slavery
IV. Reconstruction
V. Twentieth Century
Schedule

Week 1-2

I. Africa - before the slave trade

The musical traditions of West Africa will be studied during the first part of the semester to establish a necessary background. Topics will include West African performance practices, song tradition, ritual music, religious music, and traditional instruments. Students will also listen to various recordings of traditional West African music. A guest lecturer and demonstration may be used to teach the class about African instruments.

Week 3

II. Transition from Africa to America - slave trade

The history of the slave trade will be discussed in order to understand which musical traditions and actual music survived this displacement. The musical relationship between the Caribbean and the Lowcountry will also be examined.

Week 4-7

III. Slavery

The bulk of the course will concentrate on music during the time of slavery. This will include a thorough examination of the Gullah culture including the dialect, role of religion, spirituals, mysticism and superstition, and story telling. The role and development of music in plantation life will also be discussed (ie. work songs). Field trips to some of the Sea Islands, live performances of Gullah spirituals, recordings of spoken Gullah, and demonstrations of traditional Gullah crafts will be used.
IV. Reconstruction

The effect that freedom had on established and emerging musical traditions will be examined during this part of the semester. Influential factors include the establishment of new churches and religious practices (Gospel music), the new lack of geographical isolation, a new relationship with the North, the changing political climate, urban living, and the economy.

V. Twentieth Century

The development of jazz in the Lowcountry will be examined at the end of semester. Special attention will be given to the music and musicians produced by the Jenkins Orphanage. Recordings of the Jenkins Orphanage Band will be used in addition to a field trip to either the Avery Research Center or "Old" Jenkins Orphanage on Franklin Street. The final goal of the course will be to determine which musical traditions and practices of the present day Lowcountry are directly related to the traditional music of West Africa.

Grading -

There will be two tests and an "in class" presentation. The "in class" presentations will be done during the last two weeks of class.
Test 1 - %25
Test 2 - %25
Project - %50
MEMORANDUM

TO: Trisha Folds-Bennett, Chair, Curriculum Committee
FROM: William Golightly, Chair, Mathematics Department
DATE: January 17, 1996
RE: School of Business Proposal to Require Math 104

The Mathematics Department does not object to the proposal of the School of Business to require Math 104 instead of Math 231. The impact on the Mathematics Department will be a reduction in the number of students we teach since some business majors take both Math 104 and Math 231. This is especially true of transfer students who transfer in a course equivalent to Math 104 then have to take Math 231 to obtain the computer applications needed now as a prerequisite to B. A. 232.

If this change is approved, the Mathematics Department will delete Math 231. This change will affect the Computer Science Department and the Geology Department since they have majors that require Math 231. I have talked to both Dr. Katuna and Dr. Pothering and they said that they can require Math 216 instead of Math 231 provided there are additional sections of Math 216 offered to help eliminate conflicts. We currently offer 11 sections of Math 231 each year, five in each of the fall and spring and one in the summer. We offer one section of Math 216 in each of the fall and spring. There could be a net reduction of one course each fall and spring because of the number of students who take both Math 104 and 231, so we may be able to replace five sections of Math 231 with three additional sections of Math 104 and one additional section of Math 216. We would probably replace the Math 231 in the summer with a section of Math 216.

cc: Gordon Jones, Dean, School of Sciences and Mathematics
Rhonda Mack, Chair, Department of Management and Marketing
Michael Katuna, Chair, Department of Geology
George Pothering, Chair, Department of Computer Science
February 16, 1996

TO: Trish Folds-Bennett  
    Psychology Dept.

FROM: Rhonda Mack

SUBJECT: "Friendly" Modification to Math Requirement Proposal

As per my phone message, I became aware of a problem with our math requirement proposal as it would relate to honors students. Honors students must take MATH 120 and an additional 200 level math course. I have talked with Rose Hamm and met with the School of Business faculty. We would like to make a friendly modification to our proposal which you are considering presently at the College Curriculum Committee level.

Math 104, in addition to Math 216 (Introduction to Probability and Statistics) will be accepted as the "new" business major math requirement. This (these) courses would replace Math 231 as per our request. This change has been voted on and passed by the faculty in the School.

