MEMORANDUM

August 23, 1996

To: The Faculty

From: Kathy Haney,
Faculty Secretary

Subject:: Meeting

The first regular meeting of the Faculty Senate of The College of Charleston will convene at 5:00 p.m. on Tuesday, September 3 in Room 100 of Maybank Hall.

Agenda

Reports:

The Provost
Speaker's Report: appointment of Parliamentarian from among the Senators

New Business:

Election of Speaker Pro Tempore
Election of representative to Conference of South Carolina University Faculty Chairs Curriculum Committee

Constituents' General Concerns

Fall Senate Meetings,
Maybank 100:

5:00 p.m. Tuesday, September 3
October 1
November 12
December 3

Fall Faculty Meeting,
Recital Hall, Simons Center:

5:00 p.m. Monday, September 9
Motion Concerning Attendance on the First Day of Classes

Proposed by Lynn Cherry -- English & Communication

I move that the Academic Standards Committee be charged with establishing a policy requiring all students attend the first day of their classes or notify the professor in the event of an emergency which prevents them from attending, or automatically be dropped from the class roll.

Rationale:
1) The number of students continues to increase (especially for the Fall semesters) and students have a difficult time finding courses to take. It is frustrating for the students as well as for the faculty when classes are listed as full, but some students fail to attend until the second, third, or even fourth class period. Because we are often not sure whether these absent students will show up or not, we may hesitate to give students who want in our classes a special enrollment.

2) When students fail to attend the first class period or two, it is difficult for us to actually begin the class. It is frustrating to try to begin teaching the first class period when we know that we will have new students in class the second (or third) class period.

3) Requiring students to attend the first day of classes is one way of signaling to them that school does begin the first day of classes and each class period is to be taken seriously. This also requires the students to assume the responsibility for the commitment they have made to the classes. Just as an employee would not think of missing the first day of work, students should learn that they should not miss the first day of classes.
MEMORANDUM

TO: Faculty Senators
FROM: Lee Lindner, Chair, Curriculum Committee
SUBJECT: New Curriculum
DATE: August 13, 1996

Listed below are several proposals that I, on behalf of the Curriculum Committee, will present for your consideration at the first Senate meeting for Fall 1996.

Biology Department
  Minor in Biology
  New Course Proposal
  BIOL 314

Business Administration
  New Course Proposal
  BADM 350

Classics
  Course Change Proposal
  LATN 374 (number & prerequisite change)

Geology
  Special Topics course
  (for information only)

History
  Special Topics courses
  (for information only)

Educational Foundations and Specializations
  New Course Proposal
  EDFS 105
Memorandum

To: Trisha Folds-Bennett  
    Chair, Curriculum Committee

From: Lou Burnett, Chair, Department of Biology

Date: October 4, 1995

Re: Proposal for a Minor in Biology

I am happy to resubmit a proposal for the minor in biology. I am attaching to this proposal letters of support from the Department of Chemistry and Biochemistry and the Department of Mathematics. I have also included more words on possible impacts of the minor.

The Department of Biology wishes to propose a Minor in Biology that includes the following: Biology 111, 111L, 112, 112L and 12 additional semester hours in Biology. At least 8 of the 12 additional semester hours must be at the 300 level or greater.

Rationale: The Department of Biology serves a large constituency at the College of Charleston. There are currently more than 800 declared Biology Majors at the College. There is, however, no official programmatic outlet for students who have a minor interest in biology outside of a major interest in another field of study. All other science departments at the College currently have minors. We believe that an official minor in biology may be an attractive incentive for students to pursue additional coursework in this discipline.

Impacts:

Group 1: Students wishing to minor in biology will likely come from one of three groups. Students who are genuinely interested in biology (e.g., an English Major) and who wish to take BIOL 111 and 112 instead of 101 and 102 to fulfill the natural science requirement plus the additional 12 semester hours. This pool would, therefore, include students who would normally take no upper division biology. If such a student had a genuine interest in biology, it is likely the student would take BIOL 101 and 102 to begin with. Thus, there would be a shift of students taking BIOL 101/102 to 111/112.

Group 2: Students who begin a major in biology (e.g., by taking BIOL 111/112 and perhaps one or two upper division courses) and decide to change majors. With some additional effort such a student would take additional upper division courses to obtain a minor in biology.

Group 3: Students in other disciplines (e.g., a major in Biochemistry) who already take substantial amounts of biology and with some additional coursework can achieve a minor. For example, Biochemistry Majors are required to take BIOL 111/112 plus 8 hours in advanced laboratory courses to be selected from BIOL 310, 311, 312,
To: Trisha Folds-Bennett, Chair, Curriculum Committee  
From: Lou Burnett  
Date: October 4, 1995  
Re: Minor in Biology  
Page: 2

and 321. A Biochemistry Major would need to take only 4 additional semester hours of biology to achieve a minor.

I think the number of students in Group 1 will be very small and would, therefore, have minimal impact on resources. Students in Groups 2 and 3 will already have impacted enrollments in biology. These students would take from one to three additional upper division biology courses. Biochemistry Majors would take one additional course. Although our enrollments in upper division biology courses continues to be robust, there are seats available. The number of offerings in upper division biology is large and, while selection of particular courses is sometimes limited, students have always been able to find upper division courses to take.

**Impact on the Department of Chemistry and Biochemistry**
The impact of the Minor in Biology on the Department of Chemistry and Biochemistry should be very small. The only predictable impact would be that students who wish to take certain upper division biology courses are required to take one year of chemistry. Of the 29 300-level Biology courses listed in the undergraduate bulletin, only 7 require "one year of chemistry." Furthermore, the one year of chemistry may be CHEM 101/102 or 111/112. Students clearly have options for the Minor in Biology without taking chemistry.

**Impact on the Department of Mathematics**
The impact of the Minor in Biology on the Department of Mathematics will be even smaller than that on the Department of Chemistry and Biochemistry. Students who take CHEM 111 are required to take MATH 111 as a corequisite. Students who take CHEM 112 are "urged to take Mathematics 120." There is no special math requirement for students taking CHEM 101/102.

