

## MEMORANDUM

**TO:** Undergraduate Curriculum Committee  
**FROM:** Ron Kaufmann, Associate Dean  
**DATE:** March 3, 2016  
**RE:** Materials for Undergraduate Curriculum Committee Meeting 3/08/16  
UC 107, 12:15-1:15 pm

### Agenda

- 1) Announcements
  - a. Review process for team-taught HNRS courses?
  - b. Role of UCC in reviewing courses, Core attributes
  
- 2) New Business
  - a. Expedited Actions
    - i. None
  - b. ATF Reports
    - i. Mathematical Reasoning and Problem Solving – Revised (pp. 2-5)
    - ii. Oral Communication – Revised (pp. 6-8)
    - iii. Scientific and Technological Inquiry – Revised (pp. 9-11)
  - c. Non-Expedited Actions
    - i. ANTH 315 – Human Variation (pp. 12-19)
    - ii. HNRS 326/327 – Health and Inequality (pp. 20-25)
      1. Approved by UCC as “Disparities in Health Care” (May 2014)
    - iii. INST 211 – Scientific Programming for STEM Collaborations (pp. 26-30)
    - iv. Languages, Cultures and Literatures (pp. 31-147)
      1. List of Course Titles (p. 32)
      2. Course Proposal Action Sheets (pp. 33-104)
      3. Sample syllabi (pp. 105-147)
    - v. PSYC 396 – Undergraduate Research (pp. 148-151)
  
- 3) Adjournment

## Mathematical Reasoning and Problem Solving ATF Report

### Description of Goals of Core Area

We offer the following as a definition of mathematical reasoning: creating, following and assessing chains of mathematical arguments; explaining, interpreting, and correctly applying definitions, theorems, and results; having familiarity with the idea of mathematical proof (including the ability to understand and explain simple proofs, to understand and derive mathematical formulas, and to recognize the difference between proofs and informal arguments). This type of reasoning is crucial when creating and stating problems to be solved, building mathematical models, solving problems, understanding the results and solutions of others, and correctly using our current (and ever-increasing) body of knowledge in mathematics and other fields. This type of reasoning should not be confused with nor limited to the ability to use methods to compute and manipulate quantities.

The language of mathematics is used to model real-world processes. Mathematical models enable us to describe and study the behavior of these processes, which can allow us to discover and describe phenomena and properties of these processes that were not easily noticeable without the use of the model. The language of mathematics is independent of any field and it is often the bridge that allows experts in different fields to communicate and work together and expand our current body of knowledge.

This competency involves mathematical reasoning and problem solving which can be taught at different levels, but all courses that will satisfy this competency will be classes at the college level, not remedial courses. The emphasis is on a type of rigorous reasoning rather than computational skills. Courses that satisfy this core requirement will help students develop this type of reasoning. These courses will provide multiple opportunities for students to solve problems requiring these reasoning skills and to receive feedback on their solutions.

### List of Student Learning Outcomes

1. **Mathematical problem solving.** Apply mathematical methods to solve problems including problems with applications to other disciplines.
2. **Mathematical reasoning, argumentation, and proof.** Demonstrate mathematical reasoning by being able to
  - a. create chains of mathematical arguments, including using definitions and theorems appropriately, and
  - b. assess chains of mathematical arguments.
3. **Mathematical explanation.** Clearly communicate mathematical reasoning and solutions to problems by using correct mathematical notation, terminology and symbolism.

## Assessment Criteria

**Outcome 1.** Apply mathematical methods to solve problems including problems with applications to other disciplines.

This outcome could be assessed through exam, quiz or homework questions that ask students to apply mathematical methods to solve problems, including questions with applications to other disciplines. The following is an example of a rubric that could be used to assess this outcome on a particular problem.

<b>Rubric</b>	<b>Evidence</b>	<b>Well Done or Minor Deficiencies</b>	<b>Partly Done</b>	<b>Poorly or Not Done</b>
Understands the problem	Insert appropriate evidence for chosen problem.	2	1	0
Follows a correct approach to solve the problem	Insert appropriate evidence for chosen problem.	2	1	0
Calculates correctly	Insert appropriate evidence for chosen problem.	2	1	0

**Outcome 2a.** Demonstrate mathematical reasoning by being able to create chains of mathematical arguments, including using definitions and theorems appropriately.

This outcome could be assessed through an exam, quiz or homework question that asks students to justify a particular result. The following is an example of a rubric<sup>1</sup> that could be used to assess this outcome on a particular problem.

<b>Description of student's justification</b>	<b>Rating</b>
Shows little or no evidence of understanding the definitions involved and the result. Shows little or no evidence of understanding how to justify the result.	0 – 1
Shows evidence of partially understanding the definitions involved and the result. Has a vague idea of how to justify the result, but lacks understanding of how to correctly and rigorously justify the result.	2 – 3
Shows evidence of fully (or almost fully) understanding the definitions involved and the result. Has statements linked in a reasonable attempt to justify the result. Has a justification that may depend upon a major unjustified or incorrectly justified step or may contain a substantial error.	4 – 5

<sup>1</sup> The rubrics in outcome 2a and outcome 2b are modifications of the rubric found at <http://course1.winona.edu/shatfield/air/mathematical%20proofs.pdf>

Shows evidence of a correct approach to justifying the result. Has a justification that may depend upon a minor unjustified or incorrectly justified step or may contain a few minor errors.	6 – 7
Shows evidence of a correct and complete justification, although some unnecessary information may be included.	8 – 9

**Outcome 2b.** Demonstrate mathematical reasoning by being able to assess chains of mathematical arguments.

This outcome could be assessed through an exam, quiz or homework question that asks students to assess a given chain of mathematical arguments to determine if the chain of arguments is correct or contains incorrect statements or conclusions. The following is an example of a rubric that could be used to assess this outcome on a particular problem.