Please let me know if I can assist further. I will be attending your meeting this next Wednesday.
January 19, 1996

TO: Trisha Folds-Bennett, Chair, Curriculum Committee
FROM: Rhonda Mack, Chair, Management & Marketing Dept.
SUBJECT: New Course Proposals and Prerequisite Changes

Attached for your consideration are five new course proposals, most of which have been taught previously as selected topics and now requiring new course approval. In addition, we are requesting two prerequisite changes as follows:

1) Change in Math Requirement for Business Major.
   We would like to change the math prerequisites for the major from MATH 105 (Calculus for Business and Social Sciences) and MATH 231 (Applied Statistics) to MATH 105 and MATH 104 (Elementary Statistics). This substitutes MATH 104 for MATH 231.
   MATH 231 will be replaced by MATH 104 as a prerequisite for BADM 232. MATH 231 will be eliminated from BADM course listings where BADM 232 is required. (BADM 232 will assume the MATH 104 prerequisite, thus, it need not be stated.)
   Math 105, a prerequisite for the eliminated Math 231, will remain a required course as it is now, and will remain a prerequisite for BADM 304. It will no longer be a prerequisite for BADM 300 or for BADM 232.
   Course descriptions for MATH 104 and MATH 231 and BADM 232 are attached. The Department requests this change due to the overlap of MATH 231 and BADM 232. We feel that our students will receive all necessary statistical content from the MATH 104, 105 and BADM 232 combination. This will also assist students transferring to the College desiring a major in business administration (Currently, they often bring the MATH 104 equivalent subsequently requiring them to have three math courses to pursue the business major).
   Attached is a memo from Dr. Golightly regarding how the Math Department would adjust to this curriculum change.

2) Adding BADM 302 (Basic Marketing) as a prerequisite for BADM 330 (Advertising)
   We would like to add this prerequisite as soon as possible. Advertising requires the understanding of a large number of concepts which are taught in basic marketing. Faculty now teaching advertising have to begin the course with an introduction to basic marketing and continue basic concepts clarification throughout the
course. We are thus unable to cover the intended subject, advertising, adequately. All students who have advertising as an option for their major elective also have to take basic marketing, thus this is not adding an additional class to their program of study requirements. This prerequisite change will allow the advertising instructor to fully cover the necessary subject material. Most all schools of business offering an advertising course require basic marketing as a prerequisite. It would be the exception to not have this prerequisite.

Both of these requests have been approved by the School of Business Curriculum Committee and faculty.

Howard Rudd, Dean
School of Business and Economics
MEMORANDUM

TO: Trisha Folds-Bennett, Chairman of the Curriculum Committee

FROM: Michael P. Katuna, Chairman, Department of Geology

SUBJECT: Deletion of Math 231

February 23, 1996

I am aware of the recommendation of the Math Department to delete Math 231 from its curriculum. As you are aware this course is an option for students completing a B.S. degree in geology. We would not be opposed to this recommendation change since we would simply substitute Math 216 for Math 231 in our requirements. In fact, a committee of faculty members from the Math, Biology, Geology and Computer Science departments are currently looking into strengthening and revising Math 216 to make it more applicable for Math and Science majors.

jen

cc: Dr. Bill Golightly, Chair, Math Department
TO: Trishia Folds-Bennett, Chair, Curriculum Committee
FROM: Robert L. Nusbaum, Geology Department
RE: Special Topics course

Yesterday, I received a note from Mike Katuna suggesting that I provide the Curriculum Committee with a course description for a Special Topics course which I will teach for the first time next semester. Please let me know if I need to provide additional information and many thanks to all members of the Committee for their hours of valuable service.