**For the Record:**
The Minor in Biology was proposed to the faculty in the Department of Biology by the departmental Curriculum Committee. The faculty adopted this proposal at a regular departmental meeting on May 9, 1994. The proposal was forwarded to the College Curriculum Committee in the Fall of 1994 and was apparently lost. We resubmitted the proposal in August 1995 and it was denied by the College Curriculum Committee, however, we were advised that we could resubmit it.

cc: Chip Biembaum, Chair, Departmental Curriculum Committee  
Biology Faculty  
Approval:  
[Signature] Gordon Jones  
Date 10-4-95
COLLEGE OF CHARLESTON
Committee on Curriculum and Academic Planning
New Course Proposal

1. Department: Biology

2. Course number and title: BIOL 314, Immunology
   Number of credits: 3  Total hrs/week: 3  Lecture: 3  Lab: 0

3. Course will be offered first: Fall 1997

4. Catalog description (please limit to 50 words):
   A comprehensive study of the cellular and molecular aspects of the immune response. Subjects covered will include antibody structure and function, immuno-genetics, the biology of cell-mediated responses, autoimmunity, immunodeficiencies and the evolution of the immune system.
   Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions):
   BIOL 111/111L, 112/112L and one year of Chemistry

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To acquaint students with the cellular and molecular biology and physiology of the immune responses.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? The Department of Biology seeks to provide "a substantial background in all aspects of living organisms." Immune systems play an essential role in maintaining homeostasis in all vertebrate and many invertebrate organisms.

7. For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This is a specialized course in biology and would be most suitable for Biology majors who are toward the end of their study. It would enhance the experience of the student by drawing together information from many of the more general courses (i.e., Cell Biology, Molecular Biology, Histology, Microbiology, Physiology, Biochemistry) taken earlier in the program of study.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? N/A
   (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.) Biochemistry majors may have an interest in this course. (Please see letter of support from the Department of Chemistry and Biochemistry.)

9. Method of teaching: Lecture

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course.
    (b) Address potential shifts in staffing of the department as it relates to the offering of this course. The Department of Biology struggles to offer enough space in all of its courses, especially upper division biology courses. This has been difficult due to the rapid growth of the College and the more rapid growth (with respect to the College) experienced by this department. During the past five years the sizes of lecture
sections have risen in response to enrollment pressures. Furthermore, the number of sections we have offered has increased. Nonetheless, it is still a struggle to offer enough space. Our efficiency in filling upper division classes is very high; typically greater than 95% of the upper division slots are filled. While this may seem to be admirable, students complain they are not able to get the classes of their choice and they often must take required courses later rather than sooner. A comfortable margin would yield between 10 and 15% of the available spaces unfilled. The department needs to offer more upper division biology courses to reduce overcrowding.

This is a lecture course and will allow the department to serve a greater number of students per unit IFTE than a course with both lecture and laboratory.

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

   (a) Staff The Department of Biology continues to struggle to offer enough spaces in upper division biology courses (see 10a and 10b above). This course will fill some of that need.

   (b) Budget This is a lecture course and no special supplies or materials are required.

   (c) Library None anticipated.

   (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).
BIOL 314, Immunology
New Course Proposal

REVIEW / APPROVALS

13. Signature of Department Chair: ________________________________ Date submitted: 4/3/96
14. Signature of School's Dean: ________________________________ Date: 4/4/96
15. Signature of Business Affairs Official: ________________________________ Date reviewed: ___________
16. Signature of Curriculum Committee Chair: ________________________________ Date approved: 4/3/96
17. Signature of Faculty Senate Secretary: ________________________________ Date approved by Senate: ___________

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)

(For additional copies of this form, please photocopy the blank form. If a diskette for word processing of this form is desired, please send a blank diskette to Tonya Pharr, Undergraduate Studies. This form last revised March 23, 1995 and replaces all others.)
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: Management & Marketing

2. Course number and title: BADM 350 Tourism Number of Credits: 3
   Total hrs/week: 3 Lecture: 3 Lab: 0

3. Course will be offered first: Course is being taught as BADM 360. Selected Topics, during Fall 1995 semester.

4. Catalog description (please limit to 50 words): Introduction to the history and structure of domestic and foreign tourism, including the supply of transportation, lodging accommodations, entertainment, recreation and the impact of tourism on economic development. Aspects of behavior and promotions will be examined as related to tourism.

5. Prerequisites (or other restrictions): Junior standing; BADM 210. Introduction to the Hospitality and Tourism Industry, or equivalent college course work.

6. Rationale/justification for course (consider the following issues):
   (a) What are the goals and objectives of the course? To provide students with a broad-based understanding of the various components of the tourism industry, its historical development, current and future trends and social and economic impact.
   (b) How does the course support the mission statement of the department and the organizing principles of the major? This course provides a major component of the concentration in hospitality and tourism. It presents the basis for the study of a major portion of the industry.

7. For courses in the major, how does the course enhance the beginning, middle or end of the major? Students who choose to concentrate in hospitality and tourism will have an opportunity to study tourism during either their junior or senior year as a business major. The course follows the introduction course, BADM 210; this will enable the students to gain a greater depth of exposure into tourism.

8. (a) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines? Non-business majors can study tourism industry from a global, social and economic perspective.
   (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.) No
9. Method of teaching: Lecture, special readings, class discussion, and projects.

10. (a) Address potential enrollment pattern shifts in the department or college-wide as it relates to the offering of this course. No major enrollment shifts are expected. Students are expected to be mostly business majors.

(b) Address potential shifts in staffing of the department as it relates to the offering of this course. Currently taught by adjunct faculty member who is teaching hospitality and tourism classes. Full time faculty member will be recruited to staff courses for future. This new faculty line has been approved.

11. Requirements for additional resources made necessary by this course:
   (a) Staff None
   (b) Budget None
   (c) Library None

   (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).

13. Signature of Department Chair: ____________________________ Date submitted: 2/29/96

14. Signature of School's Dean: ____________________________ Date: 2/29/96

15. Signature of Budget Director, Business Affairs Official: ____________________________ Date reviewed:

16. Signature of Curriculum Committee Chair: ____________________________ Date approved: 4/30/96

17. Signature of Faculty Senate Secretary: ____________________________ Date approved by Senate:

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.)
Committee on Curriculum and Academic Planning
Proposal to Change a Course

1. Department: Classics and German

2. Course Number and Title: LATIN 374 Medieval Latin

3. Course changes will go into effect: Spring, 1997

4. Change(s) Desired: 1. Change the number of the course from 374 to 305.
   2. List prerequisites as LATIN 202, 250 or placement by proficiency examination

5. Justification for Change(s): We intend to offer this course on a more regular basis to students in the earlier stages of advanced Latin study. The lower-numbering would reflect that intention.