<b>Description of student's assessment</b>	<b>Rating</b>
Shows little or no evidence of understanding of the given chain of mathematical arguments. Shows little or no evidence of understanding how to assess whether each argument is correct or not.	0 – 1
Shows evidence of partial understanding of the given chain of mathematical arguments. Has a vague idea of which given arguments are correct and which are incorrect, but lacks justification of why the arguments are correct/incorrect.	2 – 3
Shows evidence of full (or mostly full) understanding of the given chain of mathematical arguments. Shows evidence of understanding which arguments are correct and which are incorrect, but the justification for why they are correct/incorrect contains a substantial error.	4 – 5
Shows evidence of full understanding of the given chain of mathematical arguments. Shows evidence of understanding which arguments are correct and which are incorrect, but the justification for why they are correct/incorrect contains a few minor errors.	6 – 7
Shows evidence of full understanding of the given chain of mathematical arguments. Shows evidence of understanding which arguments are correct and which are incorrect and provides correct justification for why they are correct/incorrect, although some unnecessary information may be included.	8 – 9

**Outcome 3.** Clearly communicate mathematical reasoning and solutions to problems by using correct mathematical notation, terminology and symbolism.

This outcome could be assessed through any exam, quiz or homework question, including questions used to assess the outcomes above. The following is an example of a rubric that could be used to assess this outcome.

<b>Rubric</b>	<b>Evidence</b>	<b>Well Done or with Minor Deficiencies</b>	<b>Partly Done</b>	<b>Poorly or Not Done</b>
Clear communication	Uses clear arguments to explain reasoning and solutions	2	1	0
Notation, terminology and symbolism	Uses correct notation, terminology and symbolism	2	1	0

We have attached some example homework/exam questions for each of the learning outcomes. These example questions are drawn from typical lower-level mathematics courses (including college algebra and calculus), but any topic in mathematics can be used to satisfy this core competency as long as the learning objectives are met.

Since communication is a learning outcome, students should be required to write out answers to questions using complete sentences and to explain their reasoning. While it is acceptable for courses to involve some homework, test or quiz problems that are multiple choice or only require a numerical answer, the majority of questions should require a detailed written explanation.

Courses that fulfill this core competency area should assess each learning outcome. However, we recognize that since there is overlap between these learning outcomes, some questions/exercises may be used to address more than one component or even more than one learning outcome.

### **Summary**

Faculty that are interested in proposing courses for the Mathematical Reasoning and Problem Solving core area should be prepared to show sample homework, quiz or exam questions for each part of the three learning outcomes.

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, Italian, 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).

Class size will not be used as a criterion for course approval. However, the time commitment required for in-class student presentations encourages departments to target courses with lower enrollment numbers for the flagging of the Oral Communication competency.

Syllabi should demonstrate an appropriate level of support for students to meet the learning outcomes, which are developmental in nature. Our committee strongly encourages early exposure to this competency in the semester.

There should be, at minimum, two prepared presentations during the semester where instructors provide feedback to students; however the first does not need to be graded. Due to communication apprehension, it is advisable that students are given an opportunity to speak in front of an audience and receive feedback on their strengths and areas for

improvement before being graded. This first presentation is not intended to be onerous (e.g., one minute).

A graded presentation should be of sufficient length (e.g., four minutes) 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.

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 presentations during class, as well as encouraged to practice outside of class and record their presentations, as this offers them the ability to reflect on their strengths and areas for improvement.

### **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 the semester 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.



# **Scientific & Technological Inquiry**

## **Description of Goals of Core Area**

The impact of science and technology on our daily lives is enormous and ever growing. It calls for a citizenry that is knowledgeable about the ways scientific and technological knowledge is advanced. In order to meet that goal we envision that all students taking a course to fulfill the Scientific & Technological Inquiry core requirement will have an experience similar to the following. The primary focus of the course will be laboratory/design/field experiences where students will use the guided inquiry process or other suitable approach to 1) ask scientific questions and collect and analyze data to test hypotheses and answer questions, or 2) apply the engineering design process to develop a solution to satisfy a set of user requirements. The overall structure of courses, and length of lab/design/field experiences can vary from course to course, but lab/design/field work must make up at least 40% of the course contact hours. It is envisioned that lecture (which may itself use guided inquiry methods) will serve the lab/design/field experience by introducing students to the foundational concepts of the field, with a goal of developing a deeper knowledge of these concepts. Students will apply their understanding to evaluate scientific claims and technological solutions. Such knowledge enables students to critically evaluate information about the world and understand the role of science and technology in modern society. Courses that meet the USD Core Scientific and Technological Inquiry requirement will achieve the following learning outcomes in addition to any department or course specific learning outcomes.

