

MEMORANDUM

TO: Undergraduate Curriculum Committee
FROM: Ron Kaufmann, Associate Dean
DATE: October 22, 2015
RE: Materials for Undergraduate Curriculum Committee Meeting 10/27/15
Salomon Lecture Hall, 12:15-1:15 pm

Agenda

- 1) Announcements
 - a. Extra meeting (Nov. 10, Dec. 1?) vs. extended meetings?
 - b. Role of UCC members in department submissions

- 2) Old Business
 - a. Non-Expedited Actions
 - i. HIST 395 – Public History (pp. 3-14)

- 3) New Business
 - a. Expedited Actions
 - i. ENVI 499 – Independent Study (pp. 15-17)
 - ii. MARS 499 – Independent Study (pp. 18-19)
 - iii. MATH 499 – Independent Study (pp. 20-22)
 - iv. PHIL 499 – Independent Study (pp. 23-24)
 - b. Non-Expedited Actions
 - i. BIOL 294 – Special Topics (pp. 25-27)
 - ii. COMP 310 – Operating Systems (pp. 28-30)
 - iii. HIST course renumbering (pp. 31-45)
 - iv. HUMN program changes (pp. 46-53)
 - v. MUSC course changes (pp. 54-74)
 - vi. NEUR 305 – Cellular and Molecular Neuroscience (pp. 75-86)
 - vii. POLS course changes (pp. 87-115)
 - viii. POLS 355 – Politics in Europe (pp. 116-117)
 - ix. POLS 377 – Regional Security (pp. 118-119)
 - x. THEA 205 – Creative Mind (pp. 120-124)

- 4) Informational Memo from Writing ATF (p. 125)

- 5) Old Business
 - a. Proposal for change to language in written literacy for the Core Curriculum (pp. 126-127)

6) New Business

a. ATF Reports

- i. ATF Report Submission Letter (p. 128)
- ii. Artistic Inquiry (pp. 129-130)
- iii. Ethical Inquiry (pp. 131-135)
- iv. Oral Communication (pp. 136-138)
- v. Writing (pp. 139-141)
- vi. Diversity, Inclusion and Social Justice (pp. 142-146)
- vii. Quantitative Reasoning (pp. 147-149)

7) Adjournment

**Public History
History 395**

Spring 2016

Th. 6-8:50, Shiley 130

Office Hours: T 9-2, or by appt.

Web page: <http://www.sandiego.edu/~colinf/>

Professor: X

Office: Peace and Justice 279

(619) 260-4039

INTRODUCTION: Public history has two primary meanings. First, public history refers to the history work that goes on outside the academy. Public historians typically work in museums, libraries, national and state parks, and tourist sites. Second, public history refers to the ways in which the public (a nation, a minority group, a neighborhood) makes meaning by creating and maintaining a sense of the past.

In this class, we will learn about the work of public historians and the functioning of public history institutions. We will do this by visiting public history sites around San Diego (Old Town, the Cabrillo National Monument, Chicano Park, the Women's History Museum, the Lambda Archives, and the San Diego Chinese Historical Museum) and engaging in a service project. But we will also ask some big questions: what is the difference between history and memory? How do communities publicly remember the past? How has public memory changed over time? What is the relationship between official public commemoration and the cultural construction of ethnic, regional, sexual, and neighborhood identities? How have underrepresented groups challenged "official" or hegemonic memory?

LEARNING OUTCOMES:

This course will satisfy our three history department outcomes:

Outcome 1 (Knowledge): Majors can identify significant causes of a given event or historical process and can situate events, ideas, or cultural practices within a larger historical context.

Outcome 2 (Writing): Majors can write thesis-driven papers that are clear, grammatically correct, well documented, well organized, and expressive of complex thought.

Outcome 3 (Critical Thinking): Majors can make a logical and convincing historical argument that is substantiated by primary sources and situated in existing secondary literature.

This course will satisfy these additional course-level outcomes:

- 1) Students can articulate the difference between history and memory as well as describe the unique role of public historians.
- 2) Students can give multiple examples of how memory is mobilized to construct identity.
- 3) Students will understand the role of various media (tourist destinations, film, music, monuments, etc.) in constructing a collective past.
- 4) Students will learn some of the skills of the public historian by working on a community service learning/internship project at a public history site in San Diego.

ASSIGNMENTS: This class is a seminar, which means that students are more responsible than in a lecture class for the success or failure of our endeavor. As a student in this class, your responsibilities are as follows: attendance at lectures; participation in discussion; the completion of all assigned readings and the viewing of all assigned films and documentaries; the completion of several thoughtful response papers; participation in field trips; and participation in a community service learning/internship project.

GRADING:

- Attendance and Participation: 20% of grade
- Exams: 20% of grade
- Small papers and projects: 20% of grade
- Service Learning Project: 20% of grade
- Final Paper: 20% of grade

GRADING SCALE: 100-97% = A+; 96-93% = A; 92-90% = A-; 89-87% = B+; 86-83% = B; 82-80% = B-; 79-77% = C+; 76-73% = C; 72-70% = C-; 69-67% = D+; 66-63% = D; 62-60% = D-; 59% - BELOW = F

Unexcused late work will be penalized one third of a grade each day late, including weekends. I excuse late work only in the case of sickness (please bring a letter from a doctor or RN) or a serious family emergency.

There will be no makeup exams.

ABSENCES: Regular attendance is critical to success in this class. I take attendance, and unexcused absences will effect your grade. If you are sick or there is a family emergency, email or call me prior to class.

ACADEMIC COMMUNITY: I consider my students members of an intellectual community. You will be rewarded for participating in and contributing to this community. You will be penalized if you disrupt this community. Disruptions include treating other students with disrespect, ringing cell phones, coming to class late, exchanging notes, and/or chatting with other students about material not related to class.

LEARNING DISABILITIES: If you have special needs due to a learning disability, please see me. I am happy to work with you.

WRITING: Writing is a difficult skill to master, but it is also a skill that our society rewards. Your struggle to become a better writer is an investment in your future. If you have trouble writing, address your difficulties now. Come see me during my office hours, or make an appointment with the Writing Center for free one-on-one counseling. The Writing Center is located in Camino Hall, Room 125 -- (619) 260-4581. Also be sure to read my handout, "How to Write A Great History Paper," which is available on my links for student writers web site. It is also worth your time to read the short writing handbook, William Strunk, Jr. and E.B. White, *The Elements of Style*, also available on my web site. For a helpful handbook on writing history papers, see Richard Marius, *A Short Guide to Writing About History*, rev. ed. (New York: Longman, 1999).

ACADEMIC HONESTY: Academic dishonesty is a serious offense that can result in an "F" on an assignment, an "F" in the class, and even expulsion from USD. Read the statement on academic dishonesty in the student code, at <http://sa.sandiego.edu/studentcode.html>. Please sign the Academic Integrity Pledge on all work: "I have neither given nor received unauthorized assistance on this examination."

Plagiarism is the stealing of another author's words or ideas. Plagiarism includes: directly copying from a secondary source (a textbook, a documentary video, or a web page) without the use of both quotes and a citation; presenting someone else's argument, idea, or concept as your own (that is, without crediting the original author); or making minor word changes to a secondary source, even with proper citation (there is an important difference between making minor word changes and paraphrasing, that is restating someone else's idea in your own words).

The root of most academic dishonesty is lack of confidence. If you are having a problem with your research/writing, do not hesitate to come and see me.

REQUIRED TEXTS

Kropp, Phoebe S. *California Vieja: Culture and Memory in a Modern American Place*. University of California Press. (ISBN: 0520243641)

Linenthal, Edward T. *Preserving Memory: The Struggle to Create America's Holocaust Museum* (ISBN: 0140245499)

Benjamin Filene, *Romancing the Folk: Public Memory and American Roots Music* (The University of North Carolina Press, 2000). (ISBN: 080784862X)

David W. Blight, *Beyond the Battlefield: Race, Memory, and the American Civil War* (University of Massachusetts Press, 2002). (ISBN: 1558493611)

Cathy Stanton, *The Lowell Experiment: Public History in a Postindustrial City*
(University of Massachusetts Press, 2006). (ISBN: 9781558495470)
Ari Kelman, *A Misplaced Massacre: Struggling over the Memory of Sand Creek*

9/2 Introduction – What is Public History?

View: Maya Lin: A Strong Clear Vision

Read: Michael J. Devine, “Education of A Public Historian: Thoughts on Public History and Professional Wrestling.”

Read: Robert Weible, “Defining Public History: Is it Possible, Is It Necessary.”

Reading: David Thelen, “Memory and American History,” *The Journal of American History*. March 1989 75(4): 1117-1129.

9/9 Remembering Southern California and Public History Internships

Read: Kropp, Phoebe S. *California Vieja: Culture and Memory in a Modern American Place*, TBA

9/16 Remembering Southern California, II

Reading: Kropp, Phoebe S. *California Vieja: Culture and Memory in a Modern American Place*, TBA.

Assignment #1: go visit Old Town and Chicano Park – how would Kropp interpret these two sites of public memory? Your paper should be 3-5 pages in length. It should be thesis driven, well organized, and well written.

9/23 Slavery and the Politics of American Memory

Reading: David W. Blight, *Beyond the Battlefield: Race, Memory, and the American Civil War*, TBA.

9/30 The Holocaust and the Politics of American Memory

Reading: Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum*, TBA.

10/7 Fieldtrip: Visit to the San Diego History Center

10/14 Midterm

10/21 Memory, Native American History, and the National Parks

Reading: Ari Kelman, *A Misplaced Massacre: Struggling over the Memory of Sand Creek*, TBA

10/28 Fieldtrip: Visit to the San Diego Mission and Cabrillo National Monument

11/4 Your Choice

Reading: Choose one of the books in the bibliography (or another book that addresses memory – but get my permission first). Write a three to five-page review and be prepared to discuss your book in class. Your review should state the thesis of the book, summarize the content of the book, and then evaluate the quality of the thesis/content.

11/11 Memory and Music

Reading: Benjamin Filene, *Romancing the Folk: Public Memory and American Roots Music* (The University of North Carolina Press, 2000), TBA

11/18 Radical Public History

Reading: Cathy Stanton, *The Lowell Experiment*, TBA.

11/25 Thanksgiving Holiday

12/2 Presentations

12/9 Presentations

12/17 Final Exam

Potential Research Papers: How do Polish cultural institutions remember/forget the Holocaust? How is the United States Holocaust Memorial Museum similar to or different from Israel's Yad Vashem Holocaust Memorial? How have the Chinese state and dissidents struggled over the memory of the Tiananmen Square massacre? What is the history of the Manzanar National Historic Site? How have South Africans remembered history at District Six or at Robbins's Island? What is the nature of the conflict over the memory of the Alamo? What role did historical memory play in the Balkans conflict during the 1990s? How have Lakota and the National Park Service determined the meaning of Mt. Rushmore? How has the Vietnamese national memorialization of Ho Chi Minh changed over time? How do people in New Orleans remember Hurricane Katrina?

The best research projects draw from your own personal experience.

Bibliography on Public History and Memory:

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- Archibald, Robert R. 1999. *A Place to Remember: Using History to Build Community: Using History to Build Community (Aaslh Series)*. AltaMira Press.
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| | A | B | C | D/F |
|-----------|---|--|---|--|
| Thesis | Easily identifiable, plausible, novel, sophisticated, historical, insightful, crystal clear thesis. | Promising, but may be slightly unclear, slightly too broad, or lacking in insight or originality. | May be unclear (contain many vague terms), overly broad, not historical, unoriginal, or offer relatively little that is new; provides little around which to structure the paper. | Difficult to identify, if it exists at all. |
| Structure | Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences. | Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences. | Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences. | Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences. |
| Logic and | All ideas in the paper | Argument of paper is clear, | Logic may often fail, or | Ideas do not flow at all, |

| | | | | |
|------------------------|--|--|--|---|
| Argumentation | flow logically; the argument is identifiable, reasonable, and sound. Counterarguments in the historiography are acknowledged and where possible refuted. | usually flows logically and makes sense. Some evidence that counterarguments acknowledged, though perhaps not addressed. | argument may often be unclear. May not address counterarguments. May contain logical contradictions. May contradict thesis. | usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Many logical contradictions, or simply too incoherent to determine. |
| Evidence | Primary source information used to buttress every point with at least one example. Examples support topic sentences and fit within paragraph. Excellent integration of quoted material into sentences. Excellent integration of secondary sources. | Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotations well integrated into sentences. Above average integration of secondary sources. | Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. | Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Evidence is not cited. |
| Research and Knowledge | Paper demonstrates a thorough, nuanced understanding of the topic. Author has read relevant secondary and primary sources. | Author understands fundamental issues pertinent to the topic, but may miss nuance. Author has missed significant secondary sources and done little work with primary sources. | Author does not fully grasp their topic or their understanding lacks depth. Research was clearly rushed. No incorporation of primary sources. | Author shows little or no familiarity with fundamentals of topic or relevant secondary literature. |
| Mechanics | Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors; absolutely no run-on sentences or awkward constructions; limited or no use of the passive voice. Fluent expression with moments of elegance, variation in syntax, sophisticated range of vocabulary, effective word/idiom choice and usage. | Sentence structure, grammar, and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors; may have a couple of run-on sentences, sentence fragments, or other awkward constructions; a couple of sentences in the passive voice. Appropriate syntax, adequate range of vocabulary, occasional errors of word/idiom choice and usage by meaning not obscured | Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation and spelling. May have several run-on sentences or fragments; more than a couple of sentences are in the passive voice. Non-fluent, limited range of vocabulary, frequent errors of word/idiom choice and usage, meaning confused or obscured. | Big problems in sentence structure, grammar, and diction. Frequent major errors in punctuation and spelling. May have many run-on sentences and comma splices; abundant use of the passive voice. Inappropriate syntax, little knowledge of vocabulary, idioms OR not enough to evaluate. |
| Citation | Paper consistently and effectively documents use of secondary and primary sources using Chicago Style. | Author's cites primary and secondary sources, but method of citation is inconsistent. | Author is sloppy and careless in documentation of sources. | Author fails to document sources or plagiarizes. |

Adapted from Jarbel Rodriguez, SFSU



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MEMORANDUM

To: Dr. Ron Kaufmann and Members of the CAS UCC

CC:

From: Dr. Michel Boudrias, Department Chair

Date: 10/21/2015

Re: Change to number of units in Independent Study courses in our department

Please find herein Course Proposal Action Sheets requesting a change in units for our two upper division Independent Study courses: MARS 499 (for Marine Science majors) and ENVI 499 (for Environmental Studies majors).

We are requesting a change in the number of units allowed for registration in MARS/ENVI 499 from 1-2 units (as currently stated in the course catalog) to 1-3 units. This change will align our Independent Study course with our other upper division courses in Research (MARS/ENVI 496) and Internship (MARS/ENVI 498), which both allow students to register for between 1-3 units as deemed appropriate by their Faculty advisor.

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/20/15

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Spring 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Independent Study

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Independent Study

c. New Course Information

Department Code ENVI

Lecture Contact Hours _____

Credit Hours 1-3

Lab Contact Hours _____

Course Number 499

Other Contact Hours 1-3

d. Catalog Course Description (if new or changed)

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly meeting. The student will be required to submit a written report.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 5 / 0 / 3

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/20/15

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Spring 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Independent Study

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Independent Study

c. New Course Information

Department Code MARS

Lecture Contact Hours _____

Credit Hours 1-3

Lab Contact Hours _____

Course Number 499

Other Contact Hours 1-3

d. Catalog Course Description (if new or changed)

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly meeting. The student will be required to submit a written report.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 5 / 0 / 3

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Department Report Form

*adjust the space needed for each section on this word document as necessary

1. Rationale

Provide a brief rationale for the change/deletion/addition/revision of this course

This will provide more flexibility for students and faculty who wish to undertake independent study. Students could still do a full three units of independent study, but they could also undertake a smaller project for fewer units.

Sometimes students undertake an independent study to substitute for a course that is not offered that semester. If the course has fewer than three units, it would be helpful for the students to be able to take an independent study course for fewer than three units.

This change also brings the units for independent study in Math in line with the units for independent study in computer science, which is currently 1-3 units.

2. Impact

a. Discuss the likely effects on both department curriculum and curricula of other departments.

There will be no effect on the curricula of other departments. There is also no effect on the curriculum of our department other than the increased flexibility for students.

b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes.

No

c. Will this change have any staffing/budgetary impact? If yes, provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

No

d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change? No

e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways? No

3. Syllabus - Attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

This does not apply to this course. This is independent study.

Course Proposal (new or changes) Action Sheet

1. Today's Date ___October 13, 2015_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

change in units to an existing course

Effective Term: (list preferred semester/year) ___Fall 2015_____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Independent Study

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Independent Study

c. New Course Information

Department Code _MATH_

Credit Hours _1-3_

Course Number _499_

Lecture Contact Hours _____

Lab Contact Hours _____

Other Contact Hours _Various_

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
 Same as weekly contact hours
 Percent of weekly contact hours (specify): _____
 Based on enrollment (specify): _____
 Team taught, full load
 No load
 Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? N

Prerequisites? (Y/N); If Y, list prerequisite courses N

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? N

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): N

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N) **Y**

8. Department vote (# Yes/ # No/ # Abstentions) 15 / 0 / 0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ Friday, October 2, 2015

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Independent Study

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Independent Study

c. New Course Information

Department Code ___Phil___

Lecture Contact Hours variable___

Credit Hours ___1-3___

Lab Contact Hours ___variable___

Course Number ___499___

Other Contact Hours ___variable___

d. Catalog Course Description (if new or changed)

Individual study and written research working in close collaboration with a faculty advisor.
Consent of instructor and of the department chair are required for registration.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses _____N_____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N) Y

8. Department vote (# Yes/ # No/ # Abstentions) 11 / 0 / 4

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____



BIOLOGY DEPARTMENT

Shiley Center for Science and
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San Diego, CA 92110-2492
P: (619) 260-4081
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Memorandum

To: Ron Kaufmann, Chair, Undergraduate Curriculum Committee

From: Michael Mayer, Chair, Biology Department

Date: October 15, 2015

Re: Creation of new course: Biology 294—Topics in Biology

Departmental Report Form

Rationale

It is useful for any program to have a lower-division special topics course, which is usually given the number 294.

--Special Topics designations are convenient for courses to be offered only once, or are being piloted for the possibility of addition into the permanent curriculum.

--Departments are often are asked to allow the transfer of courses that do not exist in their program, but the Registrar needs some place to put them, usually a 294 slot.

--As the Core is revised, it is certain that students will transfer courses to USD that do not meet the Learning Outcomes of approved lower-division Core courses; again, we need a place to put these courses.

Impact

Will provide added flexibility to our curriculum as described above, no impact on the curriculum of any other department.

Will not have any impact on major or minor in Biology.

Will have no budgetary or staffing impact.

Will have no foreseeable impact on any other department.

Will have no foreseeable impact on enrollment; this is largely a bookkeeping convenience.