6. Date Approved by the Department: 2/14/96

7. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)

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Committee on Curriculum and Academic Planning  
Proposal to Change a Course

1. Department: CLASSICS & GERMAN

2. Course Number and Title: NOTE on P. 315 of The Undergraduate Bulletin

3. Course changes will go into effect: Fall, 1996

4. Change(s) Desired: 
Delete from page 315 of The Undergraduate Bulletin

"NOTE LATIN 202-----LATIN COURSES." Replace with "NOTE: LATIN 301 OR 305 ARE PREREQUISITES FOR ALL OTHER ADVANCED LEVEL LATIN COURSES."

5. Justification for Change(s): 1. LATIN 202 or 250 are prerequisites for 301 and 305 (see other attached proposals). 2. The other advanced Latin courses now have as their prerequisites LATIN 301 or 305.

6. Date Approved by the Department: [Signature] Date Submitted: 2/14/96

7. Signature of Department Chair: [Signature]

IF MORE SPACE IS NEEDED USE EXTRA SHEET AND ATTACH
(form last revised August, 1988 and replaces all others)
MEMORANDUM

TO: Trisha Folds-Bennett, Chair, Curriculum Committee
    Psychology Department

FROM: Patricia H. Johnson
      Administrative Assistant, History Department

RE: Special Topics Course Descriptions

As you requested in your memo of November 29, 1995, listed below are the Special Topics courses this department will teach for the Spring 1996, Summer 1996, and Fall 1996 semesters.

Trisha—
I hope this isn't too late
for your use.

George Hofka
<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIST 310</td>
<td>ST: The Vietnam War, 1945-75 (Hopkins)</td>
<td>This course will intensively study the Vietnam War, 1945-75. Starting with background on Vietnamese history and culture, the impact of French imperialism, and Japanese occupation during World War II, the course will then focus on France's unsuccessful efforts to reconquer Vietnam, the Cold War and U.S. interests in Southeast Asia and Vietnam, growing U.S. involvement under bipartisan leadership, growing domestic opposition to that involvement, and the results of the U.S. role in Vietnam and Southeast Asia. The course will also focus on key personalities, decisions, and events of the war as well as the military, diplomatic, political, social, and economic implications of those key factors.</td>
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<td>HIST 310</td>
<td>ST: Introduction to African American Studies (Dulaney)</td>
<td>This course will provide students with a broad, interpretive approach to the African-American experience in the United States. Using an African-centered approach (an interpretive approach that looks at all phenomena from an African and African-American perspective) as well as an African American Studies model developed by Dr. Maulana Ron Karenga, the instructor will introduce students to the African-American experience in the following areas: politics, the arts, folklore, religion, economics, sociology, psychology, and community development. In addition, students will examine and analyze local history, current issues and recent events in the African-American community.</td>
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<tr>
<th>HIST 310</th>
<th>ST: Naval History (Reynolds)</th>
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<td>The role of navies throughout history but emphasizing Europe and the United States since 1600. Attention will be given to naval philosophy, policies, strategy, administration, tactics, and logistics.</td>
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<tr>
<td>HIST 210</td>
<td>ST: Introduction to Historic Preservation (Hudgins)</td>
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<td>HIST 233</td>
<td>ST: Family, Sex &amp; Marriage in Early Modern Europe (Plummer)</td>
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February 7, 1996
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Instructor</th>
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<tr>
<td>HIST 291</td>
<td>ST: Disease, Healers &amp; Patients (P. McCandless)</td>
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<td>This course will examine the complex interactions and interrelationships of disease, healers (both orthodox and alternative), and patients in historical context. The main focus is on Europe and the U.S. from the 18th century to the present. The perspective is primarily social and cultural, but the vocabulary is necessarily often scientific and technical.</td>
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<td>HIST 320</td>
<td>ST: Victorian Charleston (Stockton)</td>
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<td>The course will explore various facets of Charleston's history during the period from 1865 to the early years of the 20th century. The course will provide the student with a better understanding of that period, which too often is dismissed as simply one of economic poverty and political turmoil.</td>
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<td>HIST 330</td>
<td>ST: Minoan Civilization (Reynolds)</td>
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<td>An overview of the dominant Aegean culture and civilization centered on Crete and the Cyclades Islands and Greek mainland coastal settlements between 3000 and 1400 B.C. Inasmuch as no written record exists, Minoan (actual name probably &quot;Keftiu&quot;) culture, religion, government, economics, and technology will be examined utilizing archaeology; comparative ethnology of the ancient Near East, Egypt, and early Europe; and surviving legacies from the Mycenaean and Greek civilizations.</td>
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<td>HIST 360</td>
<td>ST: West Africa/South Carolina/Georgia Lowcountry Connection (Bah)</td>
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<td>HIST 360</td>
<td>ST: OAU (Bah)</td>
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<td>A simulation of a meeting of the Organization of African Unity held in Washington, D.C. under the sponsorship of Howard University in which student delegations represent African countries.</td>
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<td>HIST 233</td>
<td>ST: Propaganda, Printing &amp; Popular Culture in Early Modern Europe (Plummer)</td>
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<td>CANCELLED</td>
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<td>HIST 340</td>
<td>ST: German Culture and Film in the 1920s (Bodek)</td>
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<td>This course focuses on the culture of the Weimar Republic, arguably one of the most significant and fertile cultures of the modern world. Weimar culture confronted issues that are still important to the contemporary world. These include the questions of urban environments and modernity, the relationship of &quot;high&quot; to &quot;low&quot; culture, the nature of film as an art form, gender and culture, and &quot;decadence.&quot; Topics to be covered include the following: white collar workers, the new woman, communism and socialism, proletarian culture, visions of plenty, vice and crime, and Nazism.</td>
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<td>HIST 340</td>
<td>ST: Contemporary Europe (Olejniczak)</td>
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<td>An intensive examination of the major political, economic, and social developments in Western Europe since 1945. Emphasis will be placed on the structure of West European economies, labor-management relations, the European Union, and Western Europe's relations with the wider world. The course will be taught on location in Germany, France, Belgium, and Switzerland.</td>
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<td>CROSS-LISTED WITH BADM 391-THE INTERNATIONAL CORPORATION: A COMPARATIVE APPROACH. (TRAVEL COURSE)</td>
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<td>HIST 360</td>
<td>ST: Aztec, Maya &amp; Their Ancestors (Brana-Shute)</td>
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<td>A team-taught, interdisciplinary course designed to explore the history of &quot;Indian&quot; Mexico and Central America, we begin with the arrival of ancient Asian peoples at least 15,000 years ago, and trace the history of their descendants, from hunting and gathering peoples to the development of complex civilizations, cities, kingdoms, and empires. We end with their encounter with and conquest by Europeans in the 16th century AD. The theme of this course is the rise and fall of complex societies in Mexico and Central America. These ancient societies include the Olmec, Teotihuacan, Zapotec, Maya, Toltec, Mixtec, and the Aztec of Mesoamerica, with an emphasis on the Maya and the Aztecs.</td>
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CROSS-LISTED WITH ANTH 329, Borg |