## **Student Learning Outcomes**

Students who complete this course should be able to:

1. Design and conduct an experimental and/or observational investigation to generate scientific knowledge or evaluate a technological solution to a problem.
2. Analyze data using methods appropriate to the natural sciences and/or engineering in order to make valid and reliable interpretations.
3. Explain the basic scientific concepts and theories relevant to the area of study.
4. Identify and use appropriate and sufficient scientific evidence to evaluate claims and explanations about the natural and designed world.

## **Assessment Criteria**

### **Learning Outcome #1**

Assessment of the first learning outcome will evaluate students' ability to design and conduct an investigation. This outcome could be assessed through one or more of the following.

- A complete, scientific lab report that includes proposed hypotheses or mathematical models and descriptions of the methods used to test the hypotheses.
- An engineering document that describes the process used to evaluate and characterize the performance of a component or system.

- An exam question that asks students to propose an experiment, controls, and/or methods to test a scientific hypothesis or possible technological solution to a problem, based on some given information

### **Learning Outcome #2**

Assessment of the 2<sup>nd</sup> learning outcome will evaluate students' ability to analyze and interpret data. This outcome could be assessed through one or more of the following.

- A lab report or focused homework assignment where students present and analyze results that they collected, as well as present their conclusions.
- Exam questions that asks students to calculate and interpret statistical properties of a dataset, such as mean, standard deviation, and confidence intervals.
- An assignment that requires students to analyze collected or provided data, then interpret and communicate the meaning of the results.

### **Learning Outcome #3**

Assessment of the 3<sup>rd</sup> learning outcome will evaluate students' ability to identify and explain relevant scientific concepts. This outcome could be assessed through one or more of the following.

- Exam or quiz questions that assess a student's ability to identify and describe the relevant foundational concepts that are important in a given situation.
- A lab assignment in which students propose a hypothesis and provide a rationale that focuses on the underlying theory.
- A discussion of the scientific principles related to the performance of a designed solution to a problem in an exam, report, or homework assignment.

### **Learning Outcome #4**

Assessment of the 4th learning outcome will evaluate students' ability to weigh scientific evidence supporting a claim or explanation. This outcome could be assessed through one or more of the following.

- In exam questions or as stand-alone assignments students could be given relevant information regarding a scientific or technological claim made by someone in the news and asked to analyze the claim for reasonableness and reliability.
- An assignment that requires students to evaluate competing solutions to a design problem based on any one or combination of the following: scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).

### **Additional Information**

These thoughts are presented to guide faculty looking to design a course for this area. They reflect the intentions of the committee that put these learning outcomes together.

- The term "lab/design/field experiences" is a generic term intended to refer to hands-on explorations that occur in the sciences and engineering. These include activities that take place in an actual laboratory, field work, as may be appropriate in courses like Ecology,

Astronomy, or Geology, and design activities that may occur in a studio or shop. Such activities must make up at least 40% of the contact hours in a course.

- According to the National Science Education Standards, guided inquiry instruction “involves active learning that emphasizes questioning, data analysis and critical thinking.”
- Learning Outcomes #1 and #2 are the principal components of this mode of inquiry. It is thought that there will be a diversity of approaches to investigation in this area depending upon the area of study. Experimental, analytical, and observational approaches to testing hypotheses, or evaluating system performance are equally valid.
- Our vision for a class that meets the outcomes reverses the traditional focus in such classes. The lab, where students actively design and conduct inquiries, should be the primary focus of the course. Lecture should serve the lab by introducing basic concepts that underlie the lab investigations, and give students opportunities to develop a deeper knowledge of them.
- Courses may spend more than 40% of their weekly contact hours in hands-on, laboratory/design/field experiences. In fact, with these experiences being the focus of the course, it is strongly encouraged. While we expect many courses will have a designated period for laboratory/design/field experiences, other courses may blend classroom and laboratory/design/field experiences more fluidly. This blending is also encouraged.
- When new course proposals are submitted they will have to clearly indicate (or estimate for blended courses) how many hours/week are devoted to laboratory/design/field experiences.
- Methods of analysis may include, but are not limited to, spreadsheet calculations, graphing, and software, simulations.
- As a result of their investigation, students will offer interpretations of their results and support their assertions using evidence-based logic.
- As part of the course, student will critically evaluate claims made by others. Such evaluations will likely include distinguishing between good scientific questions and ones that are not about science. Alternatively, students may be required to assess scientific and technical developments with respect to economic, societal, environmental, ethical considerations.
- It is expected that faculty will make use of innovative, effective pedagogical techniques in their course design. These techniques should be specified in course proposals. Examples of possible techniques include guided inquiry learning, project based learning, and peer instruction.

## 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/program.

The addition of this upper division course will expand our Biological Anthropology course offerings. This course is an important compliment to other Biological Anthropology courses, as it focuses on the biology underlying modern human variation as well as how cultural meanings attached to aspects of human variation have influence in our society.

### 2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.  
Within the Anthropology department, this new course will expand the course offerings in Biological Anthropology. Outside of the Anthropology department, this course will also be relevant to students interested in human biology.
- 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?  
We anticipate the addition of this course will increase enrollment for the Anthropology department.