Attachment: Course Proposal Action Sheet

Course Proposal (new or changes) Action Sheet

1. Today's Date ___October 15, 2015_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____Spring 2016_____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics in Biology

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in Biology

c. New Course Information

Department Code ___BIOL___

Lecture Contact Hours ___TBA___

Credit Hours ___1-4___

Lab Contact Hours ___TBA___

Course Number ___294___

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

An evaluation of selected topics in the biological sciences. May be repeated if topic changes.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- Variable format
- Lecture
- Lab
- Lecture/Lab
- Seminar
- Recitation
- Internship
- Independent Study
- Performance
- Field Experience
- Practicum
- Research/Thesis/Dissertation
- Community Service Learning

5. Course Designation (check all that apply)

- Core (include Core proposal form)
- Honors
- Writing (include W course proposal form)
- Diversity (include D course proposal form)
- Other _____

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) ___depends on amount of course credit and whether a lab is involved_

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses _____N_____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____N_____

Will the linked course be deleted? N

Core curriculum requirement met, if any (D, W): ___N___

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (Y)

8. Department vote (# Yes/ # No/ # Abstentions) 14 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Department Report Form

1. Rationale

COMP 310 is course on Operating Systems. In addition to learning principles of operating system design (e.g. process management, file systems, caches), students also undertake substantial course projects that include modifying existing operating systems. While the lecture period is enough to cover principles, an additional lab component is necessary to allow for in-depth coverage of practical components of Operating Systems.

This proposal is to add a weekly, 1 hour and 20 minute lab session to the course. The goal of this lab session is to introduce students to the tools and techniques used to implement real world operating systems.

2. Impact

- a. **Curricular impacts on our department and others:** This change does not affect the number of courses in our curriculum nor does it change the pre-requisite structure. It should therefore have minimal impact.
- b. **Impact major or minor requirements?** COMP 310 is required only for CS majors. Because of the increase from 3 to 3.5 units, majors will have to take 0.5 more units overall.
- c. **Staffing/budgetary Impact:** None outside of the 1 unit increase of teaching credit for the instructor of the course.
- d. **Impact on other departments:** Again, as this course is not required outside of the CS major, the impact to other departments should be minimal.
- e. **Impact on student enrollment numbers?** The proposed change is not expected to impact the number of enrolled students.

3. Syllabus

See attached document for a draft syllabus.

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ October 6, 2015 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) __Spring 2015__

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Operating Systems

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Operating Systems

c. New Course Information

Department Code __COMP__

Credit Hours __3.5__

Course Number __310__

Lecture Contact Hours __3__

Lab Contact Hours __1 hr, 20m__

Other Contact Hours __0__

d. Bulletin Course Description (if new or changed)

Unchanged...

e. Grading Mode(s) (check all that apply)

- Standard
 P/F
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input checked="" type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form) Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____ 4 _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? NO _____

Prerequisites? (Y/N) if Y, list prerequisite courses COMP 280 _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N) If Y, with what course? NO _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N) NO

8. Department vote (# Yes, # No, # Abstentions) Yes:13, No: 0, Abstained: 1

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

HISTORY
DEPARTMENT REPORT FORM
History 200-level classes

Course number changes:

HIST 210 to HIST 155 Topics in History, Literature, and Film
HIST 220 to HIST 115 Topics in War and Peace in Historical Perspective
HIST 230 to HIST 135 Topics in the History of Culture and Identity
HIST 240 to HIST 145 Topics in Urban History
HIST 250 to HIST 150 Topics in Comparative History
HIST 260 to HIST 160 Topics in the History of Science and Technology
HIST 280 to HIST 180 Great Moments in Time

1. Rationale

We seek to change our HIST 200 topics courses to HIST 100 topics courses. We find that both students and their advisors remain confused about 200-level classes, mistakenly thinking they are either (a) more difficult than 100-level courses, or (b) upper-division rather than lower-division courses. As a result, these courses have experienced lower enrollment than 100-level courses since their adoption in 2011-12.

2. Impact

This change will not affect the history department curriculum, but it will affect the curriculum of the Interdisciplinary Humanities Program. The program director has been notified and will make the necessary bulletin changes.

This change will not impact the requirements for the major or minor.

It will not have staffing/budgetary impact.

It will not impact other departments.

It will not impact student enrollment numbers.

3. Syllabus

These courses have already been approved by the Curriculum Committee.

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action Renumber HIST 210 to HIST 155

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics in Hist, Lit, Film

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in History, Literature, and Film

c. New Course Information

Department Code HIST

Credit Hours 3

Course Number 155

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action **Renumber HIST 220 to HIST 115**

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
- No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
- Change in course #
- Change in course title (editorial only)
- Change in course pre-requisite(s)
- Deletion of course(s)
- Addition of new course
- Revision of existing course
- Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics in War and Peace

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in War and Peace in Historical Perspective

c. New Course Information

Department Code HIST

Credit Hours 3

Course Number 115

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
- P/F Only
- Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action Renumber HIST 230 to HIST 135

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics Hist Culture & Identity

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in the History of Culture and Identity

c. New Course Information

Department Code HIST

Credit Hours 3

Course Number 135

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action Renumber HIST 240 to HIST 145

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics Urban History

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in Urban History

c. New Course Information

Department Code HIST

Lecture Contact Hours 3

Credit Hours 3

Lab Contact Hours _____

Course Number 145

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action Renumber HIST 250 to HIST 150

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
- No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
- Change in course #
- Change in course title (editorial only)
- Change in course pre-requisite(s)
- Deletion of course(s)
- Addition of new course
- Revision of existing course
- Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Topics Comparative History

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in Comparative History

c. New Course Information

Department Code HIST

Lecture Contact Hours 3

Credit Hours 3

Lab Contact Hours _____

Course Number 150

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
- P/F Only
- Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action Renumber HIST 260 to HIST 160

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
- No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
- Change in course #
- Change in course title (editorial only)
- Change in course pre-requisite(s)
- Deletion of course(s)
- Addition of new course
- Revision of existing course
- Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

History of Science and Tech

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Topics in the History of Science and Technology

c. New Course Information

Department Code HIST

Credit Hours 3

Course Number 160

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

e. Grading Mode(s) (check all that apply)

- Standard
- P/F Only
- Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/6/15

2. Course Action Renumber HIST 280 to HIST 180

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Great Moments in Time

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Great Moments in Time

c. New Course Information

Department Code HIST

Credit Hours 3

Course Number 180

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Add the following:

Repeatability: Yes (Can be repeated for Credit)

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? ____N_____

Prerequisites? (Y/N); If Y, list prerequisite courses ____N_____

Is this course linked with another course (e.g., lecture and lab)? (N)

If Y, with what course? ____N_____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

**INTERDISCIPLINARY HUMANITIES
DEPARTMENT REPORT FORM**

Old:

Lower-Division Preparation

Six units of lower-division history from HIST 102, 103, 108, 109, 110, 116, 117, 118, 120, 125D, 126D, 130, 140, 170, 171, 200, 210, 220, 230, 240, 250, 260, 280.

New:

Lower-Division Preparation

Six units of lower-division history from HIST 102, 103, 108, 109, 110, 115, 116, 117, 118, 120, 125D, 126D, 130, 135, 140, 145, 150, 155, 160, 170, 171, 180.

1. Rationale

We seek to change our lower-division requirements to align with the course number changes made by the History Department.

2. Impact

This change will affect neither the program curriculum nor the curricula of other departments.

This change will not impact the requirements for the major or minor.

It will not have staffing/budgetary impact.

It will not impact other departments.

It will not impact student enrollment numbers.

INTERDISCIPLINARY HUMANITIES DEPARTMENT REPORT FORM

The Interdisciplinary Humanities Program seeks to eliminate the following concentrations in the major: "European Studies" and "Asian Studies." Students will major in the traditional "Humanities" concentration.

1. Rationale

The Humanities concentration in the Interdisciplinary Humanities Major dates from the program's start in 1987. Most majors choose this track because of its flexibility and variety.

The European Studies and Asian Studies concentrations, meanwhile, were added to the program in the late 1990s at a time when the dean was unwilling to create "area studies" programs to be housed in Languages & Literatures Department. Very few students choose these options.

In 2014, the Program Review Team noted the weak enrollments in both the Asian and European Studies concentrations. They noted that Asian Studies requires a fourth semester of an Asian language and a total of 49 units, rather than the 46 units required in the Humanities concentration. European Studies has the same problem, requiring 9 units more than the traditional Humanities concentration (55 rather than 46).

External reviewers, together with the program director, recommended the elimination of these concentrations. The Advisory Committee discussed these issues in a September 11, 2015, meeting and voted in favor of the removal of both the European and Asian Studies concentrations (7-0-0).

It is hoped that the faculty involved in the Asian Studies Minor will consider creating a stand-alone major that is not "buried" in the Interdisciplinary Humanities Program.

2. Impact

This change will affect the program curriculum but not the curricula of other departments.

This change will not impact the requirements for the major or minor.

It will not have staffing/budgetary impact.

It will not impact other departments.

It will not impact student enrollment numbers.

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/8/15

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
- No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
- Change in course #
- Change in course title (editorial only)
- Change in course pre-requisite(s)
- Deletion of course(s)
- Addition of new course
- Revision of existing course
- Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

c. New Course Information

Department Code _____
Credit Hours _____
Course Number _____

Lecture Contact Hours _____
Lab Contact Hours _____
Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Please see attached Bulletin copy.

e. Grading Mode(s) (check all that apply)

- Standard
- P/F Only
- Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 7 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Interdisciplinary Humanities

PROGRAM DIRECTOR
(NEW NAME HERE)

FACULTY COORDINATORS

Thomas Barton, PhD, History
Brian Clack, PhD, Philosophy
Bahar Davary, PhD, Theology and Religious Studies
Kimberly Eherenman, PhD, Languages and Literatures
Maura Giles-Watson, PhD, English
Florence M. Gillman, PhD, Theology and Religious Studies
Juliana Maxim, PhD, Art History
Marianne R. Pfau, PhD, Music
Atreyee Phukan, PhD, English
Monica Stuft, MFA, Theatre Arts
Michael F. Wagner, PhD, Philosophy
Allison Wiese, MFA, Visual Arts
Irene Williams, PhD, English

“Want Innovative Thinking? Hire from the Humanities.” This was the headline in the *Harvard Business Review* (March 31, 2011). Author Tony Golsby-Smith, argued that people trained in the humanities “have learned to play with big concepts, and to apply new ways of thinking to difficult problems that can’t be analyzed in conventional ways.”

The Interdisciplinary Humanities major encourages creativity, innovative thinking, and the ability to connect complex ideas. Students gain excellent training in communication and presentation skills. They also take the lead in designing their own major, drawing from classes in the following disciplines: Art, English, History, Languages and Literatures, Music, Philosophy, Theatre Arts, and Theology & Religious Studies. ~~Students can also opt for one of the two other tracks in the major, European Studies or Asian Studies, which include options from Political Science and/or Sociology.~~

Humanities Studies

Lower-Division Preparation

Six units of lower-division history from HIST 102, 103, 108, 109, 110, [115](#), 116, 117, 118, 120, 125D, 126D, 130, [135](#), 140, [145](#), [150](#), [155](#), [160](#), 170, 171, [180](#), [200](#), [210](#), [220](#), [230](#), [240](#), [250](#), [260](#), [280](#).

Major Requirements

40 upper-division units in the Humanities disciplines, as follows:

Choose an emphasis from among the following Humanities disciplines. You must take at least 12 units but no more than 18 units in this emphasis:

- Art
- Art History
- English
- History
- Languages and Literatures
- Music
- Philosophy
- Theatre Arts
- Theology and Religious Studies

You must take between 18-24 units in any or all of the humanities disciplines listed above. No more than 9 units may be taken in any one discipline outside your emphasis.

Coursework must include a 1) a Classical studies course, and 2) a Medieval and/or Renaissance studies course as approved by the program director

Coursework must include a two-semester, upper-division senior seminar HUMN 490 (1) and 495W (3)

European Studies

~~Lower-Division Preparation~~

~~Six units of lower-division history from HIST 102, 103, 108, 110, 140, 170, 171.~~

~~A fourth-semester language course (or its equivalent) in French, German, Italian, or Spanish (depending on the upper-division linguistic focus chosen below)~~

~~Two semesters (second-semester or its equivalent) in a second European language (may include Classical Greek or Latin)~~

Major Requirements

Nine upper-division units in French, German, Italian, or Spanish, chosen from the following courses:

~~FREN 300-499~~

~~GERM 301-499~~

~~ITAL 301-499~~

~~SPAN 300-499~~

Nine units in History and/or Political Science, chosen from the following courses:

~~HIST 311, 312, 321, 322, 323, 324, 331, 334, 340, 341, 342, 343, 344, 346, 347, 348, 350, 353, 354, 355, 356, 357~~

~~POLS 355, 362, 363, 364, 365, 372~~

Nine units in English, Philosophy, Theology and Religious Studies, and/or Fine Arts, chosen from the following courses:

~~ARTH 333, 334, 338, 344, 345, 355~~

~~ENGL 312, 366~~

~~MUSC 330, 331, 332, 333W, 441, 442~~

~~PHIL 467, 470, 471, 472, 473, 474~~

~~THRS 354, 355~~

Nine upper-division elective units in the humanities disciplines

Four upper-division units in a two-semester, senior seminar HUMN 490 (1) and 495W (3)

Asian Studies

~~Lower-Division Preparation~~

~~HIST 130~~

~~PHIL 175 OR THRS 112~~

~~Intermediate Mandarin or Intermediate Japanese, or equivalent; or fourth-semester or equivalent in another Asian language~~

Major Requirements

~~Twelve units of Asian civilizations courses chosen from the following courses:~~

~~ECON 337~~

~~HIST 364, 365, 366, 367, 372~~

~~POLS 358, 367, 368~~

~~And/or Asian civilizations courses offered by the languages and literatures department~~

~~And/or appropriate upper-division topics courses in these disciplines.~~

~~Twelve units of Asian cultures courses from the following:~~

~~ENGL 364, ENGL 494 Special Topics: Sanskrit (3)~~

~~MUSC 440~~

~~PHIL 476~~

~~THRS 312, 312, 315~~

~~And/or Asian civilizations courses offered by the languages and literatures department~~

~~And/or appropriate upper-division topics courses in these disciplines.~~

Twelve upper-division units of electives in the Humanities disciplines,

Four upper-division units in a two-semester, senior seminar HUMN 490 (1) and 495W (3)

Humanities Courses (HUMN)

HUMN 490 THESIS PREPARATION SEMINAR (1)

This course precedes the 3-unit HUMN 495W course. In this course, each student will identify a research topic that would integrate and apply his/her interdisciplinary experience in the Humanities major. This topic will lead, in HUMN 495W, to producing a senior thesis (a substantial research paper or a well-researched creative project). Each student will consult with the instructor in identifying and developing a topic; produce a prospectus and a bibliography for the topic; and, as possible, begin

collecting and outlining research material from the bibliography. A class presentation is typically required as well. Prerequisite: Senior or, for December graduates, junior standing in the Humanities major; or approval of the Humanities program director. Fall semester.

HUMN 494 SPECIAL TOPICS IN THE HUMANITIES (3)

Exploration and analysis of selected topics with a specific theme in the Interdisciplinary Humanities.

HUMN 495W SENIOR RESEARCH SEMINAR (3)

In this continuation course to HUMN 490, each student will complete the research phase of his/her thesis project; produce a working outline and at least one substantial draft of the senior thesis or creative project; and revise and finalize the thesis by the end of the semester. A formal presentation of results and highlights from the completed research and initial thesis draft is typically required as well. Spring semester. Prerequisite: HUMN 490.

Date: Oct. 8, 2015

To: Ron Kaufmann, Chair
Undergraduate Curriculum Committee

From: David Harnish, Chair
Music Department

The Music Department proposes the following curriculum revisions in Music. All changes were approved by a vote of the department (6-0-1) on 10/8/15.

1) reinstate MUSC 441

441 Bach, Beethoven, Brahms / 3 UNITS

Three major composers of far-reaching influence. We will study their contributions to solo, chamber, orchestral and vocal genres, and consider their secular music for entertainment at court and in the concert hall, their sacred music for worship and private edification, and their music for the theater stage. Focus will be on musical style characteristics, esthetic principles, philosophical perspectives, and historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course.

Rationale:

The department voted to remove this course in October, 2013 because it had not been offered in years. This removal was subsequently approved by UCC. Due to an oversight, the course was removed from the list of major requirements but the course itself not deleted from the catalogue. Due to subsequent oversight, it was offered in Fall, 2015 as MUSC 441 rather than as a Special Topics course. The instructor now wishes the course to be reinstated as MUSC 441.

Course Action Sheet attached.

2) Renumber MUSC 494 Special Topics in Music Theory/Composition to MUSC 492

Rationale: we currently have two upper-division special topics numbers, 493 for History and 494 for Theory/Composition, which facilitates proper crediting of Special Topics towards major requirements. However, we lack the option to offer Special Topics courses outside of either of these areas. We therefore propose to move Theory/Composition to MUSC 492 and to create a new, generic MUSC 494 Special Topics that can be used to offer courses that fulfill neither category of major requirement.

Course Action Sheet attached.

3) Create a new MUSC 494 Special Topics in Music

Course Action attached.

4) Create a new MUSC 294 Special Topics in Music.

Rationale: We would like the flexibility to offer trial courses at the lower-division level as well as to more easily accommodate certain transfer courses at the lower-division.

Course Action attached.

5) Update the course lists of major requirements to include new courses approved in 2014/15. (Showing revisions to the official 2014-16 catalogue)

5.1) Revision of the Preparation for the major. (Addition of MUSC 106, 151/351, 154/354, 156/356)

Preparation for the Major

All majors are required to complete the following courses (26 units):

| Theory/Composition | | |
|---|--|---|
| MUSC 120 | Fundamentals of Music Theory | 3 |
| MUSC 205 | Class Piano II | 1 |
| MUSC 210 | Aural Skills I | 1 |
| MUSC 211 | Aural Skills II | 1 |
| MUSC 220 | Harmony I | 3 |
| MUSC 221 | Harmony II | 3 |
| History/Culture | | |
| MUSC 130 | Music in Society | 3 |
| Select one of the following: | | 3 |
| MUSC 101D | American Music | |
| MUSC 102D | Jazz | |
| MUSC 103 | Music for the Stage | |
| MUSC 106 | We Shall Overcome: Singing for Justice, Freedom and Peace | |
| MUSC 109 | Introduction to Sound Arts | |
| MUSC 140 | Music in World Cultures | |
| Performance | | |
| Four semesters of individual music lessons (main instrument or voice); and Four semesters of a performance ensemble, to be chosen from the following: | | |
| MUSC 150 & MUSC 350 | Chamber Music Ensembles and Chamber Music | |
| MUSC 151 & MUSC 351 | USD Strings | |
| MUSC 153 | Concert Choir | |

| | |
|--|--|
| & MUSC 353 | and Concert Choir |
| MUSC 154 & MUSC 354 | Opera Workshop |
| MUSC 155 & MUSC 355 | Jazz Ensemble and Jazz Ensemble |
| MUSC 156 & MUSC 356 | Band |
| MUSC 157 & MUSC 357 | Gamelan Ensemble and Gamelan Ensemble |
| MUSC 158 & MUSC 358 | Mariachi Ensemble and Mariachi Ensemble |

Choral Scholars must take [MUSC 152/MUSC 352](#)

5.2) Major with emphasis (Addition of MUSC 336, 441, 322; change of 494 to 492)

The Music Major with Emphasis

The Music Major with Emphasis is suitable for students who wish to pursue a career or advanced study in the music field. The student selects an emphasis in Performance, Music History and Culture, Composition, or Theory. Entrance into the Performance Emphasis requires an audition by the end of the first year of study. Other emphases should be declared by the beginning of the third year of study.