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<tr>
<th>HIST 360</th>
<th>ST: Forced Colonization in the New World (Coates)</th>
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<td>This course is intended to provide a broad overview of a specific type of colonization as it was implemented by various early modern European powers in their New World colonies during the 16th and 17th centuries. More specifically, this course will concentrate on Europeans who were encouraged or compelled to relocate to the New world by the Portuguese, Spanish, French, and English authorities. These figures included Gypsies, orphans, criminals, prostitutes, and other marginal figures in early modern European society. While the literature will examine many New World locales, Brazil, Uruguay, the Spanish, Caribbean, Louisiana, Quebec, Barbados, Maryland, Virginia, and Georgia will receive special attention in this course.</td>
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<td>HIST 360</td>
<td>ST: The Rise of African Nationalism and Independence (Bah)</td>
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<td>This course will focus on African developments between the 1945 Manchester Conference and the beginning of the 1960s. The course will specifically examine the effects of the two European World Wars on colonial Africa and their contribution to the rise of proto-nationalist political parties. It will also examine the 1945 Pan-African Manchester Conference, the rise of political mass movements and the ultimate coming of independence beginning with events leading to the independence of the Gold Coast in March 1957.</td>
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<td>HIST 240</td>
<td>ST: Culture &amp; Conflict in the British Empire, 1815-1950 (Keck)</td>
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<td>HIST 310</td>
<td>ST: Radicalism in America (Hopkins)</td>
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<td>HIST 320</td>
<td>ST: Charleston Architecture (cross-listed with URST 399) (Stockton)</td>
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<td><strong>HIST 240</strong></td>
<td><strong>ST: Zionism &amp; Holocaust (Telman)</strong></td>
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<td>This course aims to cover two topics simultaneously and to draw connections between them. The first topic is the history of the Zionist movement in Europe. Zionism will be approached as a cultural and political movement which was transformed by the Nazi Holocaust of European Jewry into a primarily political movement for the establishment of a national Jewish homeland in Palestine. We will look at the Holocaust both in the context of European and German anti-Semitism and as a historical basis for both modern Jewish and modern German consciousness. The Holocaust is the fulcrum upon which this course is balanced, but it is not the focus of this course. Rather, the course focuses on the history of Zionism and the effects of the Holocaust on Zionism and the subsequent history of the Jewish, German and Palestinian peoples.</td>
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<tr>
<th><strong>HIST 310</strong></th>
<th><strong>ST: African-American Historical Biography (Powers)</strong></th>
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<td>This specialized topical course emphasizes the use of biographies and autobiographies to explore the individual and collective experience of African Americans, during critical eras in their history. While not a survey course, a chronological approach will be taken within each of the course themes (i.e., slavery, civil rights et. al.). Slave narratives, polemical essays, memoirs and historical literature represent some of the sources which may be used to identify important issues for intensive and sustained discussion. Special consideration will be given to evaluating autobiographies as primary source materials.</td>
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<td>HIST 233</td>
<td>ST: History of Shakespeare's England (A. McCandless)</td>
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<td></td>
<td>The purpose of the course is to expose students to the cultural landscape of Shakespeare's England. By visiting various sites associated with popular and court culture, we hope to gain a greater understanding of the importance of place in English Renaissance history and literature.</td>
</tr>
<tr>
<td></td>
<td>CROSS-LISTED WITH ENGL 395, Morrison</td>
</tr>
</tbody>
</table>

a:\courses\spectop.des

February 7, 1996
<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>COURSE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 260</td>
<td>ST: Survey of South Asian Civilization (Coates)</td>
<td>This broadly-based survey course is intended to introduce students to the historical and cultural past of the Indian subcontinent (modern day India, Pakistan, Sri Lanka, Nepal, and Bangladesh). The course will focus on the period since the Moghul Empire (i.e., 1500). Although most of the lectures will be based in the field of history, a number of guest lecturers from other departments in the College will help to provide the cultural background needed for a greater appreciation of this complex and fascinating region.</td>
</tr>
<tr>
<td>HIST 291</td>
<td>ST: Madness and Society (P. McCandless)</td>
<td>This course will focus on the relationship between insanity and the broader society and how perceptions and treatment of the mad have changed over the last three centuries. It will attempt to place the history of insanity in its broader social, political, economic, and cultural contexts as well as the narrower medical one. Its geographic boundaries are Western Europe, especially Britain, and the United States.</td>
</tr>
<tr>
<td>HIST 310</td>
<td>ST: Religion in America (Sparks)</td>
<td>This course surveys the development of different religious traditions in the United States from the 17th through the 20th centuries. In such a survey, the emphasis will necessarily be on those formal religious movements that have made a major impact on American culture, but the importance of less &quot;mainline&quot; groups and popular belief will also be discussed. The course is non-denominational, non-creedal, and taught as cultural/intellectual/social history.</td>
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<tr>
<td>HIST 310</td>
<td>ST: Jazz Music and American Culture to 1950 (Reynolds)</td>
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<tr>
<td></td>
<td>The role of jazz music in American culture both as artistic and popular agent and reflection of social change in the newly urbanized United States between the 1890s and 1940s, when it had its most profound impact.</td>
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</table>