### 3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

See attached

## Course Proposal (new or changes) Action Sheet

1. Today's Date February 8, 2016

### 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)

Modern Human Variation

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

Modern Human Variation

c. New Course Information

Department Code ANTH

Lecture Contact Hours 3

Credit Hours 3

Lab Contact Hours     

Course Number 315

Other Contact Hours     

d. Catalog Course Description (if new or changed)

The course surveys the biological variation within and among human populations. After covering the basic principles of genetics and evolutionary theory, the course examines the genetic, physical, and behavioral traits found in our species, including adaptations to disease, temperature, altitude, and nutritional needs. These traits will be considered from a cultural and scientific perspective, and the evolutionary and cultural processes that have shaped these traits will be discussed. The course will also explore how culture can influence our understanding of human biology, and how studies of human variation have impacted society in the past and present. Strongly recommend ANTH 101 as preparation.

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

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): **D** \_\_\_\_\_

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) 3 / 0 / 0

"D" Designation Proposal Form

The "D" designation identifies a course designed to include the outcomes of developing students' ability to:

- 1) Analyze and critique the variety of experiences and contributions of different individuals and social groups in U.S. society.
- 2) Articulate and explain the needs for inclusion of groups traditionally underrepresented.
- 3) Identify and critically evaluate issues, opportunities, challenges, and contending world views associated with living in a diverse society.

The outcomes above should include and be articulated from the perspectives of the traditionally underrepresented groups. A "D" course could also focus on global issues that are intimately related to diversity in the U.S. in transnational contexts. At least 30% of course content must support the outcomes of the "D" requirement.

Proposed "D" course title & number: Modern Human Variation - ANTH 315D

Is this a new course?  Yes  No

Does this course also fill another Core Curriculum requirement?

Yes (which one?) \_\_\_\_\_  
 No

Please attach a copy of a sample syllabus & respond briefly to the questions below, referring to syllabus as appropriate. If course is also to fulfill a core requirement, please include a Course Outline of Record.

- 1) What is/are expected learning outcome(s) supporting a "D" designation? (The outcomes listed here should also appear on the course syllabus).
  - Discuss the basic core concepts of human biological variation, i.e., the principles governing our understanding of recent human evolution, human genetic and environmental variation, and how biocultural processes affect biological variation
  - Demonstrate knowledge of research methods in biological anthropology
  - Discuss, evaluate, and apply core concepts in biological anthropology (e.g., evolution, genetic inheritance, human adaptation, and variation)
  - Communicate effectively about topics in biological anthropology in written and oral form
  - Discuss the differences between cultural and biological understandings of human variation (e.g., race, gender) and how our understanding of human variation impacts our society.
- 2) Explain how your outcomes are aligned with the three outcomes listed above.

Our understanding of human biological variation directly affects our society's ability to appreciate diversity and promote inclusiveness. Throughout the semester, as we discuss the biological underpinnings of human diversity, we will also examine the social experience of traditionally underrepresented groups in the United States. Several films will be shown about racism in the United States, which present the viewpoints of underrepresented groups. Students should come away from this course with a better understanding of the social experience of underrepresented groups. They should also come away equipped with an understanding of our common biological heritage which will help to promote inclusiveness in our increasingly diverse society.

- 3) How will assessment of learning outcome(s) occur?

Students will demonstrate their understanding of the learning outcomes through a research paper assignment, in which they will explore in detail a topic related to human variation. Students will also be assessed in exams.

- 4) What typical readings, activities, or assignments support a "D" designation?

This course includes six lab activities, where students will have the opportunity to model the genetic processes contributing to human variation, examine skeletal material demonstrating human variation, as well as discuss evidence for concepts such as "race" and "IQ". We will also read and discuss Stephen J. Gould's "*The Mismeasure of Man*" which is a review of the history of scientific racism and discusses how a misunderstanding of biological variation has impacted our society.

- 5) How will "D" materials be integrated within the rest of the course?

"D" materials will be integrated throughout the entire course (in lectures, lab exercises, and class discussion). The goal of this course is to promote discussion and understanding of human diversity through an exploration of the biological underpinnings that contribute to human variation.

- 6) Are there other faculty in your program (including part-time/temporary instructors) who may be interested in teaching the course as a "D" course? If so, who?

Not at this time

- 7) What faculty development activities would help potential teachers of the course?

Dr. Parkinson has prepared the course and has previously taught it at another institution.

Please submit this form & syllabus to your department/program.

The vote of the department/program faculty was: 3 Yes 0 No 0 Abstention on February 8, 2016 (date)

Angelo Orona

Signature of chair/director

The procedure for "D" course approval is as follows:

- 1) After department/program approves course, chair/director submits "D" proposal form & syllabus to the Chair of the Core Curriculum Committee.
- 2) Core Committee makes recommendation to Dean's office. Suggestions for revision (if any) will go to the department chair.
- 3) Dean sends to the Undergraduate Curriculum Committee or School of Business Administration Undergraduate Studies Committee for standard course approval process
- 4) The Undergraduate Curriculum Committee makes recommendation to Academic Assembly or School of Business Administration faculty.