In order to obtain a major in music with emphasis, the student must satisfy the Preparation for the Major requirements as set forth in this course catalog, enroll in at least 25 units of upper division elective courses in Music, and complete the following courses and the emphasis requirement below:

Select two courses from the following: 6

| | | |
|--------------------------|--|---|
| MUSC 330 | Music History I: Antiquity-1600 (Eurpidies-Monteverdi) | |
| MUSC 331 | Music History II: 1600-1830 (Monteverdi-Beethoven) | |
| MUSC 332 | Music History III: 1830-Present (Schubert to Philip Glass) | |
| MUSC 420 | Digital Audio Composition | 3 |

Select two courses from the following: 6

| | | |
|------------------------------|--|--|
| MUSC 310 | Form and Analysis | |
| MUSC 320 | Instrumentation and Contemporary Composition | |
| MUSC 321 | Counterpoint and Schenkerian Analysis | |
| MUSC 322 | Rhythm and Time | |
| MUSC 421 | Interactive Digital Music and Arts | |
| MUSC 424 | Art and the Soundscape | |
| MUSC 494 492 | Special Topics in Music Theory/Composition | |

Select two courses from the following: 6

| | | |
|---------------------------|--------------------------------------|---|
| MUSC 334 | Musical Iconography: Sound and Image | |
| MUSC 336 | Music Therapy | |
| MUSC 340 | Topics in World Music | |
| MUSC 440W | Topics in Ethnomusicology | |
| MUSC 441 | Bach, Beethoven, Brahms | |
| MUSC 444D | The Bebop Era | |
| MUSC 493 | Special Topics in Music History | |
| MUSC 495 | Senior Project | 1 |

5.3) Emphasis requirements (Addition of MUSC 336, 441, 322; change of 494 to 492. Correct the requirements under Composition Emphasis which did not reflect our major as approved by UCC/Academic Assembly.)

Emphases

Performance Emphasis

Individual music lessons of major instrument, voice, or conducting every semester, six of which must be upper division. Entrance into Performance Emphasis is by audition only.

Theory Emphasis

Select one additional upper division course in music theory: 3

| | |
|------------------------------|--|
| MUSC 310 | Form and Analysis |
| MUSC 320 | Instrumentation and Contemporary Composition |
| MUSC 321 | Counterpoint and Schenkerian Analysis |
| MUSC 322 | Rhythm and Time |
| MUSC 424 | Art and the Soundscape |
| MUSC 494 492 | Special Topics in Music Theory/Composition |

Composition Emphasis

Select one of the following: 1-2
Take each of the following: 3

| | |
|--|--|
| MUSC 411 | Composition Studio 1 |
| MUSC 412 & MUSC 413 | Composition Studio 2 Composition Studio 3 |
| Or substitute independent studies for each, prior to enrollment in MUSC 495 Senior Project | |

History/Culture Emphasis

Select one additional upper division seminar in Music History/Culture: 3

| | |
|---------------------------|--------------------------------------|
| MUSC 333 | Pro-Seminar in Musicology |
| MUSC 334 | Musical Iconography: Sound and Image |
| MUSC 336 | Music Therapy |
| MUSC 340 | Topics in World Music |
| MUSC 440W | Topics in Ethnomusicology |
| MUSC 441 | Bach, Beethoven, Brahms |
| MUSC 444D | The Bebop Era |
| MUSC 493 | Special Topics in Music History |

6) Update the course lists of minor requirements to include new courses approved in 2014/15. (Showing revisions to the official 2014-16 catalogue)

6.1) Comprehensive Music Minor (Addition of MUSC 106, 151/351, 156/356):

The Comprehensive Music Minor

Take 26 units in Music including the following courses:

Theory/Composition

| | | |
|---|--|---|
| MUSC 120 | Fundamentals of Music Theory | 3 |
| MUSC 205 | Class Piano II | 1 |
| MUSC 210 | Aural Skills I | 1 |
| MUSC 211 | Aural Skills II | 1 |
| MUSC 220 | Harmony I | 3 |
| MUSC 221 | Harmony II | 3 |
| History/Culture | | |
| MUSC 130 | Music in Society | 3 |
| Select one course from the following: | | |
| MUSC 101D | American Music | |
| MUSC 102D | Jazz | |
| MUSC 103 | Music for the Stage | |
| MUSC 106 | We Shall Overcome: Singing for Justice, Freedom and Peace | |
| MUSC 109 | Introduction to Sound Arts | |
| MUSC 140 | Music in World Cultures | |
| Select one course from the following: | | |
| MUSC 330 | Music History I: Antiquity-1600 (Eurpidies-Monteverdi) | 3 |
| MUSC 331 | Music History II: 1600-1830 (Monteverdi-Beethoven) | |
| MUSC 332 | Music History III: 1830-Present (Schubert to Philip Glass) | |
| Performance | | |
| Two semesters of a performance ensemble, to be chosen from the following: | | |
| MUSC 150 & MUSC 350 | Chamber Music Ensembles and Chamber Music | |
| MUSC 151 & MUSC 351 | USD Strings | |
| MUSC 153 & MUSC 353 | Concert Choir and Concert Choir | |
| MUSC 154 & MUSC 354 | Opera Workshop and Opera Workshop | |
| MUSC 155 & MUSC 355 | Jazz Ensemble and Jazz Ensemble | |
| MUSC 156 & MUSC 356 | Band | |
| MUSC 157 & MUSC 357 | Gamelan Ensemble and Gamelan Ensemble | |
| MUSC 158 & MUSC 358 | Mariachi Ensemble and Mariachi Ensemble | |
| Choral Scholars must take MUSC 152/MUSC 352 | | |
| Three additional units in Music | | |

6.2 General Music Minor

The General Music Minor

Take 26 units in Music including the following courses:

Theory/Composition

| | | |
|--------------------------|------------------------------|---|
| MUSC 120 | Fundamentals of Music Theory | 3 |
|--------------------------|------------------------------|---|

| History/Culture | | |
|--|--|----|
| MUSC 130 | Music in Society | 3 |
| MUSC 140 | Music in World Cultures | 3 |
| Performance | | |
| Select 2 semesters of a performance ensemble from the following: | | |
| MUSC 150 & MUSC 350 | Chamber Music Ensembles and Chamber Music | |
| MUSC 151 & MUSC 351 | USD Strings | |
| MUSC 153 & MUSC 353 | Concert Choir and Concert Choir | |
| MUSC 154 & MUSC 354 | Opera Workshop and Opera Workshop | |
| MUSC 155 & MUSC 355 | Jazz Ensemble and Jazz Ensemble | |
| MUSC 156 & MUSC 356 | Band | |
| MUSC 157 & MUSC 357 | Gamelan Ensemble and Gamelan Ensemble | |
| MUSC 158 & MUSC 358 | Mariachi Ensemble and Mariachi Ensemble | |
| One upper division course in Theory/Composition or History/Culture | | 3 |
| 12 additional units in Music | | 12 |

7) Revision to course description: MUSC 160/360. Change course fees. Fee changes have been approved by the Dean's office.

Course Action Sheet attached.

Note to registrar: please place course description *before* the course listing for MUSC 160 Piano and again before MUSC 360 Piano because it applies to all courses 160-181 and 360-381.

8) Revision to course description: MUSC 154/354. We add the statement: "An audition may be required."

Course Action Sheet attached.

9) Change title of MUSC 320 to "Orchestration and Arranging" and a revision of the bulletin description to more accurately reflect the content of the course as it has been taught in recent years.

Course Action Sheet attached.

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 10/3/15 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course (restoration of a former course)
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ____ Fall, 2015 _____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Bach, Beethoven, Brahms

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Bach, Beethoven, Brahms

c. New Course Information

Department Code __MUSC__

Lecture Contact Hours __3__

Credit Hours __3__

Lab Contact Hours _____

Course Number __441__

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

Three major composers of far-reaching influence. We will study their contributions to solo, chamber, orchestral and vocal genres, and consider their secular music for entertainment at court and in the concert hall, their sacred music for worship and private edification, and their music for the theater stage. Focus will be on musical style characteristics, esthetic principles, philosophical perspectives, and historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F

Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (NO)

8. Department vote (# Yes, # No, # Abstentions) ____ 6-0-1 _____

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. Today's Date _____10/3/15_____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ___Spring, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Sp Topics Music Theory/Compos

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Special Topics in Music Theory/Composition

c. New Course Information

Department Code __MUSC__

Lecture Contact Hours __3__

Credit Hours __3__

Lab Contact Hours _____

Course Number __492__

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

An examination of selected topics in depth, with extensive analytical or creative opportunities. Previous courses have included Post-Tonal Music, Rhythm and Time. May be repeated for credit when topic changes. Prerequisites may apply.

e. Grading Mode(s) (check all that apply)

Standard

P/F

Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N) YES

8. Department vote (# Yes, # No, # Abstentions) ____6-0-1____

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 10/3/15 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ___Spring, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Special Topics in Music

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Special Topics in Music

c. New Course Information

Department Code __MUSC__

Lecture Contact Hours __1-3__

Credit Hours __1-3__

Lab Contact Hours _____

Course Number __494__

Other Contact Hours __1-3__

d. Bulletin Course Description (if new or changed)

Selected topics in music performance, career development, education, and other areas.

Prerequisites may apply. May be repeated for credit when topic changes.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes, # No, # Abstentions) ___6-0-1_____

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 10/3/15 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ___Spring, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Special Topics in Music

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Special Topics in Music

c. New Course Information

Department Code __MUSC__

Credit Hours __1-3__

Course Number __294__

Lecture Contact Hours __1-3__

Lab Contact Hours _____

Other Contact Hours __1-3__

d. Bulletin Course Description (if new or changed)

Selected topics in music at an introductory level.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes, # No, # Abstentions) ___6-0-1_____

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 10/3/15 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) _____ Spring, 2016 _____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

MUSC 160-181 Applied Music Lessons
MUSC 360-381 Applied Music Lessons

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Applied Music Lessons

c. New Course Information

| | | | |
|-----------------|----------|-----------------------|-------|
| Department Code | __MUSC__ | Lecture Contact Hours | _____ |
| Credit Hours | __1__ | Lab Contact Hours | _____ |
| Course Number | __N/A__ | Other Contact Hours | __1__ |

d. Bulletin Course Description (if new or changed)

(please print preceding the course listings for MUSC 160 Piano and MUSC 360 Piano)

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our performance ensembles. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. A fee of \$650 for performance emphasis students, and \$600 for others, is required. Music majors with at least one year of prior enrollment at USD and in good standing in their music courses, instrumentalists enrolled in USD Symphony or Chamber Music Ensembles, and vocalists in the Choral Scholars will have the fee for one Individual Music Lesson enrollment reimbursed each semester. The music program provides accompanists for juries and one

rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors and advanced performers only; instructor approval required. Audition into the performance emphasis is required. May be repeated for credit without limit.

e. Grading Mode(s) (check all that apply)

- Standard
- P/F
- Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input checked="" type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____ Paid by contract per student through course fee _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (Y/N) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes, # No, # Abstentions) ___6-0-1_____

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date 10/2/15

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Spring, 2016

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Opera Workshop

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Opera Workshop

c. New Course Information

Department Code MUSC

Lecture Contact Hours _____

Credit Hours 1

Lab Contact Hours _____

Course Number 154/354

Other Contact Hours 3

d. Bulletin Course Description (if new or changed)

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit. Go to www.sandiego.edu/music for more information. An audition may be required. This course fulfills one unit of the core curriculum requirement for Fine Arts.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F

Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | X Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| X Core (already approved as Core) | <input type="checkbox"/> Diversity (include D course proposal form) |
| Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (NO) if Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (YES)

8. Department vote (# Yes, # No, # Abstentions) _____ 6-0-1 _____

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 10/3/15 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-Expedited Action Items require Department Report Form)
 No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ___Spring, 2016_____

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Orchestration and Arranging

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Orchestration and Arranging

c. New Course Information

Department Code ___MUSC___

Lecture Contact Hours ___3_

Credit Hours ___3_

Lab Contact Hours _____

Course Number _320_____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

Orchestration and arranging in the chamber and orchestral idioms, employing traditional and modern techniques for all instrument families in the orchestra. Preparation of score and parts to a professional level using notation software. Opportunities for in-class performance of arrangements or original compositions.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F

Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (NO); If Y, with what course? _____

Prerequisites? (YES) if Y, list prerequisite courses _____ MUSC
221 _____

Is this course linked with another course (e.g., lecture and lab)? (NO) If Y, with what course?
_____ ; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____ ; Has this course been approved as
a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (NO)

8. Department vote (# Yes, # No, # Abstentions) _____ 6-0-1 _____

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. **Today's Date** : October 3rd, 2015

2. **Course Action:** Addition of a new course

Will the proposed action affect other majors/minors in any College/School?

No

What type of curricular Action is being requested?

- Bulletin description change (editorial only)
- Change in course #
- Change in course title (editorial only)
- Change in course pre-requisite(s)
- Deletion of course(s)
- Addition of new course
- Revision of existing course
- Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) : Spring 2016

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Cell/Molecular Neuroscience

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Cellular and Molecular Neuroscience

c. New Course Information

Department Code: NEUR

Credit Hours: 3

Course Number: 305

Lecture Contact Hours:3

Lab Contact Hours: 0

Other Contact Hours: 0

d. Bulletin Course Description (if new or changed)

This course explores the major areas of cellular and molecular neuroscience with a strong focus on basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, axon guidance, neuronal cell biology, synapse formation and neural plasticity. At the molecular level the course will delve into structure of ion channels and receptors and molecular mechanisms underlying these cellular processes.

e. Grading Mode(s) (check all that apply)

Standard

P/F

Audit

4. **Course Format:** method of delivery (check all that apply)

Lecture

Lab

Lecture/Lab

Seminar

Recitation

Internship

Independent Study

Performance

Field Experience

Practicum

Research/Thesis/Dissertation

Community Service Learning

5. **Course Designation (check all that apply)**

Core (include Core proposal form)

Honors

Writing (include W course proposal form)

Diversity (include D course proposal form)

Other _____

6. **Faculty Course Workload**

Same as course credit

Same as weekly contact hours

Percent of weekly contact hours (specify): _____

Based on enrollment (specify): _____

Team taught, full load

No load

Other: (specify) _____

7. **Course Details (circle Y/N)**

Will this course be course cross-listed (Y/N); If Y, with what course? **N**

Prerequisites? (Y/N) if Y, list prerequisite courses : **Biol 190, Biol 225, Biol 225L Psyc 101, Psyc 230 and Psyc 342**

Is this course linked with another course (e.g., lecture and lab)? (Y/N) If Y, with what course? **N**

Will the linked course be deleted? **N**

Core curriculum requirement met, if any (D, W): **NA**

Has this course been approved as a D or W course already? (Y/N): **NA**

Is this course a topics or repeatable course for credit? (Y/N): **N**

8. **Department vote** (# Yes, # No, # Abstentions): 13 Yes, 0 No, 1 Abstention

Approvals (Curriculum Committee Use Only)

Department Vote; Date _____

Department Chair; Date _____

Core Curriculum Committee; Core Designation _____ Date _____ (if needed)

Other Curriculum Committee; Name _____ Date _____

- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

NEUR 305: Cellular and Molecular Neuroscience

Required Text: From Neuron to Brain, 5th Edition by John Nicholls et al. (published by *Sinauer Associates, Inc.*)

Course Description: This course explores the major areas of cellular and molecular neuroscience with a strong focus on basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, axon guidance, neuronal cell biology, synapse formation and neural plasticity. At the molecular level the course will delve into structure of ion channels and receptors and molecular mechanisms underlying these cellular processes. Material includes lectures, problem sets and exams, and involves presentation and discussion of primary literature.

Course Learning Outcomes:

1. Explain the basic principles of neuronal/glial excitability and synaptic signaling.
2. Demonstrate the ability to link molecular machinery to the physiological functions of neuronal and glial function and communication.
3. Critically discuss the neurophysiological basis of behavior.
4. Explain the processes underlying construction of neural circuits in developing nervous systems
5. Analyze and interpret data from selected research methods

Pre-requisites:

Introduction to Evolution (Bio 190)
Introduction to Cell Processes (Bio 225) and lab (Bio 225L)
Introduction to Psychology (Psych 101)
Research Methods in Psychology (Psych 230)
Biopsychology (Psych 342)

Assessment/Grading:

In order to evaluate how well you understand the information in this course, a series of quizzes, exams and 3 assignments will be given. A class participation rubric will also be applied and will contribute to the final grade. The rubric will be discussed in class and on Blackboard.

Grading:

20%: Final Exam (Cumulative)
15% each: Exam 1, 2, and 3
5%: In Class Assignment/Group Activity (Neurons in Action/Metaneuron)
10%: Student Group Presentation
20%: Problem Sets And Quizzes

What do the letter grades mean as far as what you know and don't know?

A "C" is given for an acceptable, passing amount of knowledge in addition to completed assignments.

A "B" means that in addition you have a strong comprehension of the material, and you can discuss with others and even teach to others.

An "A" means that in addition to the previous you have an excellent understanding and fluid use of the material and can make connections with other aspects of neuroscience.

Assessment:

Exams: A combination of multiple-choice and short-answer questions based on in-class activities, problem sets, class material and the required readings from the book. Make-up exams will be administered in case of health or family emergency upon receipt of appropriate documentation. The make-up exam date and time will be decided if and when the situation arises.

In Class Assignments: The assignment involves running simulations based on a program called Neurons in Action and reporting the results of your *in silico* project. You will be given a defined experiment to perform and required to write a report of the results.

Problem Sets: All problem sets will be posted on Blackboard a week or two before submission. The problem sets will usually comprise of 3-4 short answer questions and have to be submitted by the end of lecture. You are allowed to change your answers during the class discussion. You can submit later with an associated penalty system. Problem set questions or modified versions will most definitely appear in the exams. Quizzes will have a similar format and will be taken in class.

Student Group Presentation: You will be divided into groups of 3-4 and over the semester required to pick a disease of the nervous system. You will have several weeks to work on this as a group and then give a 15-minute presentation. Discuss the disease state, associated pathophysiology and key neuroscience concepts with me 4 weeks prior to the presentation to ensure that we have a similar format for all presentations and cover diseases more broadly. After the presentation each group will design 2-4 questions from their presentation. I will pick 2-3 questions for the Final exam.

Bonus Points (up to 4 percentage pts. can be added to the lowest exam score)

1) Attend a lecture/ research presentation hosted by the Psychology/Behavioral Neuroscience Department. Write a brief (100-200 words) synopsis of the talk with emphasis on what is the big question, what neuroscience techniques were used and

what was the result. (2 points possible max). I will announce the seminars and other neuroscience lectures of interest in the classroom.

2) Every time you bring a question to the office hour I will award you a bonus point, you can receive 2 points maximum for your questions during a semester (2 points maximum). The question has to be specific to qualify for bonus points.

Office hour:

I encourage you to stop by and meet me during office hours. If for any reason you can't make it during those hours email me and we will find a time to meet and talk. Office hours are opportunities for students to clarify concepts that are unclear or address questions concerning the assignments and material covered. Besides the core material we cover in class I am available to talk to you in length about your course performance and help you gain maximally from this course. I am new to USD and sincerely believe that the office hour interaction will be a great way for me to learn about you and this wonderful institution.

Attendance:

Attendance will not be actively monitored for this class but is STRONGLY encouraged. Anything discussed in class may be included on an exam, even if that information is not found in the textbook or on Blackboard. Thus, it is in everyone's best interest to attend. If you miss class, you can get the PowerPoint slides on Blackboard and/or obtain notes from a classmate.