<table>
<thead>
<tr>
<th>HIST 330</th>
<th>ST: Plague, War &amp; Schism: Crises of the Late Middle Ages (Newell)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This course will examine the crises that afflicted Europe in the Late Middle Ages (14th and 15th centuries), with special focus on The Black Death, the Hundred Years War, and the Avignon Papacy and Great Schism. Already weakened by famine brought on by overpopulation and climatic change, the European population was struck in 1347 by a plague epidemic that carried off over 25% of the population and continuously resurfaced for over 150 years. At the same time the methods of warfare changed with increased use of mercenary troops, so that wars became more frequent and more devastating on the civilian populations of Europe. Simultaneously, the Medieval Church witnessed the death of Pope Boniface VIII while in the hands of the French King's men, the relocation of the Papacy from Rome to Avignon, and the subsequent Great Schism, where first two and then three men claimed to hold the keys of St. Peter. All these events represented a shaking of the fabric of the medieval world, with severe repercussions at all levels of society. Through the examination of primary and secondary sources we will examine the social, political, religious, and intellectual crises that these events precipitated.</td>
</tr>
<tr>
<td>HIST 360</td>
<td>ST: Colonialism--Asia and Africa (Bah/Tsai)</td>
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<td></td>
<td>This course is on comparative colonialism in Asia and Africa, using case studies of foreign colonial rules in some countries and regions on the two continents for in-depth analysis and comparison. Regarding Asia, it will focus on British colonialism in Hong Kong and Japanese colonialism in Taiwan. With regard to Africa, it will investigate British colonial rule in Sierra Leone and Nigeria; French rule in Senegal and Guinea; and the Portuguese in Angola. This course will examine the direct and indirect methods of colonial rule, the complex relationships between the colonizers and the colonized, and the implications of colonial legacy for postcolonial Asia and Africa.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>HIST 360</th>
<th>ST: Early Caribbean (Brana-Shute)</th>
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<tbody>
<tr>
<td></td>
<td>This course explores Caribbean history, from the first human settlements to the abolition of African slavery in the British empire in the 1830s. The themes we will examine include: the nature of the contact and exchange between Amerindians and Europeans; Europeans settlements and rivalries; buccaneers; the plantation complex, including sugar and slavery; slave resistance and rebellion; the Haitian Revolution; and the decline of slavery. This course is particularly valuable for those studying U.S., African, or European history because the Caribbean provided the basic model for cultural contact and exchange among Native Americans, Europeans, and Africans, as well as for race relations, slavery, and the &quot;plantation societies&quot; characteristic of the U.S. South, tropical Spanish America, and Brazil.</td>
</tr>
</tbody>
</table>
MEMO

TO: Curriculum Committee
FROM: Cassandra Coombs
       Geology Department
DATE: January 24, 1996
RE: Special Topics Course, GEOL290

Attached for your information is a copy of the course syllabus for GEOL290, Planetary Geology, that will be offered Fall semester, 1996.
GEOLOGY 290
SPECIAL TOPICS IN GEOLOGY
PLANETARY GEOLOGY

3 semester hours credit: 3 lecture hours per week.

Prerequisites: GEOL 101 and GEOL 101 Laboratory. Students who have completed HONS 145-G may not get credit for this course.

1. **Course Description:** This course examines the surface features of solid planetary bodies throughout the Solar System, with the ultimate objective of comparison with features on the Earth's surface. Geologic phenomena such as volcanism, tectonism, impact cratering, and surface modification by gradation processes are themes throughout the systematic study of the planetary bodies. These processes are used to construct the geologic history of terrestrial planets and the major satellites of the solar System.

2. **Course Objectives:** The primary objective of this course is to systematically examine surface features of the planets and their satellites in the context of geologic processes. We will begin with an examination the "hows" and "whys" of planetary surface exploration. Students will learn how to determine the present geologic state of solid planetary surfaces and interpret the geologic history of the surface. Finally, students will determine how planetary surfaces and geologic histories compare to those of the Earth and other solid planetary bodies in the Solar System. **Key themes:** volcanism, tectonics, impact cratering, gradation (e.g., landslides), geomorphology (study of landforms).

3. **Course Topics:**
   - Introduction to the Solar System:
   - Geologic exploration of the Solar System
     - planetary exploration missions, planetary image technology, cartography
   - Planetary morphologic processes:
     - impact cratering mechanics, tectonic processes, volcanism, gradation
   - The Moon
     - physiographic features, Lunar rocks, volcanism, tectonic features, craters, degradation features, history of the Moon
   - Mercury:
     - physiography, craters and basins, scarps and ridges, Caloris basin, volcanism, geologic history
   - Venus:
     - synthetic aperture radar data, physiography, craters, Tessera, tectonic features, volcanism, resurfacing, rock weathering, geologic history
   - Mars:
     - Phobos and Diemos, physiography, craters, volcanism, tectonism,

\[1\] January 20, 1996 draft
gradation processes, water of the surface of Mars, geologic history
- The Jupiter system:
  - physiography, volcanism, cratering, and tectonism of Io, Europa, Ganymede, and Callisto
- The Saturn system:
  - geomorphology of the major moons, impact cratering, tectonism, and volcanism
- The Uranus system:
  - geomorphology of the major moons, impact cratering, tectonism, and volcanism
- The Neptune system:
  - Triton geomorphology, nitrogen plumes, Nereid

4. **Instructional Materials:**
- Due to planetary research efforts by Cassandra Coombs and Bob Nusbaum, the Geology Department houses nearly 150 CD-ROMs with digital image data for the terrestrial (Earth-like) planets, as well as Clementine data from the most recent mission to the Moon.
- The Geology Department maintains a NASA-sponsored remote sensing computer facility.
- Because *Earth and Planetary Geology* has been taught in the Honor’s Program for the past four years, the Department has a large selection of 35 mm slides for presentation. Cassandra Coombs has access to a wide variety of teaching materials available from NASA researchers at the Johnson Space Center, where she was a Post-Doc for several years.

1. Department: Educational Foundations and Specializations (EDFS)

2. Course number and title: EDFS 105: Education in Contemporary Society
   Number of credits: three (3)
   Total hrs/week: five (5)
   Lecture and Practicum: five (5)

3. Course will be offered first: Fall 1996

4. Catalog description (please limit to 50 words): The purpose of this course is to provide an introduction to (1) the nature of schools and their governance, (2) issues involved in teaching and becoming a teacher, and (3) how children and youth learn and develop. Participants will observe and participate in service learning projects in a variety of educational settings (preschools, elementary schools, middle schools, high schools, and special education environments). Discussion of current and historical educational issues are designed to assist participants in deciding about pursuing a career in education.

Check if appropriate: ___ Humanities ___ Social Science (meets minimum degree requirements)

5. Prerequisites (or other restrictions):Restricted to high school students enrolled in the Teacher Cadet program

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

   (a) What are the goals and objectives of the course? See course syllabus.