(revised: 10/25/11)



## ANTHROPOLOGY 315: Modern Human Variation

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**Instructor:** Dr. Jennifer Parkinson  
Email: [jparkinson@sandiego.edu](mailto:jparkinson@sandiego.edu)  
Office Hours: Monday/Wednesday/Friday 12:15 – 1:15  
Wednesday 2:30 – 4:30  
Serra Hall 222

**Room:** Serra Hall 214B  
**Time:** TBA

**Textbook:**  
Molnar, S. (2015) *Human Variation: Races, Types and Ethnic Groups*. 6<sup>th</sup> Edition.

**Other Reading:**  
Gould, S.J. (1996) *The Mismeasure of Man*. Norton

### Course Description:

This course surveys the biological variation within and among human populations. After covering the basic principles of genetics and evolutionary theory, we will examine the genetic, physical, and behavioral traits found in our species, including adaptations to disease, temperature, altitude, and nutritional needs. We will consider these traits from a cultural and scientific perspective, and discuss the evolutionary and cultural processes that have shaped these traits. We will also explore how culture can influence our understanding of human biology, and we will discuss how studies of human variation have impacted society in the past and present. For all topics, we will examine the scientific data and evaluate how the data have been interpreted in scientific journals and the popular press. Class material will be presented through a combination of class lectures and laboratory exercises.

### Learning Objectives:

Upon completion of this course, students will be able to do the following:

- Discuss the basic core concepts of human biological variation, i.e., the principles governing our understanding of recent human evolution, human genetic and environmental variation, and how biocultural processes affect biological variation
- Demonstrate knowledge of research methods in biological anthropology
- Discuss, evaluate, and apply core concepts in biological anthropology (e.g., evolution, genetic inheritance, human adaptation, and variation)
- Communicate effectively about topics in biological anthropology in written and oral form
- Discuss the differences between cultural and biological understandings of human variation (e.g., race, gender) and how our understanding of human variation impacts our society.

### Exams and Grading:

1. **Exam 1 (20%).** The first exam on \_\_\_ will cover material presented in the lectures, discussions, films, *and* readings. The exam may include multiple choice, matching, short answer, and essay questions.
2. **Exam 2 (20%).** The second exam on \_\_\_ will cover material presented in the lectures, discussions, films, *and* readings following the first exam. Exam format will be similar to that of the first exam.

3. **Final Exam (20%).** The final exam \_\_\_\_ will be comprehensive, but with an emphasis on material covered in the last third of class (after Exam 2). Exam format will be similar to that of the midterm exams.
4. **Research Paper (20%).** The research paper (7-8 pages, double-spaced) will allow you to explore a relevant topic of your choice in more detail. A research proposal, paper outline, and bibliography (5%) are due on \_\_\_\_\_. The research paper (15%) is due on \_\_\_\_\_. Detailed instructions for the paper will be posted on Blackboard.
5. **Lab Exercises (15%).** 6 labs will be assigned during the semester to be completed during class time. Labs will be due on assigned dates, and must be turned in at the beginning of class. Make-up labs are not possible. Your lowest lab grade will be dropped, and students that miss a lab can count this as their "dropped" lab.
6. **Class Participation (5%).** This portion of your grade will be based on your participation in class activities and discussions. On discussion days, you are expected to have read the assigned readings BEFORE coming to class.

### Attendance

Students are expected to attend class. No make-up exams will be given except in extraordinary circumstances (illness, emergency, or jury duty). I must be notified in person or via e-mail BEFORE the exam takes place; students will otherwise receive a 0% for their exam grade, with no option of making up the exam. Documentation supporting the absence is required as a condition for administering the make-up exam.

### Academic Integrity:

The University of San Diego is committed to the principals of academic honesty. Dishonesty in any form harms the individual, other students, and the University. The University's academic integrity policy will be strictly enforced, and violations will be reported to the office of the Dean. It is your responsibility to familiarize yourself with the Academic Integrity guidelines found in the current student handbook.

### Tentative Schedule

Date	Topic	Readings
Week 1	Introduction to the course History of evolutionary thought Adaptation by natural selection	Molnar Chap. 1
	The genetic basis for human variation: cells and the structure and function of DNA <b>Lab 1: DNA and protein synthesis</b>	Molnar Chap. 2
Week 2	The genetic basis for human variation: heredity and Mendelian genetics	Molnar Chap.
	<b>Lab 2: Mendelian genetics and pedigrees</b>	
Week 3	The Modern Synthesis, forces of evolution	Molnar Chap. 2
	Population genetics	
Week 4	<b>Lab 3: Population genetics and the forces of evolution</b>	
	The history of classifying human biological diversity	
Week 5	<b>Lab 4: "Race"</b>	

	<b>EXAM 1</b>	
Week 6	Traits of simple inheritance I: blood groups and sickle cell	Molnar Chap. 3
	Traits of simple inheritance II: infectious disease and metabolic errors	Molnar Chap. 4
Week 7	Traits of complex inheritance: human nutrition	Chap. 6 p. 215-246
	Growth and development	
Week 8	Traits of complex inheritance: height and body size	Molnar, Chapter 5 – 205-216
	Adaptations to heat	Molnar Chap. 6 p. 246-268
Week 9	Adaptations to cold and altitude	Molnar Chap. 6 p. 246-268
	<b>EXAM 2</b>	
Week 10	<b>Lab 5: Anthropometrics</b>	
	Adaptations to UV light: skin color	Molnar Chap. 5 p.175-202
Week 11	Video: <i>Race the Power of Illusion</i>	
	'Race', 'IQ' and 'inheritance of behavior'	Molnar Chap. 7
Week 12	<b>THANKSGIVING BREAK</b>	
Week 13	Discussion of Stephen J. Gould's <i>The Mismeasure of Man</i>	
	Video: <i>Race and Intelligence</i>	
Week 14	Human osteology	
	<b>Lab 6: Human Osteology</b>	
Week 15	Forensic anthropology	
	Epidemiology and human diversity	Molnar Chap. 9
Week 16	Review day	
	<b>FINAL EXAM</b>	

## Course Outline of Record (COR) Proposal Form

During 2010-11, the Academic Assembly, the SBA Faculty, and the Senate endorsed a new list of undergraduate learning goals and outcomes. The Core Curriculum Committee phased in the new set of goals and outcomes during the academic year (2011-12) and developed this new core curriculum proposal. This is now the required COR proposal format.