Cheating:

Cheating and plagiarism of any kind will not be tolerated. Any student found cheating will be treated according to the procedures described in the University Bulletin.

Policies regarding grading/assessment and bonus points can be adapted or modified based on the judgment of the instructor teaching the course.

NEUR 305: Cellular and Molecular Neuroscience (Sample Spring Schedule)

| DATE | TOPICS | ASSIGNMENTS |
|----------------------|---|-------------------------|
| Jan 27th | Introduction to Cellular and Molecular Neuroscience (Class notes) | |
| Jan 29th | Membrane Channels and Signaling | |
| Feb 3 rd | Ionic Basis of the Resting Potential | PS 1 Due |
| Feb 5 th | Action Potential and propagation | |
| Feb 10 th | Structure of Ion Channels | |
| Feb 12 th | In Class Assignment (Metaneuron/Neurons in Action) | In Class Assignment due |
| Feb 17 th | Properties and Functions of Neuroglial Cells | |
| Feb 19 th | Exam 1 | Exam 1 |
| Feb 24 th | Mechanisms of Direct Synaptic Transmission | |
| Feb 26 th | Mechanisms of Indirect Synaptic Transmission | |
| Mar 3 rd | Release of Neurotransmitters | Quiz 1 |
| Mar 5 th | Biochemistry of Neurotransmitters, Receptors, and Second-messenger Systems | |
| Mar 10 th | Biochemistry of Neurotransmitters, Receptors, and Second-messenger Systems | |
| Mar 12 th | Synaptic plasticity. Deadline to form groups for student presentations. Pick a disease. | Exam 2 |
| Mar 17 th | Synaptic plasticity | |
| Mar 19 th | Learning and plasticity | |
| Mar 24 th | Early Brain Development | Quiz 2 |
| Mar 26 th | Axon Guidance & Target Selection-I | |
| Apr 7 th | Axon Guidance & Target Selection-II | |
| Apr 9 th | Plasticity & Circuit Dynamics | PS 2 Due |

NEUR 305: Cellular and Molecular Neuroscience (Sample Spring Schedule)

| DATE | TOPICS | ASSIGNMENTS |
|----------------------|---|--------------------|
| Apr 14 th | Plasticity & Circuit Dynamics | |
| Apr 16 th | No Lecture/Exam 3 | Exam 3 |
| Apr 21 st | Student Presentations-I | |
| Apr 23 rd | Student Presentations-II | |
| Apr 28 th | Regeneration of synaptic connections after injury | |
| Apr 30 th | Regeneration of synaptic connections after injury | PS 3 due |
| May 5 th | Interesting topics in Cellular/Molecular Neuroscience | New Article Review |
| May 7 th | Review | |
| May 19 th | Final Exam (8:00-10:00 am) | |

Topics covered in the schedule above are subject to change.

NEUR 310: Behavioral Neuroscience

Fall 2014

Tue and Thu: 7:45-9:05 am

Serra Hall Rm no. 101B

Instructor: Divya Sitaraman

E-mail: dsitaraman@sandiego.edu

Office hours (Serra 105): Tuesday/Thursday: 5:00-7:00 pm, Friday: 2:00-3:00pm

Textbook: Neuroscience (5th Edition): Purves D, Augustine G, Fitzpatrick D, Hall W, LaMantia A and White L.

Neurons in Action-CD for group assignment

Course Outcomes

- 1 Describe and explain neuroscience phenomena at the molecular, cellular, circuit and behavioral levels.
2. Describe the major research methods used in neuroscience.
3. Apply concepts and theories in approaching how diseases and trauma influence behavior.
4. Discuss knowledge of neuronal communication, neural circuits and the behaviors they control.
5. Develop testable hypotheses and design a study, including critical analysis of existing literature.

Grading:

20%: Final Exam (Cumulative)

45%: Exam 1, 2 and 3 (15% each)

5%: In Class Assignment (Neurons in Action)

10%: Student Group Presentation

20%: Problem Sets and Quizzes

Please consider this general description of what each grade means:

C: You did all the necessary work, you learned all the basic material – you *Know* the correct answers.

B: The above, plus you really get the material – you could teach it to a friend. You *Understand* the correct answers.

A: The above, plus you can use it flexibly and adaptively. You understand *WHY* the answers are what they are, and how this relates to material from other classes.

Assessment:

Exams: A combination of multiple-choice and short-answer questions based on in-class activities, problem sets, class material and the required readings from the book. Make-up exams will be administered in case of health or family emergency upon receipt of appropriate documentation. The make-up exam date and time will be decided if and when the situation arises.

NEUR 305: Cellular and Molecular Neuroscience (Sample Spring Schedule)

In Class Assignments: The assignment involves running simulations based on a program called Neurons in Action and reporting the results of your *in silico* project. You will be given a defined experiment to perform and required to write a report of the results.

Problem Sets:

All problem sets will be posted on Blackboard a week or two before submission. The problem sets will usually comprise of 3-4 short answer questions and have to be submitted by the end of lecture. You are allowed to change your answers during the class discussion. You can submit later with an associated penalty system. Problem set questions or modified versions will most definitely appear in the exams.

Quizzes:

Each quiz will comprise of 10-15 multiple choice questions covering the material specified in class.

Student Group Presentation:

You will be divided into groups of 3-4 and over the semester required to pick a disease of the nervous system. You will have several weeks to work on this as a group and then give a 15 minute presentation. Discuss the disease state, associated pathophysiology and key neuroscience concepts with me 4 weeks prior to the presentation to ensure that we have a similar format for all presentations and cover diseases more broadly. After the presentation each group will design 2-4 questions from their presentation. I will pick 2-3 questions for the Final exam.

Bonus Points (up to 2 *percentage* pts can be added to the lowest exam score but not the final exam)

1) Every time you bring a question to the office hour I will award you a bonus point, you can receive 2 points maximum for your questions during a semester. (2 points maximum). The question has to be specific and related to Neuroscience to qualify for bonus points.

Office hour:

I encourage you to stop by and meet me during office hours. If for any reason you can't make it during those hours email me and we will find a time to meet and talk. Office hours are opportunities for students to clarify concepts that are unclear or address questions concerning the assignments and material covered. Besides the core material we cover in class I am available to talk to you in length about your course performance and help you gain maximally from this course. I am new to USD and sincerely believe that the office hour interaction will be a great way for me to learn about you and this wonderful institution.

Attendance:

Attendance will not be actively monitored for this class but is **STRONGLY** encouraged. Anything discussed in class may be included on an exam, even if that information is not found in the textbook or on Blackboard. Thus, it is in everyone's best interest to attend. If you miss class, you can get the PowerPoint slides on Blackboard and/or obtain notes from a classmate.

Cheating:

NEUR 305: Cellular and Molecular Neuroscience (Sample Spring Schedule)

Cheating and plagiarism of any kind will not be tolerated. Any student found cheating will be treated according to the procedures described in the University Bulletin.

Any form of cheating will result in an F on the assignment /exam etc, and may also result in an F for the semester, regardless of how few points the item was worth. Any instance of cheating may also result in the student's referral to the Academic Integrity Committee.

ADA Policy: Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

NEUR 305: Cellular and Molecular Neuroscience (Sample Spring Schedule)

Department Report Form

Political Science and International Relations 200 level topics courses

1. Currently, all of our lower division courses (American Politics, Comparative Politics, Power and Justice, International Relations) are survey courses that serve as required prerequisites for one of our two majors. Because many students come to us with AP credit in either Comparative Politics or American Politics, allowing them to opt out of our lower division requirements, we would like to offer lower division special topics classes that could draw students into the major at the lower division level. We would especially like to offer these courses as preceptorials and Second Year Study Abroad courses. In taking this course of action, we are largely adopting the model designed by the History department and implemented two years ago.

We propose to add the following four courses:

POLS 200: Topics in Political Theory (3)

This course will offer lower division students an opportunity to take a course in a more specialized area of political thought. Topics may include "American Political Thought," "Political Thought in Literature," "Discourse & Democracy," and "Conservative Political Thought" and others.

POLS 220: Topics in American Politics and Public Law (3)

This course will offer lower division students a close look at a particular element of the American political system. Topics may include "The Presidential Election," "The Vote," and "Money in American Politics" and others.

POLS 250: Topics in Comparative Politics (3)

This course will offer lower division students the opportunity to examine specialized topics in comparative politics. Topics may include "Political and Social Change in South Africa and the United States," "Democratization in Comparative Perspective", "Political Change in the 21st Century" and others.

POLS 270: Topics in International Relations (3)

This course will offer students a closer look at specialized topics in the international political system. Topics may include "Indigenous Peoples and the Environment," "Rising Powers and the Future of American Global Predominance;" "War and Peace in the Twenty-first Century;" "Twenty-first Century Global Challenges;" and "Political Borders: Cooperation and Conflict Along Interstate Boundaries" and others.

2. **Impact**

Adding these courses will not affect requirements for our major. We hope that these courses help us to draw students to our major at the lower division level.

We plan to submit formal course proposals to have these courses count for the Social and Behavioral Inquiry Core requirement, so that any preceptorial students in these courses can fulfill a requirement while they take them.

Adding these courses will not have any obvious budgetary impact. It will be a reallocation of existing resources. Individual faculty will be affected when they choose to offer a special topics

course, but as they will not always be offered in any one subfield or by any one member of the faculty, the effects at the departmental level should be minor.

Adding these courses should not affect any other department.

We hope that adding these courses will slightly increase the number of students who major, double major, or minor in the fields offered by our department.

Appendix: History's 200 level special topics courses

HIST 210 Topics in History, Literature, and Film (3)

This course offers students the opportunity to evaluate literature and film as historical evidence, to understand cultural and social contexts of a given era or society, and/or to make arguments about the interpretation of important historical events. Topics may include "The American Western," "World War I and World War II through Literature and Film," "Latin America Through Film," and "Modern China in Film," among others.

HIST 220 Topics in War and Peace in Historical Perspective (3)

This course offers students an in-depth look at the underlying causes of war, revolution, terrorism, and genocide in modern world history. Students think critically about justice and human rights, nonviolence, military necessity, and the value of political community. Topics may include "The Origins of Terrorism in the Modern World" and "The Vietnam War," among others.

HIST 230 Topics in the History of Culture and Identity (3)

This course looks at the way in which race, gender, nationality, language, religious belief, and/or aesthetic values have shaped societies and peoples in the past. Topics may include "Magic in the Middle Ages," "History of American Food," and "Victorian Women," among others.

HIST 240 Topics in Urban History (3)

In this course, students study individual cities at unique moments in their historical development. Themes include the impact of the built environment on human experience, architecture as an expression of power, and the relationship between physical space and the development of community. Topics may include "Fin de Siècle Vienna" and "History of the American City," among others.

HIST 250 Topics in Comparative History (3)

This course will offer a comparative perspective on a significant historical topic, which will assist students in clarifying what is and what is not unique to a particular historical experience. Special emphasis will be given to critiquing the notion of American "exceptionalism." Topics may include "Comparative Frontiers," "The Ghost Dance in Comparative Perspective," "Comparative Imperialism," and "Women under Communism."

HIST 260 Topics in the History of Science, Technology, and Medicine (3)

This course will explore the various facets of the development of technology ranging from tool making among hunter-gatherers to the biotechnological revolution of the 21st century. Students will examine ongoing processes of human innovation and their impact on the individual and society. Topics may include “Science, Technology, and Medicine in the Pre-Modern Era,” “The Industrial Revolutions,” “History of the Brain,” and “The Biotechnological Revolution.”

HIST 280 Great Moments in Time (3)

In this course, students play elaborate games set at moments of great historical change and/or controversy, using texts drawn from the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. These games, part of the award-winning pedagogy “Reacting to the Past,” draw students into history, promote engagement with big ideas, and improve intellectual and academic skills. Students play two to three games over the course of the semester, selected from “The Threshold of Democracy: Athens in 403 B.C.,” “Confucianism and the Wanli Emperor, 1587,” “Patriots, Loyalists, and Revolution in New York City, 1775-76,” “Charles Darwin and the Rise of Naturalism,” “Art in Paris, 1888-89,” and “Greenwich Village, 1913: Suffrage, Labor, and the New Woman,” among others.

Course Proposal (new or changes) Action Sheet

1. Today's Date October 19, 2015

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

Yes (Non-Expedited Action Items require Department Report Form)

X No

What type of curricular Action is being requested?

Bulletin description change (editorial only)

Change in course #

Change in course title (editorial only)

Change in course pre-requisite(s)

Deletion of course(s)

Addition of new course

Revision of existing course

Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) Fall 2016

3. Basic Information

a. Title of Course (30 characters maximum; appears on transcripts and schedules)

Four courses: see attached Department Report Form.

b. Bulletin Title (60 characters maximum; appears only in Bulletin)

Information appears in Department Report Form

c. New Course Information

Department Code POLS

Credit Hours 3

Course Number 200, 220, 250, 270

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Bulletin Course Description (if new or changed)

See attached Department Report Form

e. Grading Mode(s) (check all that apply)

Standard

P/F

Audit

4. Course Format: method of delivery (check all that apply)

Lecture

Lab

Lecture/Lab

Seminar

Recitation

Internship

Independent Study

Performance

Field Experience

Practicum

Research/Thesis/Dissertation

Community Service Learning

5. Course Designation (check all that apply)

Core (include Core proposal form)

We plan to prepare formal Core Proposal forms for the New Core

Honors

Writing (include W course proposal form)

Diversity (include D course proposal form)

Other _____

Percent of weekly contact hours (specify): _____

Based on enrollment (specify):

Team taught, full load

No load

Other: (specify)

6. Faculty Course Workload

Same as course credit

Same as weekly contact hours

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N) if Y, list prerequisite courses

Is this course linked with another course (e.g., lecture and lab)? (Y/N) If Y, with what course? _____; Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____; Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes, # No, # Abstentions) 11 Yes Votes; 1 Faculty Member on Sabbatical—did not vote.
Details of Vote: 11 in support (Del Dickson, Casey Dominguez, Tim McCarty, Vidya Nadkarni, Lee Ann Otto, Michael Pfau, David Shirk, Avi, Spiegel, Andy Tirrell, Mike Williams, Randy Willoughby). The only person not to vote is Emily Edmonds who is on sabbatical. Date of Vote: October 19, 2015.

9.

Approvals (Curriculum Committee Use Only)

Department Vote; Date _____

Department Chair; Date October 20, 15

Core Curriculum Committee; Core Designation _____ Date _____ (if needed)

10.

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

SAMPLE SYLLABI FOR POLS 200, 220, 250, AND 270

ARE ATTACHED

POLS 200: TOPICS IN POLITICAL THEORY

AMERICAN POLITICAL THOUGHT

Of the many recognized contributions of the United States to Western Culture (jazz, Orson Welles, basketball), political philosophy tends to be rather low on the list. American political thought has often been dismissed as derivative, overly pragmatic, and parochial to the point of insularity. Yet these critiques underestimate American political thought, not so much because they are inaccurate as because they tend to take for vices what are instead the chief virtues of American political thought. Through their self-conscious interaction with the history of political thought, concern for practical solutions, and attentiveness to particularities of their own circumstances, Americans have crafted a tradition of political thought distinct in both form and content from that of their European forbearers. This course seeks to challenge the prevailing assumptions and make a case for the unique contribution of American thinkers to the canon of political thought.

BOOKS:

The following books are available for purchase at the University Bookstore. They are also available on reserve at the library. If you choose, you may purchase these books at another local bookstore or on the internet, where it is much more likely that you can obtain a used or discounted copy of the text. All other reading will be posted on Blackboard.

Required:

Alexis de Tocqueville, *Democracy in America* (Harper Perennial)

Henry David Thoreau, *Walden and Other Writings* (Modern Library)

Don DeLillo, *Libra* (Penguin)

Claudia Rankine, *Citizen: An American Lyric* (Graywolf)

Ta-Nehesi Coates, *Between the World and Me* (Spiegel & Grau)

Recommended:

[N.B. These works are all in the public domain, but you are advised to buy a copy anyway]

The Declaration of Independence and the Constitution of the United States (Bantam)

The Federalist Papers (Hackett)

Margaret Fuller, *Woman in the Nineteenth Century* (Dover)

Ralph Waldo Emerson, *Selected Writings of Ralph Waldo Emerson* (Signet)

Charlotte Perkins Gilman, *The Yellow Wallpaper and Other Writings* (Bantam)

WEB DuBois, *The Souls of Black Folk* (Dover)

Booker T. Washington, *Up From Slavery* (Dover)

COURSE REQUIREMENTS:

Attendance in class is mandatory. Your presence is essential, mostly for your success in the course. You must come to class having read the assigned sections of the text for that day and be prepared to answer questions and offer interpretations when called upon to do so. You will be graded on participation, but you are not, however, required to speak in class. Your participation may come in the form of comments in discussion sections, conferences during office hours, or correspondence via e-mail. Your participation grade will depend upon active engagement with the course, and I am fully aware that in many cases the most engaged students are those who are saying the least.

In addition to attendance and participation, you will be required to write two medium-length papers and take a final exam. Details on the requirements for these assignments will be forthcoming. There are no scheduled tests for this course, but I reserve the right to administer unannounced reading quizzes should it seem necessary and prudent to do so. The rough grade breakdown is as follows, though such considerations as improvement over the semester will be taken into account in the final grade assessment:

| | |
|---------------------------|-----|
| First Paper: | 30% |
| Second Paper: | 30% |
| Final Exam: | 30% |
| Attendance/Participation: | 10% |

In order to receive a passing grade, students must complete all assignments. There is no extra credit offered in this course.

Plagiarism or any other form of academic dishonesty will result in a failing grade in the course. Please refer to the Student Handbook for full information on academic integrity. It is your responsibility to familiarize yourself with the standards of academic integrity. If you have any questions about plagiarism or academic integrity, please speak to me.

READING SCHEDULE

ALL READING MUST BE COMPLETED BY DATE ASSIGNED

I. STRUCTURING AMERICAN POLITICS

1. Founding as Aspiration [Week 1]

Thomas Jefferson, *The Declaration of Independence* (Blackboard)

Abraham Lincoln, *The Gettysburg Address* (Blackboard)

Martin Luther King, Jr. "I Have a Dream" (Blackboard)

Barack Obama, "A More Perfect Union" (Blackboard)

2. Founding as Groundwork [Weeks 2-3]

The Constitution of the United States

The Federalist Papers

Hamilton: 1, 9, 15, 23, 35, 84

Madison: 10, 39, 51, 54, 55

Anti-Federalist Papers (Selections on Blackboard)

3. How it Looked from Outside [Weeks 4-5]

Alexis de Tocqueville, *Democracy in America*

II. SITUATING THE SELF IN AMERICAN POLITICS AND SOCIETY

4. Classic Individualism [Weeks 6-7]

Henry David Thoreau, *Walden*

"Economy"; "Where I Lived, and What I Lived For," "Reading," "Solitude," "Visitors,"
"Higher Laws," "Conclusion"

Henry David Thoreau, "Life without Principle"

Ralph Waldo Emerson, "Self-Reliance"; "Politics"; "Experience" (Blackboard)

Margaret Fuller, *Woman in the Nineteenth Century*

5. Confronting Exclusion [Weeks 8 - 9]

WEB DuBois, *Souls of Black Folk*

Booker T. Washington, "Atlanta Exposition Speech" (Blackboard)

Booker T. Washington, *Up From Slavery*

Charlotte Perkins Gilman, "The Yellow Wall-Paper" (Blackboard)

Charlotte Perkins Gilman, *The Man Made World* (Blackboard)

Susan Glaspell, "A Jury of Her Peers" (Blackboard)

Toure, "The Portable Promised Land" (Blackboard)

6. Resistance and Reform [Week 10]

Martin Luther King, Jr., "Letter from a Birmingham Jail" (Blackboard)

Henry David Thoreau, "Civil Disobedience"; "Slavery in Massachusetts"; "A Plea for Captain John Brown"

Herman Melville, "Bartleby the Scrivener" (Blackboard)

7. Persistent Uncertainties of American Citizenship [Weeks 11 – 13]

Don DeLillo, *Libra*

Ta-Nehesi Coates, *Between the World and Me*

Claudia Rankine, *Citizen: An American Lyric*

POLS 220: TOPICS IN AMERICAN POLITICS AND PUBLIC LAW

The Presidential Election

Every four years, the people of the United States bring about change in their government by voting in presidential elections (and the thousands of other electoral contests that accompany them). Perhaps not surprisingly, presidential elections, and individual votes that affect them, are also among the most thoroughly studied political phenomena in the world. This course is designed to help students who are already interested in American politics to understand this fall's presidential election at a much deeper level, informed by both history and political science. With close attention to the ongoing race, we will study the rules that govern elections, the strategies employed by candidates, the components of voters' decisions, and the surprising events that do (and often don't) affect election outcomes. As part of the course, we will register voters in the USD and neighboring communities. The semester culminates in USD's quadrennial election night party, where students will find themselves able to understand and explain the results better than the television pundits.