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

   Within the context of a comprehensive liberal arts education, EDFS faculty prepare special education teachers, coordinate the preparation of secondary teachers, and contribute to the preparation of early childhood, elementary, and middle school teachers. EDFS has faculty in four areas: foundations, secondary education, special education, and technology. All faculty model quality teaching practices, engage in research and professional development, and contribute to the advancement of their undergraduate and graduate students. Additionally, the faculty members contribute to their profession through cooperative service activities and collaborate with others (e.g., School of Education, College of Charleston, and school districts) who educate future and current teachers.

   The proposed course will offer college credit for students completing the Teacher Cadet experience in high school with a minimum grade of B. This course will be taught by the Teacher Cadet teachers who coordinate with an EDFS faculty member.

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 linkages with other disciplines?

   As a general introduction to education, this course may be of interest to any student who wants to know more about teaching and schools and/or is contemplating majoring in education. It will not be formally linked with any other discipline.
(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.)

Other departments will not be affected by this course. Letters of support are attached.

9. Method of teaching:

This course will involve lecture, experiential learning, and participation in practicum/field experiences in the schools. It will typically be taught in the Teacher Cadet setting of local high schools.

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

This course should result in increased enrollments. It should also tap a pool of potential students not presently being served by the department and may serve as a recruitment tool in reaching diverse populations.

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

It will be necessary for one faculty member within the department to have a course reduction in order to coordinate with Teacher Cadet teachers who are instructing this course in local schools.

(c) Frequency of offering: ___ each Fall ___ every two years
    ___ each Spring ___ every 3 years
    ___ other (Explain: Although this course meets from September-June, credit will be awarded once each year in Maymester.)

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

(a) Staff ___ Will use existing staff with funding from the Teacher Cadet Program
(b) Budget ___ Will use budget available with funding from the Teacher Cadet Program
(c) Library ___ Will use existing resources.

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory). Course syllabus is attached.

13. Signature of Department Chair: [Signature] Date submitted: 3/25/96

14. Signature of School's Dean: [Signature] Date: 3/25/96

15. Signature of Business Affairs Official: [Signature] Date reviewed: ______

16. Signature of Curriculum Committee Chair: [Signature] Date approved: 4/30/96

17. Signature of Faculty Senate Secretary: [Signature] Date approved: ______

2/
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)
To: Trisha Folds-Bennett
From: George Hopkins
Re: Frank Morris and Study Abroad Courses in Classical Greece and Bronze Age Greece

February 23, 1996

After consulting with Jim Hagy, who teaches a course on Ancient Greece, I am happy to report that he has no objection to the courses referenced above. This department strongly supports well-organized study abroad courses; Dr. Morris’s courses clearly merit our support.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Location</th>
<th>Time/Transportation</th>
<th>Sites/Museums</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 29</td>
<td>s</td>
<td>depart USA</td>
<td>1000</td>
<td>arrive, transfer to hotel</td>
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<tr>
<td>30</td>
<td>m</td>
<td>Athens</td>
<td>0900</td>
<td>Agora, Temple of Hephaistos</td>
</tr>
<tr>
<td>31</td>
<td>t</td>
<td>Athens</td>
<td>0900</td>
<td>Theater of Dionysus</td>
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<tr>
<td>June 1</td>
<td>w</td>
<td>Athens</td>
<td>0900</td>
<td>Keramikos, Acropolis</td>
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<tr>
<td>2</td>
<td>th</td>
<td>Athens</td>
<td>0900</td>
<td>Olympeion</td>
</tr>
<tr>
<td>3</td>
<td>f</td>
<td>Athens</td>
<td>0730 hydrofoil</td>
<td>Olymppeion</td>
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<td>4</td>
<td>s</td>
<td>Naplio</td>
<td>0730</td>
<td>National Museum: sculpture,</td>
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<td></td>
<td></td>
<td>vase painting, Mycenaean collecti,</td>
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<td></td>
<td>Thera frescoes.</td>
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<td>Free</td>
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<tr>
<td>5</td>
<td>s</td>
<td>Naplio</td>
<td>0830 bus/taxi</td>
<td>Egina: Temple of Aphaia</td>
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<td></td>
<td></td>
<td></td>
<td>Mycenae: megaron, lion gate,</td>
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<td></td>
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<td></td>
<td>tholos tombs, citadel</td>
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<td>Argos: Theater</td>
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<td>Free</td>
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<tr>
<td>6</td>
<td>m</td>
<td>Naplio</td>
<td>1030 tourbus</td>
<td>Tiryns: citadel, megaron</td>
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<tr>
<td>7</td>
<td>t</td>
<td>Naplio</td>
<td>0900 tourbus</td>
<td>Dendri: chamber tombs</td>
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<td>Epidauros: Theater, Precinct of</td>
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<tr>
<td>8</td>
<td>w</td>
<td>Naplio</td>
<td>0900 tourbus</td>
<td>Naplio Museum, vases and armor</td>
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<td></td>
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<td></td>
<td>Myenea: Temple of Zeus</td>
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<td>Corinth: Temple of Apollo</td>
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<tr>
<td>9</td>
<td>th</td>
<td>Olympia</td>
<td>0800 tourbus</td>
<td>Lerni: House of Tiles</td>
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<td>Bassae: Temple of Apollo</td>
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<tr>
<td>10</td>
<td>f</td>
<td>Olympia</td>
<td>0700 tourbus</td>
<td>Pylos: Palace of Nestor</td>
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<tr>
<td>11</td>
<td>s</td>
<td>Olympia</td>
<td>0900 tourbus</td>
<td>Hora Museum: frescoes, vases</td>
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<td></td>
<td></td>
<td></td>
<td>Olympia</td>
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MEMORANDUM

To: Lou Burnett, Chair, Department of Biology
From: James P. Deavor, Chairman
Subject: Letter of Support for BIOL 314 Immunology
Date: December 5, 1995

The Department of Chemistry and Biochemistry is pleased to support the proposed course CHEM 314 Immunology. The course will enhance the options that our students have to bolster the degree that they receive. This addition to the curriculum would be very welcomed by our biochemistry majors. We might later request to change our degree requirements to make this course available for use as one of the upper division biology courses we require of our biochemistry majors.

The addition of this course will not affect the enrollments in the chemistry department.
An introduction to the definition, history, organization, and structure of domestic and international tourism including the supply of tourism components (transportation, lodging accommodations, entertainment, and recreation) and the demand for travel. Aspects of consumer behavior and marketing will be examined in terms of their relationship to tourism. Additional areas of study include tourism's future including the process of tourism development and the study of ecotourism.