When applying for a course to meet a core curriculum requirement, please fill out the following and attach to course syllabus:

1. Course title, number and *Bulletin* description: Identify the core outcome(s) your course will satisfy from the general list in the link below. Your course must satisfy at least one but not more than three of the twelve undergraduate outcomes.

Title:

Health and Inequality

Description:

This course examines the ethics and politics of racial disparity and inequality in U.S. health care. Understood in cultural and structural terms, health and inequality are placed in the context of racialized risk (i.e. environmental racism, segregations, hate crimes, and racial profiling) and culturally rooted conceptions of health. Fundamentally we will interrogate whether there are special forms of ill-health based on racial inequity, and what sorts of strategies marginalized people use, or could use to promote wellness.

Core Outcomes:

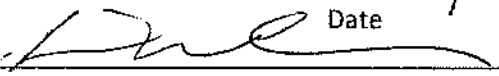
1. Ethical judgment and conduct (philosophy)
2. Identify your course outcomes (these should be identical to those that appear on your syllabus).
  1. Develop an ability to critically discuss the issue of whether or not there is an ethical right to health care.
  2. Achieve an understanding of the U.S. healthcare system from the standpoint of underrepresented individuals and groups.
  3. Develop an ability to clearly articulate their beliefs and arguments relative to the issues discussed in class. (philosophy)
4. Explain briefly how at least one of your course outcomes fulfills or satisfies the undergraduate outcome(s) you identified in #1.
  1. Students will be able to articulate and defend positions relative to the existence, if any, and scope of the ethical right to health care. (philosophy)

5. List specific instructional assignments (e.g., exams, lab reports, and/or papers) that will provide evidence that the outcome(s) has/have been achieved.

Students will study traditional ethical theories, e.g. Deontology and Utilitarianism, that are fully discussed in the text, Law & Bioethics and assorted articles. (philosophy)

6. If you have constructed assignment rubrics or grading criteria for courses outcomes, please include these. Your rubrics or assessment measures will help to explain how the outcome(s) was/were achieved.

Students will be required to articulate and apply the theories in essay tests. (philosophy)

The above proposal was approved by a vote of the department/program on: 2/15/2016  
Date  
  
Signature of Chair

The procedure for a COR course approval is as follows:

- 1) After department/program approves course, chair/director submits COR proposal form & syllabus to the Chair of the Core Curriculum Committee.
- 2) Core Committee makes recommendation to Dean's office. Suggestions for revision (if any) will go to the department chair.
- 3) Dean sends to the Undergraduate Curriculum Committee or School of Business Administration Undergraduate Studies Committee for standard course approval process
- 4) The Undergraduate Curriculum Committee makes recommendation to Academic Assembly or School of Business Administration faculty.

HEALTH AND INEQUALITY  
HNRS 3##  
Fall 2016

**Instructors:** Gary Jones, Philosophy  
**Email:** [garyj@san Diego.edu](mailto:garyj@san Diego.edu)  
**Phone:** (619) 260-4089 (x4089)  
**Office:** Founders Hall 158A  
**Office Hours:**  
**Class Meets:**

Jesse Mills, Ethnic Studies  
[jessemills@san Diego.edu](mailto:jessemills@san Diego.edu)  
(619) 260-7740 (x7740)  
Maher Hall 210

**COURSE DESCRIPTION**

This course examines the ethics and politics of racial disparity and inequality in U.S. health care. Understood in cultural and structural terms, health and inequality are placed in the context of racialized risk (i.e. environmental racism, segregations, hate crimes, and racial profiling) and culturally rooted conceptions of health. Fundamentally we will interrogate whether there are special forms of ill-health based on racial inequity, and what sorts of strategies marginalized people use, or could use to promote wellness.

**Interdisciplinary Learning Outcomes:**

Students will develop the following:

*Ethnic Studies*

1. Understanding of the legacy of contact, conquest, and resistance with key concepts like: racialization, exploitation, institutional violence, and rights struggle.
2. Understanding critical methodologies: decolonizing methodologies, critical literacy, intersectionality, and critical race theory.
3. Compare at least two culturally rooted health systems.

*Philosophy*

1. Develop an ability to critically discuss the issue of whether or not there is an ethical right to health care.
2. Achieve an understanding of the U.S. healthcare system from the standpoint of underrepresented individuals and groups.
3. Develop an ability to clearly articulate their beliefs and arguments relative to the issues discussed in class.