Learning Outcomes:

1. To improve your ability to identify the structure and operation of the U.S. and other political systems.
2. To articulate and compare theories about voting behavior and models of presidential election outcomes.
3. To improve your ability to identify and gather information from credible primary and secondary sources.
4. To evaluate the quality, objectivity, and credibility of evidence in analyzing claims.
5. To analyze journalists' and campaigns' claims about the 2016 presidential election using the theories and methods of political science.
6. To apply the political science inquiry process to analyze the ongoing presidential election.

Readings:

I expect that you will come to class each day having done all of the assigned readings. Be ready to discuss them! The textbook is:

Nelson W. Polsby, Aaron Wildavsky, David E. Schier, and David A. Hopkins, *Presidential Elections: Strategies and Structures of American Politics, 13th edition* (Rowman and Littlefield, 2011).

Daily news—various sources.

E-reserve. Other readings will be on electronic reserve at Copley library.

Papers

All papers should be double spaced, Times New Roman font, well-written and carefully proofread. You should make a coherent argument. If any part of your paper is plagiarized (if you use anyone else's words without citing them appropriately) you will receive an F for the paper.

Simulations

In this class, we will conduct two in-class simulations of parts of the presidential election. Your attendance and active participation in these simulations is required.

Your grade will be composed as follows:

| | |
|--|-------|
| Final exam | (15%) |
| Midterm | (15%) |
| Class attendance and active participation in class discussions and simulations | (10%) |
| Attendance at election night event | (5%) |
| Active participation in on and off-campus voter registration campaigns | (10%) |
| Paper #1: Party nomination paper and presentation | (15%) |

In this 5 page paper, you will describe the political positions and political resources of one actor that plays an important role in the party nomination process. You will then present your actor to the class in a 5 minute presentation, and portray that actor in our simulation of the Republican nomination process in 2016.

| | |
|---|-------|
| Paper #2: Swing state politics paper and presentation | (15%) |
|---|-------|

In this 7 page paper, you will describe the voting history of one of the potential swing states in the 2016 presidential election, and make an argument about WHY it is a swing state and WHICH demographic and regional interests we should watch in order to evaluate how the campaigns are doing this year. Make sure you describe how has the state/district voted in the past three presidential race, what were the precise margins of victory for the party that won, what variations there are within the state, and what issues its voters care about the most. Prepare us to be consumers of election night news: If we are looking at election returns on Election Night, what could you see in your state that would make you think the race had been won by one side or the other?

| | |
|-----------------------------------|-------|
| Paper #3: Election analysis paper | (15%) |
|-----------------------------------|-------|

*Explain the outcome of the presidential election based on voting behavior, forecasting models, **and** your analysis of the way the campaign progressed in the swing states.*

Classroom policies

I welcome questions and class discussions, as long as everyone is respectful of each other's viewpoints. We will talk about politics in this class, and people will disagree. I will attempt to moderate such discussions as neutrally as possible, and to challenge everyone to critically analyze their own

assumptions. In general, I reward thoughtful consideration of both arguments, and will be more critical of strictly one-sided arguments. Just because I am critical of an argument you make does not mean that I am expressing my personal beliefs; I am trying to get you to think more critically. Just because I am critical of a point you make does not mean I dislike you as a person—again, I’m teaching up here.

One important note: I request that you arrive at class on time. I will make all important announcements in the first few minutes of class. You will miss those announcements if you do not arrive in class on time. In addition, barring a medical condition that requires it, there is no excuse for leaving class to use the restroom or answer the phone.

It should go without saying that you may not text or answer your phone in class. But I’ll say it anyway just so you’re clear about my rules (and the rules of polite society).

I am especially sensitive to the needs of shy people, so if oral participation or presentations scare you, please talk to me personally and I am happy to work with you to make you more comfortable with these assignments.

Readings, class discussions, and current events will all be fair game for the midterms and final.

Laptops

I DO NOT allow laptops or other personal computing devices during regular classroom time. Psychological research shows that taking notes by hand is a superior way to ensure memory and understanding of new material. In addition, too many students in the past have abused the privilege of classroom technology and have distracted their classmates with their online activities.

Preliminary Syllabus (to be supplemented by ongoing news):

Please do readings before coming to class.

Class 1: Introduction to presidential elections, voter registration, and voting behavior

Winning the party’s nomination

Class 2: Polsby et. al, Chapter 4, “The Nomination Process.” (ER) “Presidential Nominations” excerpt from L. Sandy Maisel and Kara Z. Buckley, *Parties and Elections in America: The Electoral Process, 4th edition* (Rowman and Littlefield 2005), pp. 277-330).

Class 3: (ER) Marty Cohen, David Karol, Hans Noel and John Zaller, *The Party Decides* (Chicago: University of Chicago Press 2008), Chapter 2. ; Polsby et. al, Chapter 2, “Groups.”

Class 4: (ER) Jody C. Baumgartner, David S. Morris, and Jonathan S. Morris, “Of Networks and Knowledge: Young Adults and the Early 2012 Republican Presidential Primaries and Caucuses,” excerpt from *Presidential Campaigning and Social Media: An Analysis of the 2012 Campaign*, eds. John Allen Hendricks and Dan Schill (Oxford University Press 2015).

Class 5: Paper #1 due, presentations on paper #1

- Class 6: The presidential nomination simulation begins
- Class 7: The presidential nomination simulation concludes, with discussion of lessons learned

The rules of the general election

- Class 8: Polsby et al. Chapter 3, “Rules and Resources.”
- Class 9: Polsby et al. Chapter 1, “Voters.” Chapter 7, “The Campaign.” (ER) Zoe Corbyn, “Facebook experiment boosts US voter turnout,” *Nature* 12 September 2012. (ER) Michael Turk, “Social and New Media—An Evolving Future” excerpt from *Campaigns on the Cutting Edge*, ed. Richard J. Semiatin, (Congressional Quarterly Press, 2013), pp. 28-48.
- Class 10: Discussion of voter registration and mobilization campaigns

Understanding voters, voting behavior, and polls

- Class 11: (ER) John Sides, Daron Shaw, Matt Grossman, and Keena Lipsitz, *Campaigns and Elections* (W. W. Norton , 2015) Chapter 4, “Financing Campaigns.” (ER) Michael M. Franz, “Interest Groups in Electoral Politics, 2012 in context,” *The Forum* 10(4) 2012, pp. 69-79.

Do Campaigns Matter?

- Class 12: (ER) Thomas Holbrook, “Do Campaigns Really Matter?” excerpt from Stephen C. Craig and David B. Hill, *The Electoral Challenge, Theory Meets Practice*. (Washington, DC: Congressional Quarterly Press 2012). (ER) John Sides and Lynn Vavreck, *The Gamble: Choice and Chance in the 2012 Presidential Election*. (Princeton, NJ: Princeton University Press, 2013), Chapter 7.
- Class 13: Paper #2 Due, presentations on swing states
- Class 14: Electoral College Simulation Begins
- Class 15: Electoral College Simulation Concludes, with discussion of lessons learned
- Class 16: Forecasting Models: Read the October issue of *PS: Political Science and Politics*, available online through Copley Library.
- Class 17: Analysis of the news; Election Night Party!

Voting Technology and Counting the Votes

- Class 18: (ER) "Fixing the Vote" Ted Selker, *Scientific American* (October: 92-97).

Class 19: (ER) Stephen Ansolabehere and Charles Stewart, "Residual Votes Attributable to Technology," *THE JOURNAL OF POLITICS*, Vol. 67, No. 2, May 2005, Pp. 365-389.

Class 20: Paper #3 Due, discussion of papers in class

Presidential Campaigns in historical perspective

Class 21: 19th century campaigns. (ER) "To Stand or to Stump" excerpt from Gil Troy, *See How They Ran: The Changing Role of the Presidential Candidate* (New York: Macmillan, Inc., 1991) pp. 20-32 and 39-54.

Class 22: Perot and the election of 1992. (ER) "A Theory of Third-Party Support and Major Party Change," excerpt from Ronald B. Rapoport and Walter J. Stone, *Three's a Crowd: The Dynamic of Third Parties, Ross Perot, and Republican Resurgence* (University of Michigan Press 2008), pp. 25-46.

Class 23: The tied election of 2000. (ER) "The Politics of the Perfect Tie," in James W. Ceaser and Andrew E. Busch, *The Perfect Tie: The True Story of the 2000 Presidential Election* (Rowman and Littlefield 2001) pp. 17-49.

Class 24: The election of 2008. (ER) William J. Crotty, "The Bush Presidency and the 2008 Presidential Election," in *Winning the Presidency 2008* (Paradigm Publishers 2009) pp. 1-20.

Class 25: "Mandates" excerpt from Julia Azari.

Preparing to govern

Class 26: (ER) George C. Edwards, "Governing by Campaigning," in *Governing by Campaigning: The Politics of the Bush Presidency* (Pearson/Longman 2007) pp. 1-13 and 281-289.

Class 27: Review for final exam

PS 250: TOPICS IN COMPARATIVE POLITICS

Political and Social Change in South Africa and the United States

Course Aims

What can Americans learn about the political and social change from South Africa? Similarly, what can South Africans learn about how the political and civil society leaders in the United States have sought to address injustices? This course provides a comparative analysis of the United States and South Africa so that we can better understand the similarities and differences between two countries that share a legacy of white supremacy and institutionalized racism as well as attempts to address this legacy through governmental and non-governmental actions. This course will compare the political histories, the political cultures, political institutions, and role of civil societies in each country so that students can have a better understanding of the dynamics of political and social change in these two countries.

Course Learning Outcomes

At the end of this course, students will be able to do the following:

- to identify the structure and operation of the U.S. and South African political systems
- to understand and apply different theories of political and social change
- to construct and evaluate analytical arguments and write clear logical prose
- to develop an understanding of the importance of engaging in politics and a realization of political competence
- to understand both theoretically and practically the values of citizenship and its beneficial consequences
- to identify those issues, areas, or changes that one wishes to address in the world through a reflective lens that questions one's own relation to the issue(s) and one's place in the organization, community, system, etc.

Course Requirements

Class Participation and Attendance (10%)

Your daily participation and attendance are the most important features of this course and accounts for 10% of your grade. Each of us will bring different ideas and bits of knowledge to class and the course is designed for us to share our different opinions in an intense, yet polite, manner. I do not claim to dispense Truth with respect to South African and US politics, and it is my hope that we will learn from each other over the course of the semester. Thus, there will be very few traditional lectures given. Instead, each class I will choose - at random - two to three students to lead class discussion for that day. I will ask questions concerning the assigned readings and students will be expected to have read the material closely enough to respond in a thoughtful manner. Because you never know when your number may turn up, it is best to be prepared each class for your turn in the "hot seat." Your class participation grade will depend on how prepared you are when you are one of the leaders of class

discussion. I encourage you to take notes on the assigned readings and use these to help you answer questions, but you will not be allowed to re-read the text during the discussion. You are allowed to decline your role as class leader one time without any penalty, but more than this will negatively affect your class participation grade. While this process may seem intimidating at first, it will become more familiar to you over the course of the semester and will help you learn how to construct, and deconstruct, arguments. This, by the way, will prove to be helpful for the midterm, the writing assignments, and the final exam.

Regular attendance is required for this course and more than one absence will lower your participation. It will be lowered 5% for each subsequent absence unless you provide a verifiable written excuse from a doctor.

Arriving late to class, leaving class during discussions, and receiving cell phone calls during class, is disruptive and rude. Your class participation and attendance grade will be lowered if you consistently come to class late or if you receive calls during class.

Midterm Exam (20%)

The midterm exam will be given during the sixth week of the semester. This will be a closed-book exam and it will consist of identification terms and essay questions. There will be no make-up exams provided except for extraordinary circumstances. No study guide will be given for the midterm exam. Part of your task is to determine the broad themes and most important concepts introduced in the course. I will provide more details of the midterm in class.

Final Exam (20%)

The final exam will be a cumulative closed-book exam, which will consist of identification terms and essay questions. No study guide will be given for the final exam. Part of your task is to determine the broad themes and most important concepts introduced in the course. I will provide more details of the final exam in class.

Essay Assignments and Oral Presentation (50%)

You will write a total of five essays during the semester. Each essay should be 4-5 pages, double-spaced, and 12-point font. The final essay you will present in class during the final week of class. The purpose of the essays is for you to think critically about the theories you have learned in class and in the readings and to apply them to an issue or question that is related to a current issue in either South Africa or the United States today.

-Essay #1: What are the major similarities and differences between the founding periods in the United States and South Africa? What policies, if any, do you think should be adopted in the United States and South Africa to redress the injustices that occurred in the past?

-Essay #2: What are the similarities and differences of the ways that race and nationalism have been constructed in the United States and South Africa? In what ways have the political systems in each country contributed to the creation of racial identities? What policies might be adopted to change historical understandings of racial identities?

-Essay #3: Based on what you have learned about civil society efforts to resist injustices and promote political change in both the United States and South Africa, create a document that outlines how you would address a particular social justice issue in contemporary politics today.

-Essay #4: The constitutions in the United States and in South Africa each guarantee the protection of individual rights and equality. What aspect of the U.S. Constitution should South Africa adopt and why? What aspect of the South African Constitution should the U.S. adopt and why?

-Essay #5 and Oral Presentation: Based on what you have learned about the political histories of the United States and South Africa, compare and contrast the public policies that have been adopted to address the injustices of the past. Do you think these policies are sufficient? Why or why not?

Books and Other Readings

James O. Gump. 1994. *The Dust Rose Like Smoke: The Subjugation of the Zulu and the Sioux.*

Anthony W. Marx. 1998. *Making Race and Nation: A Comparison of the United States, South Africa, and Brazil.*

George Fredrickson, 1998. *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa*

George Fredrickson, 1981. *White Supremacy: A Comparative Study in American and South African History*.

John W. Cell. 1989. *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South*.

Articles provided on BlackBoard

Course Reading Assignments and Schedule

Week 1: Introduction

-Introduction

-Why a comparison between South Africa and the United States?

Weeks 2-3: Experiences of Contact and Conquest

- James O. Gump. 1994. *The Dust Rose Like Smoke: The Subjugation of the Zulu and the Sioux* (entire)

- George Fredrickson, 1981. *White Supremacy: A Comparative Study in American and South African History* (Chapters 1-2)

Weeks 4-5: The Establishment of Political Institutions

- George Fredrickson, 1981. *White Supremacy: A Comparative Study in American and South African History* (Chapters 4-7)

- John W. Cell. 1989. *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South* (entire)

-Essay #1 Due

Week 6: Movie and Midterm

Weeks 7-8: The Making of Race and Nationalism

-George Fredrickson, 1981. *White Supremacy: A Comparative Study in American and South African History* (Chapter 3)

- Anthony W. Marx. 1998. *Making Race and Nation: A Comparison of the United States, South Africa, and Brazil* (entire)

-Essay #2 Due

Weeks 9-10: Civil Society and the Resistance Against Oppression

- George Fredrickson, 1998. *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa* (entire)

-Essay #3 Due

Weeks 11-12: Reforming Political Institutions and Protecting Rights and Equality

-Heinz Klug, "How relevant is the Constitution to the new South Africa?"

-Yusuf, Mehrunnisa, "Constitutional rights in two worlds: South Africa and the United States."

-Judith Stacey and Meadow Tey. "New Slants on the Slippery Slope: The Politics of Polygamy and Gay Family Rights in South Africa and the United States." *Politics & Society*. Jun2009, Vol. 37 Issue 2, p167-202.

-Essay #4 Due

Weeks 13-14: Comparative Public Policies to Address Legacy of Injustices

-James O. Gump. 2014. "Unveiling the Third Force: Toward Transitional Justice in the USA and South Africa, 1973–1994,"

Safundi: The Journal of South African and American Studies, Volume 15, Issue 1.

-Adila Hassim, "Affirmative Action Policies in the United States and South Africa: A Comparative Study"

-Penelope E. Andrews, "Brown is Dead? Long Live Brown! Perspectives on Brown: The South African Experience"

Week 15: Oral Presentations

-Essay #5 Due

Final Exam

POLS 270: TOPICS IN INTERNATIONAL POLITICS

Indigenous Peoples and the Environment

From environmental injustices in California, to the construction of mega-dams in the Amazon, to debates over fishing rights in New Zealand, struggles between indigenous groups and forces of development and globalization are on the rise. At the same time, inaccurate popular perceptions about the relationship between native peoples and the environment often further these inequalities. Although a global system of indigenous rights has been created in recent decades, its impact has been limited, and serious concerns about its long-term potential remain. Through case studies, an interactive negotiation simulation, and an in-class conference, we will explore the interplay between indigenous peoples, natural resources, and human rights through a variety of disciplinary lenses.

Learning Outcomes

Upon completion of the course, students will be prepared to engage with issues related to a wide range of environmental policy areas and indigenous rights issues, and will have further developed their capacity for analysis, rhetoric, and written expression. Specifically, you should be able to:

1. understand the concept of indigeneity and the various meanings that concept represents in different contexts.
2. explain environmental policy processes and describe how they relate to indigenous peoples.
3. analyze how your own perceptions and actions affect environmental policies and outcomes for indigenous peoples.
4. conduct a critical analysis of environmental policies, processes and structures and their impacts on indigenous peoples.
5. analyze how decision-making processes, policies, and popular representations empower different actors and groups within societies.
6. understand processes through which stakeholders, both indigenous and non-indigenous, negotiate environmental disputes, and appreciate the methods of environmental negotiation and rights adjudication that are most likely to yield optimal results.

Class Format and Readings

The class will have a discussion format, and students are expected to actively engage in class conversations. I will take the beginning of each class to introduce the readings and answer any questions. We will then shift into a critical discussion of the issues at hand for the remainder of the class, and students should be prepared to offer their own ideas and respond to those of their colleagues.