**Prerequisites:**
Junior standing (60 credit hours), BADM 260 (*Introduction to the Hospitality and Tourism*) or permission of the instructor.

**READINGS**

**Required Textbook:**

**Recommended (Optional):**

**Other Required Readings:**
- Handouts.
- Folders of travel and tourism materials will be available in the School of Business & Economics' Intermodal Transportation workroom for student access, photocopying, and loan (*Honor Basis*).
- Material on reserve at the College of Charleston's *Robert Scott Small Library.*
Fall Semester 1995

REFERENCE MATERIALS

Dictionaries:

Fodor's Travel Guides (Complete Set).


Travel and tourism magazines (College of Charleston library, Johnson & Wales University Resource Center, Charleston Country Public Library System)

Books:


Special Collections/Special Sources:

Charleston Metro Chamber of Commerce. Assorted materials. Dates, publishers, authors, and selection will vary.


Johnson & Wales University, Hospitality industry library collections. 701 E. Bay Street, Charleston, SC.

SCPRT (South Carolina Department of Parks, Recreation, and Tourism). Assorted materials. 1205 Pendleton Street, Columbia, SC. 29201

Materials from local (Charleston area) travel agencies.

Magazines/Newsletters:

Annals of Travel Research
Business Travel
Business Travel Management
Business Travel News
Conde Nast Traveler
Consumer Reports Travel Letter
The Cornell Hotel and Restaurant Administration Quarterly
EcoTraveler Magazine
Florida International University Hospitality Review
Go Magazine Published by AAA (American Automobile Association)
International Tourism Reports
Journal of Travel and Tourism Marketing
Assignments:

1. Readings

√ You are expected to complete reading assignments as they are scheduled. Please become familiar with the reading material to be discussed in class. Your familiarity with the material to be discussed in class will help us have interesting and informative class discussions.

√ Write notes in the margins of your book with your thoughts, comments, and questions. We can then use your comments to clarify certain reading passages during class.

2. Written assignments are due at the beginning of the lecture class on the due date for the assignment.

The following guidelines will govern all written assignments:
1. Your name, course number, date.
2. All written assignments, must be TYPEWRITTEN.
3. Proofread (spell check) all written work before submission. Remember, sometimes computer software spellers don't always replace errors with the correct spelling of the intended word(s).

3. Lectures:

√ You are expected to be attentive during lectures, class discussions, lectures of visitors, and field trips. It is recommended that you take notes on material discussed in class. Active participation in class will facilitate your learning. It will also help you earn participation points.

4. Attendance Policy:

√ Students are expected to attend all classes. More than three (3) unexcused absences will result in a failing grade in the class (WA, equivalent to a grade of F). You are responsible for all information discussed during class sessions, speaker presentations, and field trips, regardless of your attendance.

Refer to page 114 in the College of Charleston's Undergraduate Bulletin: 1994-1996.

5. Tests:

√ There will be two tests/examinations. The tests will cover the reading material, field trips, speakers' discussions, and class discussions. The tests will consist of a mixture of short answer questions and short essay questions.

6. Final Examination:

√ There will be a final examination. The examination will be based upon textbook and written assignments, lecture material, class discussions, and student presentations.
8. **Interview**

You are required to interview a representative of the visitor information network (i.e., Chamber of Commerce, Visitor and Convention Bureau, PRT, Travel Agency owner, etc.). You will be expected to summarize your interview findings in written form and present them in class.

9. **Individual Conferences:**

These are advised anytime during the semester when you have a problem/concern or course questions that cannot be answered in class. Do not hesitate to make an appointment if you need assistance. Office hours and office location will be announced in class.

10. **Make-Up Examinations:**

*Students will be allowed to take a make-up examination only in the following instances.*

a. An excused absence from class on the day of the scheduled exam (e.g., personal injury or sickness, family sickness or death)
b. Advanced notification to the instructor, if possible, or notification of the reason for missing the examination within twenty-four (24) hours after the scheduled exam.
c. A make-up examination is taken within seven (7) days of the scheduled examination.

11. **Evaluation (Grading):**

Student achievement in this course will be evaluated by the following measures:

a. Quizzes/Tests (2)  
   40%
b. Final Examination  
   20%
c. Project/Presentation  
   25%
   Paper (15%)
   Class Presentation (10%)
d. Interview/Observation  
   5%
e. Class participation  
   10%
   (Attendance, punctuality, participation)

The examination/quizzes/tests will be based upon readings, written assignments, lecture material, current events, speakers, and class discussions.

12. **Review of grades:**

Your grade will be reviewed if a written statement defining the possible error is submitted to me within five (5) school days after the particular work is returned. The original work must be attached to any submission requesting a grade change.
### Course Calendar

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>READING ASSIGNMENT</th>
<th>WRITTEN ASSIGN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1 8/24</td>
<td>Course Information/Intro Syllabus</td>
<td>Syllabus Newspapers/Magazines (Look for current events)</td>
</tr>
<tr>
<td>Week #2 8/29, 8/31</td>
<td></td>
<td>Locate a travel/tourism article in 2 magazines/newspapers and summarize in 1/4 page each.</td>
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<tr>
<td>Week #3 9/5, 9/7</td>
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<td>Week #4 9/12, 9/14</td>
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<td>Week #5 9/19, 9/21</td>
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<tr>
<td>Week #6 9/26, 9/28</td>
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<tr>
<td>Week #7 10/3, 10/5 10/4 Last Day to Withdraw With a Grade of &quot;W&quot;</td>
<td>Chapter 7, pp. 206-263</td>
<td>Test #1 (Ch 1-7)</td>
</tr>
<tr>
<td>Week #8 10/10, 10/12</td>
<td>Chapter 8, pp. 263-285</td>
<td>Chapter 9, pp. 285-306</td>
</tr>
<tr>
<td>Week #9 10/17, 10/19</td>
<td>Chapter 9, pp. 285-306</td>
<td>Submit Outline and References</td>
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<td></td>
<td>Chapter 10, pp. 307-340</td>
<td>Interview</td>
</tr>
</tbody>
</table>
EDFS 105: Education in Contemporary Society


PREREQUISITE: None

CREDIT: Three (3) undergraduate hours

SCOPE: This course provides an introduction to (1) the nature of schools and their governance, (2) issues involved in teaching and becoming a teacher, and (3) how children and youth learn and develop. Participants observe and participate in service learning projects in a variety of educational settings (preschool, elementary schools, middle schools, high schools, and special education environments). Discussions and other learning activities related to historical and current issues in education assist participants in developing a better understanding of young people, education, and the nature of the teaching profession.