**Readings: (Annotated)**

- Dorothy Roberts. *Fatal Invention: How Science, Politics, and Big-Business Recreate Race in the Twenty-First Century* (The New Press, 2011).  
-Roberts argues a resuscitation of defunct racial science using cutting edge techniques has produced a modern “bio-citizen” that justifies and reproduces health inequity. Chapters on “Medical Stereotyping”, “The Allure of Race in Biomedical Research”, “Pharmacoethnicity”, and “Color-Coded Pills” are particularly interesting for our course.

- Dorothy Roberts. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Pantheon, 1997)
  - A foundational study connecting the cutting of social welfare support for African Americans to the “solution” of lowering African American birthrates to control poverty, vice, and crime. This book illustrates the racial and political stakes of health and wellbeing systems, a crucial starting point for understanding existing racial disparities in healthcare.
- Ian Whitmarsh and David Jones, eds. *What’s the Use of Race?: Modern Governance and the Biology of Difference* (MIT Press, 2010)
  - This edited volume contains a number of jewels in analytical pieces exploring the significance of race and science. Of particular relevance are essays highlighting the virtually unquestioned, yet questionable use of race categories in medical research, diagnoses/care, and health promotion.
- Harriet Washington. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present* (Doubleday, 2007)
  - An analysis of racialized medical exploitation with a specific emphasis on race, class and gender. Topics of eugenics/sterilization (“reproductive health”), illness and criminal “justice”, epidemiology, and social work health promotion are of particular interest to our class.
- Michael Byrd and Linda Clayton. *An American Health Dilemma, Vol.1 and Vol. 2: A Medical History of African Americans and the Problem of Race: Beginnings to 1900 and 1900-2000* (Routledge, 2001)
  - An extensive compendium of medical examination of, experimentation on, and disparity endured by African Americans from prehistoric times to the present. Although all 1,000 pages of these volumes are relevant, only selections will be used in class.
- Jones and DeMarco, *Law & Bioethics* (Broadview Press, forthcoming)
  - A unique text that addresses both the ethical and legal aspects of the right to health care. Issues relating to allocation of health care on both a societal and an individual basis are addressed at length.
- Selected articles

## COURSE REQUIREMENTS

Midterm	25%
Reflection Paper	15%
Final Exam	35%
Attendance/Participation	25%

Midterm – An essay exam emphasizing a race lens on healthcare, the historical roots of racial disparity, and the legal dimensions of the right to healthcare.

WEEK NINE: INFORMED CONSENT AND CULTURAL COMPETENCE

*Readings:* Law and Bioethics, Chs 6 and 7

WEEK TEN: RACE AND CRAZINESS

*Readings:* Roberts *Killing the Black Body* Ch 1&4

WEEK ELEVEN: MENTAL ILLNESS

*Readings:* Law and Bioethics, Ch 8; selected articles

**UNIT 3  
CULTURAL ROOTS OF WELLNESS**

WEEK TWELVE: EUGENICS

*Readings:* Roberts *Killing the Black Body*, Ch 2&3

Washington *Medical Apartheid* Ch8

WEEK THIRTEEN: HUMAN REPRODUCTION

*Readings:* Law and Bioethics, Ch 9; selected articles

WEEK FOURTEEN: CASE STUDY-SOMALI AND AFRICAN AMERICAN  
MOTHERHOOD

*Readings:*

WEEK FIFTEEN: REVIEW

FINAL EXAM:



Reflection Paper – A mid-length paper requiring students to design disparity-addressing features of healthcare policy.

Final Exam – A cumulative essay exam testing students’ knowledge and understanding of race, class, and gender disparities in healthcare (both in outcomes and systemic access), and grasp of how marginalized people negotiate and have negotiated those disparities.

Attendance/Participation – Attendance and participation are crucial aspects of the class. Guest speakers and one class outing will connect our study to the lived experience of marginalized groups within our own community, and reflection assignments accompanying these encounters will make up a significant portion of your participation grade. Argumentation and debate are key modes through which we will engage the readings and community-engagement aspects of the class. These class interactions will only be successful if student show up prepared and ready to present, critique, and defend relevant positions.

## **COURSE SCHEDULE**

### **UNIT 1 THE ROOTS OF HEALTH AND INEQUALITY**

#### **WEEK ONE: COURSE INTRODUCTION**

*Readings:* Epstein “Beyond Inclusion, Beyond Difference” (Whitmarsh and Jones, ed, *What’s the Use of Race?* Ch 4)

#### **WEEK TWO: STRUCTURAL RACIALIZATION AND INEQUALITY**

*Readings:* Byrd and Clayton, *An American Health Dilemma* (selections)

#### **WEEK THREE: THE RIGHT TO CARE**

*Readings:* Law and Bioethics, Ch 3; selected articles

### **UNIT 2 THE POLITICS OF RACE AND WELLNESS**

#### **WEEK FOUR: RACE AND ACCESS TO HEALTH CARE**

*Readings:* Roberts *Fatal Invention* Ch9

#### **WEEK FIVE: [Access/Politics related topic]**

*Readings:*

#### **WEEK SIX: THE AFFORDABLE CARE ACT**

*Readings:* Patient Protection and Affordable Care Act (2010) selections; Law and Bioethics, Chs 3 and 4