GEOL 290.001 Geology and Development of Modern Africa
Offering: Spring semester 1996
Credits: 3
Minor credit: 3 credits toward the African Studies Minor
Prerequisites: none
Targeted students: majors and nonmajors

The course is structured around a series of geologic topics that have direct relevance to historical, cultural, political, or economic issues in Africa. Topics will include past and present fluvial processes in the Nile River System, geohydrology and climate change in the Sahara and Sahel, the structure and evolution of the East African Rift System, and mineral resources in southern and western Africa.
MEMORANDUM

To: Dr. Trisha Folds-Bennett, Chair
   Curriculum Committee

From: George Pothering, Chair
       Computer Science Department

Subject: Substitution of Requirements for B.S. degrees in Computer Science and Computer Information Systems

The Computer Science Department would like to replace the MATH 231 (Applied Statistics) requirement for its Bachelor of Science degrees in Computer Science and Computer Information Systems with a requirement of MATH 216 *Introduction to Probability and Statistics*.

Rationale: The School of Business Administration and Economics has a proposal before the Curriculum Committee to require MATH 104 (Elementary Statistics) for its Business Administration and Accounting majors instead of Math 231 (Applied Statistics). In order to meet effectively the increased demand for additional sections of MATH 104 it is our understanding that the Mathematics Department would like to discontinue MATH 231. Realizing that MATH 231 is a degree requirement in the programs noted above, the Mathematics Department inquired into the feasibility of computer science majors and computer information systems majors using MATH 216 instead of MATH 231. The Math Department has agreed to offer additional sections of MATH 216 in response to an increase in demand.

The Computer Science Department feels that MATH 216 would serve as an adequate replacement for MATH 231 and requests of the Curriculum Committee that if Mathematics’ proposal to drop MATH 231 that it simultaneously approve our request to replace it with MATH 216 in the requirements for the two B.S. programs noted.

[Signature]

January 29, 1996
MEMORANDUM

TO: Trisha Folds-Bennett, Chair, Curriculum Committee
FROM: Hugh Wilder, Chair, Department of Philosophy & Religious Studies
RE: Special Topics Courses

The following special topics courses in Philosophy and Religious Studies will be offered during the next year. Each is being offered for the first time.

Spring 1996

PHIL 298: Special Topics: Philosophy and Race
This course is divided into two parts. During the first part of the semester, the class will read about and discuss the questions, "What is race, and what is racism?" The answers to these questions are multifaceted, since race has personal, historical, economic, scientific and cultural dimensions. In the second part of the semester we will engage specific race-related issues in the United States, such as assimilation vs. separatism, affirmative action, connections between racism and sexism, and capital punishment.

RELS 298: Special Topics: Buddhist Texts
This course examines topics of good and evil through readings and discussion of Buddhist texts. These include biographical accounts of exemplary figures in the history of Buddhism and doctrinal presentations of the philosophical and psychological principles upon which they base their lives.

RELS 298: Special Topics: Jewish-Christian Encounters in the Middle Ages
Are the roots of anti-Semitism found in the Middle Ages? This course will set the Jewish-Christian relations in the Middle Ages in a historical perspective. We will look at the Carolingian world (when Christianity actually felt threatened by the success of Judaism), the twelfth and thirteenth centuries (the age of religious disputations and the condemnation of the Talmud), and finally the expulsion of the Jews from most Western European countries. By studying this past, we may also gain a better understanding of present-day Judaism, Christianity, and the difficulties in the interreligious dialogue. Also listed as JWST 300.
Maymester 1996

RELS 298: Special Topics: Religion and Film
This course will examine a variety of films as reflections of modern views of religious structures and religious themes. The art of the cinema provides an ideal medium for making rhetorical arguments in non-verbal or semi-verbal ways that are easily accessible to a wide audience. In this course we will use rhetorical analysis to understand how themes such as the nature of evil, the meaning of life, images of the sacred, spiritual views of sexuality and the nature of death are addressed in film.

Fall 1996

RELS 298: Special Topics: Popular Piety in the Middle Ages
This course will examine various aspects of popular Christian belief and practice in the period c. 500-1500, making extensive use of primary sources (chronicles, saints' lives, miracle collections, etc.). Topics covered will include: the cult of the saints; the crusades; pilgrimage; asceticism; millenarianism.

PHIL 298: Special Topics: Jewish Thought
This course will examine some prominent philosophers and theologians, including Maimonides, Buber, and Heschel, and their reflections on themes central to the Jewish tradition. No familiarity with Judaism will be presupposed. Also listed as RELS 298 and JWST 300.