OBJECTIVES: Upon successful completion of the course, participants should be able to:

1. describe the history of education in our state and nation;
2. discuss the purposes and educational objectives of public and private educational institutions;
3. discuss current local, state, and national educational issues, the reasons why and how schools must continue to change, and the role teachers play in facilitating change;
4. describe how teaching can be both a science and an art;
5. identify and apply a variety of methods to deliver effective and creative lessons;
6. explain barriers to learning and ways to motivate students;
7. describe the characteristics, backgrounds, and subject knowledge of effective teachers;
8. state broad physical, cognitive, linguistic, moral, emotional, and social developmental characteristics from birth to age 18;
9. discuss the importance of self-esteem and self-perception relative to how an individual works and accomplishes personal goals;
10. describe characteristics, needs, and services available for specially challenged students;
11. use self-assessment and reflection from others to identify characteristics and communication styles related to the teaching profession; and

12. discuss the importance of teachers having and using a multicultural perspective.

**LEARNING ACTIVITIES/REQUIREMENTS**

**Reading and Class Participation:** (10%) Read assignments from the textbook and other designated materials, attend class, and participate in learning activities.

**Writing Assignments:** (20%) Complete a variety of writing assignments such as "Who am I?", "Self-fulfilling Prophecy and the School," "Technological and Social Changes," "Case Study of a Typical Adolescent," "Barriers to Education," "Changes that Failed," "Outline of a High-Tech Future," "Teacher Recruitment Advertisement," and "Where Do I Go From Here?"

**Field Experiences:** (20%) Observe a minimum of three hours in a school, participate in schools by working with a cooperative teacher, prepare and teach one unit, and report on the observation of a student group.

**Presentations:** (20%) Report and present the results of an observation conducted on a student with special needs, design and teach a model PET (Program for Effective Teaching) lesson, conduct a presentation on the history of education, participate in a simulated teacher-interview, and participate in a debate concerning controversial issues in education.

**Tests:** (30%) There is a minimum of a midterm and final examination. These assessments include comprehensive surveys in addition to other test items which evaluate objectives and other course components.

**ASSESSMENT CRITERIA**

The policies and procedures for grading, attendance, make-up work, and use of APA (American Psychological Association) style conform to the School of Education's "Policies and Procedures" (attached). Students with absences in excess of 15% of scheduled classes will be asked to withdraw from the course. A grade of B or above is required for course credit.

**SCHEDULE**

This course is designed primarily for use with the Teacher Cadet Program in high schools. Therefore the typical high school organizational schedule and structure is followed: approximately 180 hours of direct instruction over a period of 36 weeks.
Policies & Procedures

1. Grading Criteria: The following criteria are used for the assignment of interim and final grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83% - 87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74% - 77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D</td>
<td>70% - 73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>&lt;69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

(Please note that C is the lowest passing grade for graduate students.)

2. Attendance: Class attendance is an expected behavior. Students are responsible for all content and assignments for each class. If, for serious personal or medical reasons, several classes are missed, the instructor should be informed of the reason. A student may be dropped from a course for excessive absences (i.e., missing two sessions of classes which meet once each week; missing four sessions of classes which meet twice each week; and, missing six sessions of classes which meet three times per week).

3. Make-up Examinations and Quizzes: If the course instructor determines that a quiz or examination (other than the final examination) was missed for a legitimate reason, a make-up may be administered. It is the responsibility of the student to make arrangements for the make-up. This is to be done as soon as possible after the missed examination/quiz.

4. Due Dates: Due dates for course assignments, as well as scheduled quizzes and examinations, are listed in the course calendar or are announced in class. Consequences related to late material are determined by the instructor.

5. Dead Week: The week preceding final examination week is one during which instructors concentrate on "closure" activities. Therefore, during that week no quizzes or examinations will be given, nor will major papers or projects be due.

6. Final Examinations: The final examination for each course will be administered during the period scheduled for final examinations. (Undergraduate students who have more than two final examinations scheduled on the same day may arrange for an alternate time for one examination through the Office of the Undergraduate Dean.)

7. Research Papers: Papers will be typewritten (wordprocessed) using the style of the Publication Manual of the American Psychological Association (1983). (Particular attention should be given to pages 169-192: Theses, Dissertations, and Student Papers.)

8. Practicum Requirements: Specific requirements are outlined by each individual instructor if a practicum is a course requirement. Professional conduct is assumed and absences or tardiness will not be tolerated. Confidentiality of pupil information is of utmost importance. Do not discuss pupils in your practicum assignment outside of the professional environment (and that environment does not include the teachers’ lounge). Do not use the actual names of pupils in written reports or materials submitted to your instructor. Please contact your instructor if you need further clarification in this area.

(VER0792)
MEMORANDUM

TO: Lou Burnett, Chair, Department of Biology
FROM: James P. Deavor, Chairman
SUBJECT: Letter of Support for a Minor in Biology
DATE: October 5, 1995

The Department of Chemistry and Biochemistry is pleased to support the proposed minor in biology. The minor will enhance the options that our students have to bolster the degrees that they receive. This addition to the curriculum would be very welcomed by our biochemistry majors.

While some upper level biology courses have a chemistry prerequisite it is our opinion that the proposed minor will minimally affect the enrollments in the Department of Chemistry and Biochemistry. Those students who begin a major in biology and decide to change majors, and thus get a minor in biology, would have most likely already completed the chemistry prerequisites. Geology majors who opt for the biology minor would be taking chemistry prerequisite courses anyway for their major. Our small enrollment increase would come from the non-science majors who would opt for the biology minor. This pool of students would probably be education or psychology majors. The number of these students would most likely not be a great number. Only our introductory level courses would be affected.
MEMORANDUM

TO: Trisha Folds-Bennett, Chair, College Curriculum Committee
FROM: William Golightly, Chair, Mathematics Department
DATE: October 20, 1995
RE: Minor in Biology

The Mathematics Department supports the Minor in Biology at the College of Charleston, and expects the impact on the Mathematics Department to be relatively small. The impact would only be in a few students taking four hour courses, Math 111 or 120, instead of three hour courses. This could cause a shift in our offerings between three hour courses and four hour courses but the cost would be very small. The students who minor in biology and major in some other science are probably already taking Math 111, and, in some cases, Math 120, so there would be no impact from those students. The impact would only be from students who major in a non-science area and minor in biology.

cc: Lou Burnett