I have selected a few readings for us to discuss each class meeting, with the hope that a diversity of

perspectives will guarantee that each of you finds at least some of the readings especially compelling. All of the readings will be available on Blackboard. It is critical that you come to class prepared, as the discussion format of the class requires you to contribute.

Grading

In addition to two guided essays and a portfolio related to our negotiation simulation, students will be required to write a research paper on a topic of their choice related to the course's theme. Students should propose and receive approval for topics early and should also take advantage of office hours to present ideas and ask questions. Feedback will also be provided during in-class conferencing of papers. Attendance and active participation are crucial, and will be expected of every student.

Grading will be calculated as follows:

Research paper- 35%

Essay 1- 15%

Essay 2- 15%

Negotiation simulation portfolio-10%

Conference presentation- 10%

Participation in class discussions- 15%

Schedule and Readings

Week 1- Indigeneity: What does it mean to be indigenous? How do indigenous lives and non-indigenous lives differ, and how are they similar? In this first week we will introduce the topic and set the stage for the semester by exploring indigenous identities from a wide range of cultural and geographic contexts.

Readings

- □ "Indigeneity: Global and Local," Francesca Merlan. *Current Anthropology*, 50.3 (June 2009), pp. 303- 333.
- "The Concept of Indigeneity." Guenther, Mathias, J. Kenrick, A. Kuper, E. Plaice, T. Thuen, P. Wolfe, and W. Zips. *Social Anthropology* - 14, no. 1 (2006): 17.

Week 2- Indigenous Rights: We will examine the international system of human rights law, beginning with the Universal Declaration, and covering additional instruments up to the recent Declaration on the Rights of Indigenous Peoples. We will also discuss the various human rights venues that hear cases based on these instruments.

Readings

- *Universal Declaration of Human Rights*
- *Convention Concerning Indigenous and Tribal Peoples in Independent Countries (ILO No. 169).*
- *American Convention on Human Rights*

- *Declaration on the Rights of Indigenous Peoples*

Essay One: Write a short (2-3 page) essay discussing the strengths and weaknesses of the various human rights instruments that currently exist, with attention to how they impact environmental claims made by indigenous peoples.

Week 3- Environmental Politics the Indigenous Context: What are the impacts of natural resource development projects on indigenous lives? An overview of large-scale resource extraction (mines, oil, timber), hydro-electric projects, and tourism will help us to understand the potential threats and rewards of these activities to indigenous peoples.

Readings

- "Indigenous People and Environmental Politics." Dove, Michael R. *Annual Review of Anthropology* 35 (2006): 191-208.
- "Confronting Megaprojects: Development Without Our Consent is Not Development," *Cultural Survival Quarterly*, Volume 37, Issue 4 (December 2013).
- "Indigenous Rights, Resistance, and the Law: Lessons from a Guatemalan Mine," Fulmer, Godoy, Neff, *Latin American Politics and Society*, 50.4 (Winter, 2008), pp. 91-121.

Week 4- Popular Perceptions of Indigenous Peoples and the Environment

Readings

- Krech, Shepard. "Reflections on Conservation, Sustainability, and Environmentalism in Indigenous North America." *American Anthropologist* 107, no. 1 (2005): 78-86.
- Nadasdy, Paul. "Transcending the Debate over the Ecologically Noble Indian: Indigenous peoples and environmentalism." *Ethnohistory* 52, no. 2 (2005): 291-331.
- Choose one of the films on reserve to view and critique

Week 5- Cases from California, New Mexico, and Mexico

Readings

- "Rethinking Environmental Racism: White privilege and urban development in Southern California." Pulido, Laura. *Annals of the Association of American Geographers* 90, no. 1 (2000): 12-40.
- "Indigenous Women Activists and Political Participation: The case of environmental justice." Prindeville, Diane-Michele, and John G. Bretting. *Women & Politics* 19, no. 1 (1998): 39-58.
- "An Environmental Justice Critique of Comparative Advantage: Indigenous peoples, trade policy, and the Mexican neoliberal economic reforms." Gonzalez, Carmen G. *University of Pennsylvania Journal of International Law* 32 (2011): 723.
- "The Multiple Use of Tropical Forests by Indigenous Peoples in Mexico: a case of adaptive management." Toledo, Víctor M., Benjamín Ortiz-Espejel, Leni Cortés, Patricia Moguel, and M. D. J. Ordoñez. *Conservation Ecology* 7, no. 3 (2003): 9.

Week 6- Passamaquoddy and Lakota Cases

Readings

- *Conservation Law Foundation v. Dept. of Marine Resources*
- "The Challenge and the Promise of Indigenous Peoples' Fishing Rights—from dependency to agency." Davis, Anthony, and Svein Jentoft. *Marine Policy* 25, no. 3 (2001): 223-237.
- "No Man's Land: The Last Tribes of the Plains." Lee, Trymaine. 2015
- "Nature is Relative: religious affiliation, environmental attitudes, and political constraints on the Pine Ridge Indian Reservation." Pickering, Kathleen, and Benjamin Jewell. *Journal for the Study of Religion, Nature and Culture* 2, no. 1 (2008): 135-158.

Week 7- The Ngöbe Case and the Inter-American Court

Readings

- "Dam Nation," Ellen Lutz, *Cultural Survival Quarterly*, 31.4 (Winter 2007).
- "Report on Human Rights Violations: Changuinola 7 to Jul. 11, 2010," Human Rights Everywhere.
- "Cultural Survival Petition to the IACHR," March 7, 2008

Week 8- Belo Monte Case

Readings

- "Brazil judge blocks Amazon Belo Monte dam," BBC News, Feb. 25, 2011.
- Conklin, Beth A. "Shamans versus pirates in the Amazonian treasure chest." *American Anthropologist* 104, no. 4 (2002): 1050-1061.
- "Globalization, Communities and Human Rights: community-based property rights and prior informed consent," Daniel Barstow Magraw and Lauren Baker, *Denver Journal of International Law and Policy* (Summer-Fall, 2007) pp. 413-428.

Week 9- Maori Cases in New Zealand

Readings

- *Treaty of Waitangi*
- "The Cultural Politics of Maori Fishing," H.B. Levine, *Journal of the Polynesian Society*, 96 (1987).
- "Reconstruction of Property Relations in New Zealand Fisheries," Fiona McCormack, *Anthropological Quarterly*, 85 (Winter 2012).
- "Ethnicity, Equity, and Quality," K.M. McPherson et al., *British Medical Journal*, 327 (2003).

Week 10- Indigeneity in the African Commission of Human and Peoples' Rights:

Readings

- "Indigenous Peoples in Africa: The Forgotten Peoples," African Commission on Human and Peoples Rights (ACHPR) (2006).
- "Becoming Indigenous Peoples," Jim Igoe, *African Affairs*, 105 (2006).

- "Becoming indigenous in the pursuit of justice: The African Commission on Human and Peoples' Rights and the Endorois." Lynch, Gabrielle. *African Affairs* 111, no. 442 (2012): 24-45.

Essay Two: Write a short (2-3 page) analysis of the ways in which "indigeneity" differs between the Latin American and African contexts, and the potential impacts these differences may have on indigenous rights to land and natural resources. Base your analysis on relevant class readings and discussion- no further research is required.

Weeks 11 & 12- Cape Wind Negotiation Simulation: During this simulation, each student will be assigned a role within the conflict between the Wampanoag tribes of Aquinnah and Mashpee and Cape Wind Associates over the location of a wind farm off the coast of southeastern Massachusetts. Students will be provided a packet of confidential information and instructions unique to their roles, and we will then negotiate a settlement among all of the parties. At the end of the simulation we will review the challenges that we faced (and hopefully overcame) in order to reach agreement.

Final paper: Choose a conflict that centers on indigenous rights and natural resources (one we did not discuss in class), and analyze it through any lens of your choice (political, legal, economic, anthropological, etc.). You may model the analysis on the work of one of the authors we studied, or establish your own framework for investigating the issues. The paper should be a minimum of 3,500 words (~14 pages double-spaced), and outside of a brief introduction to the conflict, it should focus primarily on analysis rather than fact-reporting. Our final class will be a film screening with refreshments to celebrate a great semester of work.

Weeks 13 & 14- Class Conference

Students will be divided into panels to present the research they are undertaking for their final papers and field questions from their peers and the instructor. This conference simulation is designed to develop public speaking skills and allow students to gain feedback to assist them in completing their final papers.

Department Report Form

To: Ron Kaufmann, Chair, Curriculum Committee

From: Vidya Nadkarni, Department of Political Science and International Relations

Re: Instituting a 6-unit limit on political science courses taken abroad with non-USD faculty to be applied to the Political Science/International Relations major or minor.

Date: October 13, 2015

The Department of Political Science and International Relations would like modify the wording on our Study Abroad policy as follows:

For the Political Science Major and Minor:

Existing Catalog Version:

- **STUDY ABROAD**

Study Abroad is highly encouraged. Please check the Study Abroad Bulletin Board at Serra 315 for times of weekly information sessions.

New Version:

- **STUDY ABROAD**

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. No more than six units from non-USD faculty led study abroad courses may be applied to the major or minor.

For the International Relations Major and Minor:

Existing Catalog Version:

E. Study Abroad: Students must take at least 3 units outside of the United States, as part of a study abroad experience. These units may be in any academic discipline, and may be either upper or lower division units. This requirement does not add to the overall number of units required for the major.

New Version:

E. Study Abroad: Students must take at least 3 units outside the United States, as part of a study abroad experience. These units may be in any academic discipline, and may be either upper or lower division units. This requirement does not add to the overall number of units required for the major. No more than six unites from non-USD faculty led study abroad courses may be applied toward Section B of the major or toward the minor.

1. Rationale

The department's faculty members strongly support a study abroad experience for all our students. However, we would like students to take the bulk of their course work in the major and minor with departmental faculty.

2. Impact

The requested change in wording to our study abroad policy only affects our department's curriculum and will not change the requirements for the major or minor either in Political Science or International Relations. The change will have no staffing or budgetary impact or have any impact on other departments on campus. The change is not designed to have a direct impact on student enrollment numbers in any courses.

3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.
Not applicable.

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ October 10, 2015 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ___Spring 2016___

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Politics in Europe

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Politics in Europe

c. New Course Information

Department Code _POL_

Lecture Contact Hours ___3___

Credit Hours ___3___

Lab Contact Hours _____

Course Number _355_

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course offers a survey of the political cultures, institutions, and processes of selected European countries. The development and challenges of the European Union are also discussed.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 10 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ October 10, 2015 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ___Spring 2016___

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

Regional Security

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

Regional Security

c. New Course Information

Department Code _POLS

Credit Hours __3__

Course Number _377_

Lecture Contact Hours __3__

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course examines security dynamics in selected regions of the world (e.g. Europe, East Asia, Latin America, Africa, South Asia, and the Middle East.) We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

e. Grading Mode(s) (check all that apply)

- Standard
- P/F Only
- Audit

4. **Course Format:** method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. **Course Designation (check all that apply)**

- | | |
|--|---|
| <input type="checkbox"/> Core (include Core proposal form) Honors | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. **Faculty Course Workload**

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. **Course Details (circle Y/N)**

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. **Department vote** (# Yes/ # No/ # Abstentions) 10 /0 /0

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input type="checkbox"/> Department Vote; Date _____ |
| <input type="checkbox"/> Department Chair; Date _____ |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <input type="checkbox"/> Dean; Date _____ |

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ Oct 12 2015 _____

2. Course Action

Will the proposed action affect other majors/minors in any College/School?

- Yes (Non-expedited action items require Department Report Form)
 No (Double click on box to add check mark)

What type of curricular Action is being requested?

- Catalog description change (editorial only)
 Change in course #
 Change in course title (editorial only)
 Change in course pre-requisite(s)
 Deletion of course(s)
 Addition of new course
 Revision of existing course
 Revision of existing major/minor/concentration

Effective Term: (list preferred semester/year) ____ Fall 2016 ____

3. Basic Information

a. Title of Course (**30 characters maximum**; appears on transcripts and schedules)

The Creative Mind

b. Catalog Title (**60 characters maximum**; appears only in Catalog)

The Creative Mind

c. New Course Information

Department Code _THEA_

Lecture Contact Hours _3_

Credit Hours _3_

Lab Contact Hours _____

Course Number _205_

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course is designed to build the infrastructure of creative thinking in the learning process. Students will experience problem re-framing, collaborative solutions, sensory imagery, and compassionate innovation challenges to develop a vocabulary of creative thinking useful in charismatic leadership and innovation.

e. Grading Mode(s) (check all that apply)

- Standard
 P/F Only
 Audit

4. Course Format: method of delivery (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | |
| <input type="checkbox"/> Writing (include W course proposal form) | <input type="checkbox"/> Other _____ |

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____

7. Course Details (circle Y/N)

Will this course be course cross-listed (Y/N); If Y, with what course? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____

Is this course linked with another course (e.g., lecture and lab)? (Y/N)

If Y, with what course? _____

Will the linked course be deleted? Y/N

Core curriculum requirement met, if any (D, W): _____

Has this course been approved as a D or W course already? (Y/N)

Is this course a topics or repeatable course for credit? (Y/N)

8. Department vote (# Yes/ # No/ # Abstentions) 4 / 0 / 0

Approvals (Curriculum Committee Use Only)

- Department Vote; Date _____
- Department Chair; Date _____
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

THEA 205

The Creative Mind

Instructor: Ryan Scrimger (and others)
Email: ryscrimger@sandiego.edu
Office Hours: TBA

Course Description:

This course is designed to build the infrastructure of creative thinking in the business student's learning process. Accessing the Creative Mind supports the School of Business' balanced approach to learning by promoting self-awareness, responsible risk-taking practices and supportive leadership qualities. Students will experience problem re-framing, collaborative solutions, sensory imagery, and compassionate innovation challenges to develop a vocabulary of creative thinking useful in charismatic leadership and innovation.

Student Learning Outcomes will align with the SBA and CAS learning objectives and those of the Arts Entrepreneurship Minor as overseen by SBA Marketing:

- Advanced oral and written communication, leadership, and critical thinking

Additional Student Learning Outcomes:

Students will:

- Recognize perceptual blocks and obstacles in idea development through task-oriented intention exercises
- Interrelate the mechanics of business organizations and the process of creative collaboration
- Practice effective expression and calculate levels of risk-taking experiences through interpersonal communication and group activities
- Distinguish the correlation between fundamental business principles and integrating primary creative thinking through cognitive problem-solving devices and non-linear stimulation.
- Support their creative expression with sensory and self-awareness exercises and activities in multi-disciplinary groups.
- Generate ideas full of self-efficacy and the ability to transform personal fears into confidence in a safe environment for exploration.

Course Materials, Excerpts from:

War of Art by Steven Pressfield

Conceptual Blockbusting: A Guide to Better Ideas by James L. Adams

inGenius: A Crash Course on Creativity by Tina Seelig

The Creative Habit: Learn it and Use it for Life by Twyla Tharp

Lateral Thinking: Creativity Step by Step by Edward DeBono

Group Creativity: Music, Theatre, Collaboration by R. Keith Sawyer

Understanding Creativity by Jane Piirto

Course Requirements and Grading Criteria: (written work, reading assignments, group work, projects and presentations, deliverables, quizzes and exams)

Written work (20% of grade)

Students will keep journals in which they will respond to prompts, record their own ideas and responses to their work, and monitor their emotional recognition of the process they are experiencing. Reading assignments will be responded to through class discussions, writing prompts and handouts.

Group Projects (35%)

Students will work collectively to solve challenges, work with objects to create art, express ideas through unspoken & scripted role-playing, and process critical response feedback behaviors.

Participation (30%)

Students will work individually to develop self-awareness, recognize creative blocks and obstacles, solve puzzles, and bend their perceptions of culture, resources, attitudes, and imagination. Class discussions and activities will foster a safe environment for creative exploration. Students must be present to practice applying creativity to life both in individual and group settings.

Exams & Quizzes (15%)

Readings, lectures and discussions will be tested in one final exam and at least two (2) quizzes during the semester. Students will be expected to evaluate their own ideas as well as those of others.

Tentative Class Schedule:

Unit 1: Weeks 1-3 (SLO: Leadership)

Attitude – instead of building puzzles, create a quilt. Find ways to take risks into areas that are unfamiliar.

- Performance anxiety challenge
- Relaxation techniques
- Charismatic leadership

Unit 2: Weeks 4-6 (SLO: Written & oral communication)

Habitat - Consider the space around you as the stage on which your life is played out

- A daily task – an independent activity that reveals something about your space, your fears, your family, your dreams
- A/B scenes

Connecting & combining ideas – to examine something you see everyday and make something that you need or express something that you have to express

- Cartoon caption writing
- Shin Dogu – make an un-useful idea

Unit 3: Weeks 7-10 (SLO: Critical Thinking)

Culture Exploration – at the core of every organization, every community, every team, every family

- Background music
- Music, rhythm and sound

Framing & re-framing problems – how you ask questions determine what kind of answer you will get

- Joke telling exercise
- Tradition and Change

Paying attention – seeing the world with new eyes.

- Go on Safari in your daily environment. Re-write the script of what you see.
- Sensory imagery guided meditation
- Kinesthetic Creativity

Writing down ideas – we don't know how valid or invalid they are, don't think they are worthless & accept that you might fail

- Eureka journal – write down any ideas you have
 - keep them
 - make them
 - share them
- Feedback process – how to recognize creative work and give positive & nurturing feedback (Critical Response Process)
- Fluency & flexibility of thinking – gestation process

Unit 4: Weeks 11-13 (SLO: Critical Thinking)

Resources – providing adequate resources to thought-banks to enable creative functioning requires that we look beyond obvious resources (i.e. money)

- What process do we put in place
- Consider the cultures we create
- Forced alternatives

Challenge assumptions of value – gives us incremental solutions to negative value concerns

- Friendship, community, health, financial security
- Assignment: Make something out of trash

Final Projects: Weeks 14-15 (SLO: Leadership, Oral Communication, Critical Thinking)

Group Creativity Project – to a collective and collaborative

Memo

To: Ron Kaufmann and CAS UCC
From: The Writing ATF
Re: Non-English Advanced Writing courses
Date: 10/14/2015

We understand that the UCC is deliberating whether to allow non-English W courses in the existing Core. As members of the Writing ATF working on developing writing in the new Core, we have considered the same question. In this memo we would like to share with the UCC our conclusion and its rationale. We hope to contribute to your deliberation, knowing that the UCC will be reviewing our ATF report later this year.

Based on our work with the learning outcomes, and after consulting faculty in our areas, we have added to the criteria for Advanced Writing the following stipulation:

- *AW courses should be allowed in languages other than English in the specific case of majors in the Languages, Cultures, and Literatures department.*

As a rationale, we offer the following observations (keeping in mind that these are our arguments for Advanced Writing in the new Core):

- 1) As our Learning Outcomes reflect, writing is not just about getting the grammar right – it is about critical thinking, organization, argumentation, etc., and all of these things can take place in another language.
- 2) In fact, those students who pursue a second language so far as to do an advanced writing course are arguably going to be even better at the LO's than students working in their native language. They will probably even be better at grammar (since we learn a lot of grammar from studying other languages).
- 3) Most students will take Advanced Writing in their majors. This means that only those majoring in Spanish will take AW in Spanish – a student in, say, History would not be able to opt into the Spanish AW just because she thinks it would be easier.
- 4) Every department has the right to develop an AW course as part of its major - Languages, Cultures, and Literatures should have that right too.

Sincerely,

Tom Dalton
Kathleen Kramer
Michael Mayer
Abe Stoll
David Sullivan



MEMORANDUM

To: Undergraduate Curriculum Committees of the College of Arts and Sciences, School of Business Administration, and Shiley—Marcos School of Engineering
From: Kevin Guerrieri
Chair, Department of Languages and Literatures
Date: April 23, 2015
Re: W Courses in the Department of Languages and Literatures

Proposal for change to language in Written Literacy for the Core Curriculum

My department proposes that a change be made to the language for the upper—division writing requirement in the Core Curriculum. Currently, the first sentence of the second point under “Written Literacy,” which is found in I. Indispensable Competencies, reads as follows:

“At the upper division level, students must demonstrate advanced proficiency in written English either by completing successfully an approved upper division writing course or by passing an upper division proficiency examination.”

(<http://catalogs.sandiego.edu/undergraduate/academic-----programs/core-----curriculum/>)

We propose that the word “English” be replaced with the word “expression”:

“At the upper division level, students must demonstrate advanced proficiency in written expression ~~English~~ either by completing successfully an approved upper division writing course or by passing an upper division proficiency examination.”

Rationale

1. Last year the Core Curriculum Committee (CCC) approved three courses in our department as W courses: ITAL 301 Writing and Composition, SPAN 301 Writing and Composition, and SPAN 311 Writing and Composition for Heritage Speakers. All our W courses fulfill the student learning outcomes (SLOs) that have been defined for this area of the Core: Our 301s (and SPAN 311) are intensive and instructive upper—division writing courses designed to develop students’ ability to 1. Demonstrate significantly more advanced and sophisticated written literacy through frequent writing tasks with instructor feedback; 2. Write with clarity and cogency as inquiring and analytical readers of texts in the field of their major or other discipline; 3. Articulate observations, express ideas, and formulate arguments within the relevant discipline; and 4. Demonstrate a process—oriented approach to writing, through drafting, feedback (instructor feedback required; peer feedback optional), revision and editing, and final drafts.

2. In the list of criteria for the W courses, it states that “the W course does not have to be in the student’s major discipline, but this is encouraged.” Similarly, the SLOs make reference

to “texts in the field of their major or other discipline” and “within the relevant discipline.” If the English—only restriction is maintained for the W requirement, our majors will effectively be rendered “non—majors” and “non—disciplines” for this Core component (in spite of the fact that the courses fulfill all the SLOs and requirements for the W designation). In other words, all programs are being encouraged to develop W courses, while this restriction simultaneously excludes our programs from doing so.

3. Currently, there are approved W courses across the curricula at USD, including many courses in the sciences, mathematics, business, accounting, music, theater, etc. (just to name a few here to illustrate the wide disciplinary range of W courses). Nonetheless, if this restriction is upheld, ironically, the programs in our department—for which both advanced written and reading proficiency as well as literary and cultural analysis are fundamental components—will effectively be excluded.

4. The University of San Diego prides itself on its ongoing internationalization initiative. Likewise, our core values include the pursuit of “academic excellence in its teaching, learning, and research to serve the local, national, and international communities.” We promote “democratic and global citizenship.” Additionally, we actively strive to promote questions of diversity and inclusion. It seems contradictory, at best, to pronounce such values and initiatives while, simultaneously, not only undervaluing but explicitly excluding advanced written proficiency in languages other than English as part of our Core Curriculum.

For all these reasons, we are respectfully submitting this proposal. Thank you for your consideration.



To: Undergraduate Curriculum Committee

From: Kristin Moran, Special Assistant to the Dean, Core Director

Re: ATF Report submission

Attached to this letter you will find an Area Task Force (ATF) Report for review. The curriculum committee is asked to take a vote to accept or reject the report. The curriculum committee may not amend the content of the report. If the committee rejects the report, revision suggestions should be communicated to the chair of the ATF. The ATF will resubmit a revised report for approval.

In its deliberations, the committee is asked to focus the discussion on the scope, applicability and utility of the student learning outcomes as presented in the report.

Please note that every report will be slightly different in form. After student learning outcomes and assessment criteria are accepted, a single document will be produced to aggregate and summarize the information in the individual reports.

ATF Report Artistic Inquiry

Description of Goals of Core Area

Artistic inquiry reveals the ways that artistic practices at once reflect and shape the society in which they are produced. Through the study of the history, theory and/or practice of one or more of the arts, students come to understand the distinct vocabularies of form and structure that produce meaning. Students deploy critical skills to delve into works of art, architecture, music, and/or theatre within their historical contexts and experiential dimensions, questioning received knowledge and presuppositions. This domain of study elucidates the ways in which the arts operate as modes of reflection and of action—alert to the past while re-envisioning the future—from the local to the global.

List of Student Learning Outcomes

AI Outcome 1: (Creative, Performative, or Receptive Practice) Engage in the creative, performative or receptive practices of an artistic discipline.

AI Outcome 2: (Engagement with Theoretical Principles) Recognize and describe the relationships between the component parts of an artistic medium using discipline specific vocabulary and analytic systems.

AI Outcome 3: (Historic and Cultural Contextualization) Situate and contextualize artistic practices within historic and cultural frames using methods of inquiry specific to the discipline.

Assessment Criteria

The Artistic Inquiry ATF has determined criteria that will be used to evaluate alignment with learning outcomes. Please note that course outcomes listed on the syllabus should align with **all three** SLOs, but may designate one (or two) outcomes as primary and the remainder as secondary, demonstrating closer alignment to the primary outcome(s). Faculty must construct assignments where achievement of these criteria will be possible.

AI Outcome 1: (Creative, Performative, or Receptive Practice) Engage in the creative, performative or receptive practices of an artistic discipline.

Assessment criteria for AI Outcome 1:

- Production of creative works or their discipline-specific equivalents in the capacity of artist, architect, composer, designer, theatre practitioner, or combination of these roles.

OR

- Participation in performance for an audience in the capacity of performance artist, musician, theatre practitioner, or combination of these roles.

OR

- Reflection on performance, exhibit, or work of design in the capacity of audience member or attendee, chronicler or critic.

AI Outcome 2: (Engagement with Theoretical Principles) Recognize and describe the relationships between the component parts of an artistic medium using discipline-specific vocabulary and analytic systems.

Assessment criteria for AI Outcome 2:

- Written work, technical productions, or structured class discussions/presentations demonstrating the recognition and description of the relationships between the component parts of the artistic medium.
- Examples of appropriate work may include analytic papers, technical exercises, drills, sketches, or other artistic artifacts.

AI Outcome 3: (Historic and Cultural Contextualization) Situate and contextualize artistic practices within historic and cultural frames using methods of inquiry specific to the discipline.

Assessment criteria for AI Outcome 3:

- Written text or structured class discussions/presentations that situate and contextualize artistic practices within historic and cultural frames.
- Examples of appropriate work may include analyses of primary or secondary sources, comparison and contrast papers, or original research using discipline-specific methodology.

Summary

Courses that satisfy the Artistic Inquiry Core Area will examine an art form (visual, material, musical, or performative) from a disciplinary perspective that emphasizes history, theory, or practice. The richness of artistic disciplines is difficult to encapsulate in a simplified set of outcomes, and course content is highly variable between historical, theoretical, or practice-based courses. For this reason, although courses in the Artistic Inquiry Core Area are expected to integrate all three Student Learning Outcomes in some measure, each course may align itself primarily with one (or two) SLO(s) and designate the remainder as secondary for purposes of evaluation and assessment. Course work should reflect these primary and secondary outcome designations.

Area Task Force Report

Ethical Inquiry

Members: Tara Ceranic (SBA, Business), Gary Jones (CAS, Philosophy), Emily Reimer-Barry (CAS, Theology and Religious Studies), Lori Watson (CAS, Philosophy), & Mark Woods, Chair (CAS, Philosophy)

Ethical Inquiry

The study of ethics emphasizes the development of ethical reflection, judgment, moral responsibility, and action. Of traditional and particular significance in the intellectual and personal development of students studying at a university grounded in the Catholic intellectual tradition, it evokes broad inquiry regarding the foundations of morality, ethical principles, and the application of these principles through reasoned reflection and critical engagement with real human and social concerns and problems.

One course is required. Each course must satisfy all of the student learning outcomes articulated below.

Student Learning Outcomes [At the conclusion of each course, successful students will be able to...]

1. FOUNDATIONAL KNOWLEDGE

Describe and analyze key ethical concepts (e.g., justice, happiness, the good, moral value, virtue, dignity, rights, equality, etc.)

2. ETHICAL REASONING

Reason ethically by drawing on major ethical theories and traditions (e.g., virtue ethics, feminist ethics, Catholic social thought, deontological ethics, consequentialist theories, etc.) or the values grounding those traditions (e.g., autonomy, utility, etc.) to normatively assess individual, professional, and institutional decisions

3. PERSPECTIVAL REFLECTION

Analyze a contemporary ethical issue from multiple perspectives, including identifying potential biases on the basis of social location (e.g., historical, cultural, gender, racial, economic, religious, ability, etc.).

4. CLARITY OF ARGUMENT

Develop, articulate, and defend a well-reasoned judgment on a particular ethical issue, demonstrating nuance and ambiguity, as well as clarity and precision, in their thinking and writing about moral problems, concepts, and ideals.

5. ETHICAL SELF-REFLECTION

Reflect on and evaluate their own ethical decisions, actions, and practices, as well as on their obligations as morally responsible agents.

Example Assignments and Assessment Criteria

The following assignments are standard pedagogical strategies for teaching ethics at the college level; these are merely suggestive, and this list is not meant to be exhaustive:

- Case study discussions
- Objective exams
- Essay exams
- Reflective or research papers
- Presentations
- Role-playing exercises

The following rubric can be used for assessment of the Student Learning Outcomes:

| | 5 points: Superior Attainment/Highly Developed | 3 points: Good/Developing | 1 point: Basic/Beginning |
|------------------------|--|--|---|
| Foundational Knowledge | <p>Student can clearly articulate and define key ethical concepts.</p> <p>Student can analyze key ethical concepts and show how they are related.</p> <p>Student can use key ethical concepts to analyze and articulate ethical theories.</p> <p>Student can use key ethical concepts to analyze and evaluate ethical decisions and practices.</p> | <p>Student can identify and describe key ethical concepts.</p> <p>Student can analyze key ethical concepts.</p> <p>Student can analyze key ethical concepts within ethical theories.</p> <p>Student can use key ethical concepts to analyze ethical decisions and practices.</p> | <p>Student can identify key ethical concepts.</p> <p>Student can analyze key ethical concepts.</p> <p>Student can identify key ethical concepts within ethical theories.</p> <p>Student can identify key ethical concepts in ethical decisions and practices.</p> |

| | 5 points: Superior Attainment/Highly Developed | 3 points: Good/Developing | 1 point: Basic/Beginning |
|-------------------|--|---|---|
| Ethical Reasoning | <p>Student can clearly articulate foundational normative values and principles.</p> <p>Student can demonstrate an ability to infer what follows from a commitment to particular normative values or claims in specific contexts in a sustained and systematic fashion.</p> <p>Student can creatively generate his or her own examples to apply or illustrate normative principles or values.</p> <p>Student can identify the salient moral principles of values at stake in a particular example or context and articulate a rationale for that identification</p> | <p>Student can identify normative principles and values.</p> <p>Student has insight to infer what follows from a commitment to particular normative values or claims in specific contexts.</p> <p>Student can articulate and explain common examples that apply or illustrate normative principles or values.</p> <p>Student can identify the salient moral principles of values at stake in a particular example or context.</p> | <p>Student can identify normative principles and values.</p> <p>Student can offer beginning explanation about what follows from a commitment to particular normative values or claims in specific contexts, but explanation is unclear or overly simplistic.</p> <p>Student can offer basic articulation and explanation of common examples that apply or illustrate normative principles or values, but without elaboration.</p> <p>Student can identify the salient moral principles of values at stake in a particular example or context.</p> |

| | 5 points: Superior Attainment/Highly Developed | 3 points: Good/Developing | 1 point: Basic/Beginning |
|-------------------------|--|---|---|
| Perspectival Reflection | <p>Student can thoughtfully and clearly describe an ethical issue from multiple perspectives.</p> <p>Student can clearly identify bias and the rationale for bias.</p> <p>Student's work demonstrates complex and highly developed analysis of power dynamics in a sophisticated and sensitive manner.</p> | <p>Student can thoughtfully and clearly describe an ethical issue from at least two different perspectives, with some attention to how dynamics of culture, power, race, class, and other related factors shape each perspective.</p> | <p>Student recognizes the importance of point-of-view in ethical analysis.</p> <p>Student can describe an ethical issue from at least two different perspectives in a minimally satisfactory way, but is unable to elaborate sufficiently on the significance of the various points of view for analysis of the ethical issue.</p> |
| Clarity of Argument | <p>Student provides an insightful and articulate position on the ethical issue at hand.</p> <p>Student defends their own position using moral foundations and well-reasoned logic</p> <p>Student's argument acknowledges multiple perspectives including those contrary to their own and addresses the ambiguity present in the ethical issue.</p> | <p>Student takes a clear position on the ethical issue at hand.</p> <p>Student defends their own position alluding to some moral foundations, but lacks sufficient clarity and well-reasoned logic</p> <p>Student's argument acknowledges some differing perspectives and provides a cursory acknowledgement of the ambiguity present in the ethical issue.</p> | <p>Student takes a stand on the ethical issue but his/her position retains confusing or contradictory analysis.</p> <p>Student's defense of their own position is weak and lacking moral foundations and well-reasoned logic</p> <p>Student's argument does not go beyond their own point of view and lacks the acknowledgement of the ambiguity present in the ethical issue</p> |

| | 5 points: Superior Attainment/Highly Developed | 3 points: Good/Developing | 1 point: Basic/Beginning |
|-------------------------|--|---|---|
| Ethical Self-Reflection | <p>Student can discuss moral agency with a high degree of complex thought.</p> <p>Student exhibits self-awareness and can describe his/her own core values with clarity and complexity.</p> <p>Student can analyze his/her own decisions, actions, and/or practices in a highly developed and sophisticated way.</p> | <p>Student can articulate a definition of moral agency and can describe his/her own core values clearly and with some degree of complexity.</p> <p>Student is comfortable analyzing his/her own decisions, actions, and/or practices with some depth of analysis.</p> | <p>Student can describe a basic definition of moral agency and can describe his/her own core values.</p> <p>Student is somewhat comfortable analyzing his/her own decisions, actions, and/or practices.</p> |

Summary

Ethical inquiry is an essential component of the core curriculum and of a well-rounded education for the twenty-first century. But not all Ethics courses look the same. Despite the fact that all Student Learning Outcomes (SLO)s must be satisfied by an Ethics class, it is expected that courses will vary in terms of emphasis. For example, certain courses may emphasize more general issues relating to ethical inquiry, such as Foundational Knowledge and Ethical Reasoning. In such courses, other SLOs such as Perspectival Reflection and Ethical Self Reflection would serve as illustrations or applications of the more fundamental SLOs of Foundational Knowledge and Ethical Reasoning.

The above SLOs capture the minimal expectations for core classes, but some schools and/or departments might add additional expectations for ethics courses within their curriculum structure. Notwithstanding the fact that Ethics classes may vary in terms of emphasis, it is required that all Ethics classes focus on ethical reasoning and argument. Only by containing such a component can students reasonably be expected to develop and retain an ability to adequately conduct ethical inquiry.

ATF Report
Oral Communication Competency

Description of Goals of Core Area

Traditionally, USD has not required students to demonstrate their oral communication proficiency in the core curriculum. Investigating outcomes across disciplines, it is clear that many majors understand its central role by requiring oral presentation skills as a program learning outcome, including Architecture, Biochemistry, Biology, Chemistry, Communication Studies, Computer Science, Environmental Studies, French, Interdisciplinary Humanities, Liberal Studies, Marine Sciences, Mathematics, Physics, Sociology, Spanish, and Theology & Religious Studies. There are many opportunities for seamless integration since so many majors already integrate an oral competency. Moreover, every discussion of essential outcomes for our USD undergraduates has included this competency. Its contribution to a liberal arts education is noted by national level educational organizations such as the Association of American State Colleges and Universities (AASCU) and the Association of American Colleges and Universities. Additionally, in a 2010 national survey of employers, the areas they identified as requiring increased focus first include written and oral communication, then critical thinking and analytic reasoning, the application of knowledge in real-world settings, ethical decision making, and teamwork (Hart Research Associates, 2010).

Our understanding of the oral communication competency is based upon several key documents from the National Communication Association, and are embedded in the outcomes below (Morreale, S., Rubin, R.B., & Jones, E., 1998; Simonds, C.J., Buckrop, J., Redmond, M., & Quianthy, D.H., 2012). Our conceptual definition is a modified version of the AAC&U Value Rubric for Oral Communication (2010); our additions provide further clarification of terminology. **We define oral communication as a prepared, purposeful, presentation for an audience designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors.**

List of Student Learning Outcomes

Students will be able to:

- a) deliver a central message that is compelling and appropriate to the audience
(*Central Message*)
 - a. precisely stated
 - b. imaginative language
 - c. appropriately repeated
 - d. memorable
 - e. strongly supported

- b) construct presentations with clear and consistent organizational patterns
(*Organization*)
 - a. specific introduction and conclusion
 - b. sequenced material within the body of the speech
 - c. transitions
 - d. application of a variety of supporting materials: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities
 - e. established credibility and authority on the topic through appropriate reference to information or analysis that significantly supports the presentation

- c) demonstrate techniques of verbal and nonverbal delivery that evoke confidence from the speaker, make the presentation compelling, and fully engage the audience
(*Delivery*)
 - a. volume
 - b. expressiveness
 - c. pauses
 - d. posture
 - e. gestures
 - f. sustained eye contact

Assessment Criteria

These learning outcomes are to be applied to the oral presentation of an individual speaker who has constructed a presentation of sufficient length to be judged on its own merit. If presentations will be evaluated through a group assignment each speaker should be evaluated separately. Examples of appropriate assignments include, but are not limited to, informative presentations (capstone projects, senior seminar research, class projects, current events) and persuasive speeches (policy proposals, problem solving, marketing pitches).

This competency does not lend itself to being embedded in any one part of the core curriculum because its features are unique. Therefore, this competency could easily be flagged inside various core and/or major courses. These kinds of learning outcomes could be appropriately paired with other competencies, such as written communication, and in capstone courses where students are expected to present culminating work. Often such courses are capped at a restricted enrollment, which would advantage students practicing oral communication skills in the classroom prior to being assessed on their presentations. Given that class time will need to be dedicated to the assessment of student presentations, classes will need to have restricted enrollment.

There are two key features to consider when flagging these outcomes in a course. The first critical feature is their developmental nature. We expect that students will achieve varying skill levels depending on the amount of in-class speaking opportunities, degree of practice, and their maturity as individuals. Students should receive preparatory training in how to

create, organize and deliver their content prior to their presentation during class, as well as encouraged to practice outside of class. It is advisable to give students an opportunity to speak in front of their audience before being assessed.

Our committee strongly encourages early exposure to this competency in the semester with, at minimum, two instructor-assessed presentations. The second critical feature is that presentations should be of sufficient length so that the outcomes can be achieved by the students and assessable by the instructor; therefore they are not suitable for oral examination answers or impromptu assignments.

Summary

The oral communication competency is understood as a prepared, purposeful, presentation for an audience designed to increase knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Learning outcomes attend to the central message, content, and delivery of student presentations. Students should be introduced to oral communication skills early in their upper division flagged class and be encouraged to develop learning outcomes throughout the course of the semester.

References:

- AAC&U Oral Communication Value Rubric (2010). Retrieved from:
<http://www.aacu.org/value/rubrics/OralCommunication.cfm>
- Morreale, S., R.B., & Jones, E. (1998). Speaking and listening competencies for college. Washington DC: National Communication Association.
- Simonds, C.J., Buckrop, J., Redmond, M., & Quianthy, D.H. (2012). Revised resolution on the role of communication. Report to NCA Legislative Assembly. Washington DC: National Communication Association.

Writing Competency ATF Report
10/14/15

Description of Goals of Core Area

Written communication is one of the competencies of the Core Curriculum. The new Core continues the existing overall structure for writing, but makes refinements to both courses. New learning outcomes will guide both a 3-unit First-Year Writing course (FYW) and a flagged Advanced Writing course (AW). FYW must be taken in the first year, and should prepare students for writing in subsequent Core and major courses. FYW should stretch beyond a single discipline, so that students will study multiple discourses and gain practice in multiple kinds of writing. AW builds on FYW, providing further instruction in the same four basic outcome areas. Most AW students will work more specifically within an academic discipline, equipping them to succeed in their majors. Training and oversight for both FYW and AW will be provided by the new Writing Program.

First-Year Writing Student Learning Outcomes

Contexts and Purposes

Students will:

- write in ways appropriate to the audiences and occasions of each assignment
- write effectively in or about multiple discourses by distinguishing among and responding to rhetorical contexts

Content

Students will:

- apply relevant and compelling content, based on strong understandings of assigned subjects, in order to write effectively across multiple types of discourse

Sources and Evidence

Students will:

- use credible sources to develop ideas and arguments that are effective within assigned disciplines and discourses
- cite sources accurately according to conventions of the topic and discipline

Mechanics

Students will:

- write clearly and fluently, with few errors in syntax and grammar

First-Year Writing Assessment Criteria

- Many FYW courses will be linked with LLCs, but not all.
- Courses can be taught by faculty from any department, upon completion of training by the Writing Program (see last bullet below).
- Multiple discourses: the syllabus can be based on the instructor's home discipline (e.g., literature), but should strive to cross into other disciplines and discourses. This does not mean the course must survey all major kinds of discourse. And it does not mean the instructor must teach content outside of his or her expertise. Rather, the goal is to help students recognize that many different kinds of writing and discourse are found across academia and in public media, the workplace, and elsewhere. Familiarity with some of these will allow students to practice writing in several discourses, and to practice moving from one discourse to another.
- Process writing: courses should be writing intensive and writing instructive, focusing on teaching writing as a process. This includes pre-writing, multiple drafts, revision, and editing.
- Training: all FYW instructors must take part in training workshops. The new Writing Program will oversee training and oversight of FYW instructors, and student placement.

Advanced Writing Student Learning Outcomes

Contexts and Purposes

Students will:

- write with the mastery of a student advanced in an area of study by distinguishing and responding to audiences, occasions, and discursive contexts

Content

Students will:

- apply relevant and compelling content, based on mastery of assigned subjects, in order to write effectively within the area of study

Sources and Evidence

Students will:

- use credible sources to develop ideas and arguments that are effective within the area of study
- cite sources accurately according to the conventions of the area of study

Mechanics

Students will:

- write clearly and fluently in formats relevant to the area of study, with few errors in syntax and grammar

Advanced Writing Assessment Criteria

- AW courses can be required in the major, at the discretion of each department. They can also be fulfilled outside of the major, which creates an opportunity to develop new courses that include several departments, e.g., Writing in the Social Sciences or Writing in the Sciences.
- AW courses should be allowed in languages other than English in the specific case of majors in the Languages, Cultures, and Literatures department.
- Process writing: courses should be writing intensive and writing instructive, focusing on teaching writing as a process. This includes pre-writing, multiple drafts, revision, and editing.
- Training: all AW instructors must take part in training workshops. The new Writing Program will oversee training and oversight of AW instructors.

Summary

Faculty accustomed to teaching writing, in both ENGL 121 and the W courses, should be aware that Core revision has made some important adjustments to course goals, reflected in these outcomes and criteria. First-Year Writing is meant to be less of an English class than our current Composition and Literature course. It now includes the aim of helping students differentiate among multiple discourses, and giving them the opportunity to practice writing in several discourses (see note on multiple discourses in the assessment criteria). The option to attach FYW to an LLC is one way that such interdisciplinarity can be fostered; the new Writing Program will provide resources and training for this transition. Advanced Writing will benefit from reinvigorated training and oversight by the new Writing Program. Before teaching AW courses, instructors will be required to complete training workshops, which will help ensure that these courses are not just writing intensive, but also writing instructive. The new Writing Program should provide the opportunity for innovation in AW courses, and the development of new courses and new approaches.

Faculty who have not previously taught ENGL 121 are invited to apply to teach FYW. It will likely be staffed mostly by the English Department, but any other interested department or faculty can apply. Applicants should pay careful attention to learning outcomes, and will receive training from the Writing Program.

Respectfully submitted by;

Tom Dalton, Kathleen Kramer, Mike Mayer, Abe Stoll, David Sullivan

ATF Report Template
DIVERSITY, INCLUSION, AND SOCIAL JUSTICE (DISJ)

Description of Goals of Core Area

Critical examination of inclusion and social justice fosters an informed appreciation of different experiences and perspectives, recognition of privilege and power, and engagement across a range of intellectual and cultural traditions. Courses in the Diversity, Inclusion, and Social Justice foundation area emphasize students gaining substantial **knowledge** of self and diverse others, and honing **skills** to articulate complexities of how people are categorized and valued differently, and how that leads to wide disparities in life experiences and outcomes.

- *Diversity* refers to difference, understood as an historically and socially constructed set of value assumptions about what / who matters that figures essentially in power dynamics from the local to the global. Some differences have been made to matter more than others.
- *Inclusion* is the institutional process(es) of incorporating diversity.
- *Social Justice* entails identifying and contesting the process(es) in which power and privilege utilize diversity for inequitable outcomes along intersecting lines—race, class, gender, sexual orientation, religion, ability, and more—that inhibit democratic empowerment, civil and human rights, and Catholic social teachings.

GOAL: Knowledge: Understanding how assumed differences among people become named, valued, and institutionalized requires an interdisciplinary framework that examines group and identity formation, cultural dynamics and expression, historical legacies, political and economic conditions, and the basis of knowledge itself. Knowledge SLO emphasizes the conceptual, reflective, and relational understanding required to engage diversity, inclusion, and social justice both critically and compassionately, and in an informed and grounded manner (i.e. the context).

GOAL: Skills: Interdisciplinary intellectual tools and methods are required to conceptualize and articulate the complexities of diversity, inclusion and social justice. The skills SLO highlights indispensable tools and methods that position students as competent contributors to just and equitable social improvements.

List of Student Learning Outcomes

KNOWLEDGE: **Critical self-reflection** – Critically reflect on and describe how you and others have experienced privilege and oppression.

KNOWLEDGE: **Explain diversity, inclusion, and social justice** – Analyze how social constructions are produced historically and reproduced in contemporary

contexts and various forms of cultural representation – literature, film, among others. Describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes.

SKILLS: Analyze the complexities of diversity, inclusion, and social justice – Critically examine the intersections of categories such as race, ethnicity, class, gender and sexuality in local and/or global contexts of unequal power relationships and social justice.

Assessment Criteria

List the criteria that will be used to determine whether the student learning outcomes are being met. Course criteria are distinct from assessment criteria and should not be included in this section.

KNOWLEDGE: Critical Self-Reflection

Criteria

- Accuracy of information about privilege/oppression
- Depth and impact of self-reflection
- Relevance of personal experience
- Clarity and effectiveness of ability to communicate about self and self in relation to others

KNOWLEDGE: Explain diversity, inclusion, and social justice

Criteria

- Accuracy of information about groups and identities, factual accuracy not stereotypes
- Breadth of multiple viewpoints
- Distinguish between master and counter narratives
- Clarity of explanation about group(s)/values

SKILLS: Conceptualize and articulate the complexities of diversity, inclusion, and social justice

Criteria

- Accuracy and depth of synthesis of intersecting axes into a more complex picture of self, another individual, or a group
- Accuracy and thoroughness of explanation of past, current, and future national/global group patterns

- Effective employment of multiple or mixed-methods (such as qualitative, quantitative, case studies, spatial analysis, oral history, literary or cultural studies etc.)

Summary

Describe final thoughts that can be used to guide faculty who will submit courses for inclusion in this area of the core.

- Course proposals from across the departments and schools are especially encouraged.
- Courses previously approved under the “D” core requirement are not guaranteed approval in the DISJ area.
- “D” versus “DISJ”: The current “D” courses must have at least 30% of their content address some aspect of diversity and have not required assessment. DISJ courses will have all DISJ learning outcomes as the frame or lens for all course content and must have a plan for assessment.
- Proposals must include a description of activities designed to help students achieve the learning outcomes.
- The two DISJ flags are developmental (level one and level two), and course proposals should clarify which level they target. Referring to the attached rubric, level one courses should aim for “Developing – 2” and “Accomplished – 3”, and level two courses should aim for “Advanced – 4” and “Mastery – 5”.
- Students must take at least one DISJ course with a domestic focus, so proposed courses must identify if they have a domestic focus, and clearly present what that domestic focus is.
- The Diversity Curriculum Committee recommendations (2/22/12) include applied learning through community service learning. These pedagogies would greatly increase the impact of all DISJ learning outcomes, and we encourage course proposals to include these strategies.
- International perspectives are welcomed. Given the location of the university we also encourage emphasis on California, southern California, or San Diego.

| Rubric | Mastery - 5 | Advanced - 4 | Accomplished - 3 | Developing - 2 | Benchmark - 1 |
|--------------------------|--|--|--|---|---|
| Critical Self Reflection | -Fully accurate and highly insightful treatment of privilege and oppression; - Significantly transformative self reflection that deeply impacts self and others; -Pivotal personal experiences; -Clear and insightful communication about self and self in relation to others | -Fully accurate treatment of privilege and oppression with some critical reflection on stereotypes; -Clear and significant depth or impact in self reflection; -High relevance of personal experiences; -Very good ability to communicate about self and self in relation to others | -Privilege and oppression presented in fully accurate, non-stereotypical terms; - Good depth and impact in self reflection; -Clear relevance of personal experiences; -Good ability to communicate about self and self in relation to others | -Privilege and oppression presented mostly accurately, with minimal stereotypical terms; - Some depth or impact in self reflection; - Some relevance of personal experiences; -Some ability to communicate about self and self in relation to others | -Privilege and oppression presented in largely stereotypical terms, significant inaccuracies; -Little to no depth or impact in self reflection; -Low relevance of personal experiences; -Limited ability to communicate about self and self in relation to others |
| Explain DISJ | -Fully accurate and thorough information about groups and identity categories, heavy presence of extensive analysis of formation and role of stereotypes; -Deep comprehension of multiple viewpoints; Clear, accurate, precise, insightful, and deep distinction between master and counter narratives; - Clear and insightful explanation about groups and values | -Very good accuracy of information about groups and identity categories, good critical awareness of existing stereotypes; - Very good ability to comprehend multiple viewpoints; -Clear, fully accurate, and precise distinction between master and counter narratives; - Very clear and effective explanation about groups and values | -Good accuracy of information about groups and identity categories, good critical awareness of stereotypes; -Good ability to comprehend multiple viewpoints; - Well able to distinguish between master and counter narratives; -Mostly clear explanation about groups and values | -Some accuracy of information about groups and identity categories, little presence of stereotypes; -Some clear ability to comprehend multiple viewpoints; -Some ability to distinguish between master and counter narratives; - Somewhat clear explanation about groups and values | -Limited accuracy of information about groups and identity categories, heavy presence of stereotypes; -Little ability to comprehend multiple viewpoints; - Difficulty distinguishing between master and counter narratives; - Unclear explanation about groups and values |

| | | | | | |
|--|--|--|---|--|---|
| <p>Conceptualize and Articulate Complexities of DISJ</p> | <p>-Extensive and original synthesis of intersecting categories; -Fully accurate and thorough explanation of past, current, and future US/global group patterns; - Significant facility and originality with utilizing multiple or mixed-methods in examining DISJ; -Insightful and innovative vision for a just world</p> | <p>-Limited or missing synthesis of intersecting categories; - Inaccurate or missing explanation of past, current, and future US/global group patterns; -Inability to distinguish between and utilize multiple or mixed-methods in examining DISJ; -Can articulate a vision for a just world with notable depth and impact</p> | <p>-Good synthesis of intersecting categories; -Mostly accurate explanation of past, current, and future US/global group patterns, with some notable depth; - Good ability to distinguish between and utilize multiple or mixed-methods in examining DISJ; - Fully able to articulate a substantial vision for a just world</p> | <p>-Some synthesis of intersecting categories; - Somewhat accurate explanation of past, current, and future US/global group patterns; -Some ability to distinguish between and utilize multiple or mixed-methods in examining DISJ; -Can somewhat articulate a substantial vision for a just world</p> | <p>-Limited or missing synthesis of intersecting categories; - Inaccurate or missing explanation of past, current, and future US/global group patterns; -Inability to distinguish between and utilize multiple or mixed-methods in examining DISJ; - Little to no ability to articulate a vision for a just world</p> |
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ATF Report
QUANTITATIVE REASONING

Description of Goals of Core Area

Quantitative Reasoning (QR) is the ability to use relevant quantitative information in the evaluation, construction, and communication of arguments in public, professional, and personal life, and to consider the power and limitations of such quantitative evidence.

The ability to think quantitatively is important in today's data-driven world. Selecting appropriate quantitative data and using it effectively to support an argument has applications in every-day life, for example:

- evaluating the proper use of data and statistics when determining the pros and cons of vaccination;
- calculating the cost effectiveness of increased fuel efficiency of a hybrid versus combustible engine automobile;
- evaluating the risk involved to property and persons in determining frequency and likelihood of natural disasters, such as earthquakes and hurricanes; or
- comparing home loan scenarios under changing interest rates and different loan terms.

As the above examples demonstrate, QR is interdisciplinary in nature. For that reason, **we recommend QR a flag designation** so that it can be qualified by a broader array of courses.

List of Student Learning Outcomes (SLO's)

Identification: Recognize and select quantitative information that is relevant to the argument (e.g., extract necessary data from larger datasets that may also contain non-relevant information).

Calculation and Organization: Perform any necessary calculations (e.g., converting units, standardizing rates, applying formulas, solving equations), and put data into comparable forms (e.g. graphs, diagrams, tables, words).

Interpretation: Interpret and explain data in mathematical forms, such as analyzing trends in graphs and making reasonable predictions about what the data suggest about future events.

Evaluate Assumptions and Recognize Limitations: Make and evaluate important assumptions in estimating, modeling, and analysis of quantitative data as well as recognizing their limitations.

Justification: Communicate carefully qualified conclusions and express quantitative evidence to support arguments.

Assessment Criteria

A course that satisfies the QR requirement for the Core Curriculum will meet each of these learning outcomes. Assessment instruments (assignments, exams, reports) should be designed to show that students are meeting these learning outcomes.

The attached rubric will aid in your assessment of their competency. For example, how will you know if a student is mastering the Identification outcome? They will recognize and select quantitative data *correctly* or *accurately*. A successful student will master the other learning outcomes by providing successful, comprehensive, and insightful calculations. Their Interpretations are *accurate, appropriate, or reasonable*. They identify and explicate Assumptions *clearly* and *compellingly*. They recognize Limitations *accurately* and articulate them with *clarity*. They justify with *depth* and *thoughtfulness*. Students not yet at this Mastery level can be identified by the descriptions in the developing and introduction columns of the attached rubric.

The example assignment provided was designed to target all SLO's but multiple assessments may be used to target different SLO's as long as by the end of a QR course a student has achieved competency of all SLO's. Mastery of each QR learning outcome is desired, however, a student who shows progressive development of QR skills toward mastery is also acceptable.

Summary

QR courses develop students' ability to communicate, draw insights and facilitate decision making with quantitative information; in other words, think quantitatively. A common misconception is that QR is embedded in mathematics classes. A mathematic class focuses only on computation/derivation of mathematic results (e.g., solving equations, proofs, carrying out calculation). However, QR takes mathematics tools in carrying out complex reasoning in decision making. A critical component of QR is the ability to identify quantitative relationships in a range of contexts. As such, the mathematic tools should be taught in a disciplinary or interdisciplinary context to demonstrate their relevance and application. Ultimately, QR stays in the intersection of critical thinking, math skills in a real-world context of learning.

For more guidance while working with this competency, see the American Association of Colleges and Universities (AACU) special publication "Quantitative Reasoning: The Next "Across the Curriculum" Movement" found here:

<https://www.aacu.org/peerreview/2014/summer/elrod>

QUANTITATIVE REASONING RUBRIC

Modified from the Quantitative Literacy Value Rubric of the American Association of Colleges and Universities

| Skill level achieved: | Mastery 4 | 3 | Developing 2 | Introductory 1 |
|---|--|---|---|---|
| Recognize and Select <i>quantitative information that is relevant to an argument</i> | Correctly or accurately select data that is needed to best support the argument. Student is able to identify data that is not relevant or data that is redundant. | Most of the relevant data is selected but the argument could be strengthened by inclusion of further data, or some data selected is not necessary for the strongest argument. | Selection of appropriate data is attempted but mostly incorrect or inaccurate. | Selection of data is not relevant or specific (i.e., student uses all data provided rather than selecting the most relevant data) and thus student has not recognized which data are required in support of a strong argument. |
| Calculate and Organize <i>perform calculations and put data into comparable forms</i> | Calculations attempted are correct and sufficiently comprehensive to solve the problem. Results are skillfully organized into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. | Calculations attempted are mostly correct and adequately comprehensive to solve the problem. Results are organized into an appropriate and desired mathematical portrayal. | Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. Resulting mathematical portrayal is only partially appropriate or inaccurate calculations. | Calculations are attempted but are both unsuccessful and are not comprehensive. Resulting mathematical portrayal is inappropriate or inaccurate. |
| Interpret and Explain <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i> | Provides accurate, appropriate and reasonable explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i> | Provides correct explanations of information presented in mathematical forms but further explanation may be needed to further enhance insights portrayed in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i> | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i> | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i> |
| Evaluate Assumptions and Recognize Limitations <i>Make and evaluate important assumptions in estimation, modeling, and analysis of quantitative data, and recognize their limitations</i> | Assumptions are clearly and comprehensively stated. Provide compelling rationale for why each assumption is appropriate. Explains in detail that confidence in final conclusions is limited by the accuracy of the assumptions and analyses performed in the quantitative analysis. | Assumptions are stated but further clarity may be needed or they are not listed comprehensively. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions and analyses performed in the quantitative analysis. | Generally describes some of the assumptions but may not recognize their importance. Attempts to describe the limitations of the quantitative analysis but cannot effectively connect them to the argument. | Assumptions are not stated or estimations and models of quantitative information is lacking. Does not know that limitations in the quantitative analysis exist. |
| Communicate <i>Expressing quantitative evidence in support of the argument or purpose of the work</i> | Uses the quantitative analysis of data as the basis for providing deep and thoughtful judgments. Also draw insightful, carefully qualified conclusions from this work. Presents the data in an effective format, and explicates it with consistently high quality. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. Uses quantitative information, but does not effectively connect it to the argument or purpose of the work. | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.) |