#### **WEEK SEVEN: MIDTERM EXAMINATION**

#### **WEEK EIGHT: HEALTH DISPARITY AND RACISM**

*Readings:* Washington *Medical Apartheid* Ch 3&7

# Department Report Form

## 1. Rationale

The course INST 211 MATLAB Collaborations (1 unit) is designed for student scholars who participate in the NSF grant **Supporting Students for Success (S3 S-STEM) in Mathematics, Computer Science, Physics and Biophysics at University of San Diego**. Much work in science and industry is done collaboratively, and the course gives the students an opportunity to develop basic collaboration skills within the context of solving simple scientific problems in several disciplines. The course will begin with an introduction to basic MATLAB programming, including solutions of differential equations and simple Monte Carlo simulations. The rest of the class will be devoted to group explorations. Students will work in multi-disciplinary groups using MATLAB to explore and illustrate phenomena, solve problems, and answer questions. Students will learn how to assess their own collaborative skills and those of the group as a whole—and how to use this kind of assessment to improve the collaboration.

## 2. Impact

- a. **Curricular impacts on our department and others:** This proposed course does not affect the number of courses in our curriculum nor does it change the pre-requisite structure. Therefore it should have minimal impact.
- b. **Impact major or minor requirements?** INST 211 is required only for a small group of scholarship recipients. The course does not change our major or minor requirements.
- c. **Staffing/budgetary Impact:** It gives 1 unit teaching credit for the instructor of the course.
- d. **Impact on other departments:** Again, as this course is required only for a small group of students, the impact to other departments should be minimal.
- e. **Impact on student enrollment numbers?** N/A

## 3. Syllabus

See attached document for a draft syllabus.

## Rationale for the course

The course is designed for student scholars who participate in the NSF grant *Supporting Students for Success (S3 S-STEM) in Mathematics, Computer Science, Physics and Biophysics at University of San Diego*. Much work in science and industry is done collaboratively, and the course gives the students an opportunity to develop basic collaboration skills within the context of solving simple scientific problems in several disciplines. The course will begin with an introduction to basic MATLAB programming, including solutions of differential equations and simple Monte Carlo simulations. The rest of the class will be devoted to group explorations. Students will work in multi-disciplinary groups using MATLAB to explore and illustrate phenomena, solve problems, and answer questions. Students will learn how to assess their own collaborative skills and those of the group as a whole—and how to use this kind of assessment to improve the collaboration.

## List of topics

(Note: the instructor scheduled to teach the INST 211 course, Lukasz Pruski, taught a one-unit MATLAB programming course in 2012. In that course all topics planned for inclusion in INST 211 were covered during 10 class meetings. It is proposed that the coverage is compressed to 9 class meetings, so that 5 meetings remain for group work and assessment.)

1. Introduction to MATLAB
2. Arrays, Vectors, Matrices
3. Scripts and Managing Data
4. Programming in MATLAB
5. Functions
6. Solving Differential Equations Numerically (2 class meetings)
7. Monte Carlo Methods
8. Visualizations
9. Solving Simple Scientific Problems, for example:
  - Visualization of damped springs system with forcing
  - Simulation of metabolic processes in a cell
  - Biophysics kinetics Monte Carlo simulations

## Course Proposal (new or changes) Action Sheet

1. Today's Date \_\_\_\_\_ February 25, 2016 \_\_\_\_\_

### 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)

**STEM Collaborations**

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

**Scientific Programming for STEM Collaborations**

c. Course Information

Subject Code \_\_INST\_\_

Lecture Contact Hours \_\_1\_\_

Credit Hours \_\_1\_\_

Lab Contact Hours \_\_0\_\_

Course Number \_\_211\_\_

Other Contact Hours \_\_0\_\_

d. Catalog Course Description

An introduction to programming in MATLAB: matrix operations, scripts and managing data, control flow, functions, numerical solutions of differential equations, Monte Carlo methods, visualizations. Solving simple scientific problems with MATLAB programming.

Prerequisite: MATH 151 with a grade of C- or better.

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 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)        | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors                                   |   |
| <input type="checkbox"/> Writing (include W course proposal form) | <input checked="" type="checkbox"/> STEM Cohort Interdisciplinary   |

**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 \_\_\_\_\_ MATH 151 \_\_\_\_\_  
Is this course linked with another course (e.g., lecture and lab)? (Y/N) N  
If Y, with what course? \_\_\_\_\_  
Will the linked course be deleted? Y/N N/A  
Core curriculum requirement met, if any (D, W): \_\_\_\_\_  
Has this course been approved as a D or W course already? (Y/N) N/A  
Is this course a topics or repeatable course for credit? (Y/N) N

**8. Department vote (# Yes/ # No/ # Abstentions) 13 / 0 / 0**

**Approvals (Curriculum Committee Use Only)**

- |  |                        |
|--|------------------------|
| <input checked="" type="checkbox"/> Department Vote; Date 2/26/16          |                        |
| <input checked="" type="checkbox"/> Department Chair; Date 2/29/16         |                        |
| <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 _____                                  |                        |

# INST 211: Scientific Programming for STEM Collaborations

## Fall 2016

### Course Syllabus and Class Policies

1. Textbook: *Amos Gilat, MATLAB: An Introduction with Applications, 4E, Wiley*. There are zillions of other textbooks, and other resources, code, tutorials, and various help files on the Web. This is a nice little textbook and we will be following it closely plus we will be using its exercises.
2. The course will cover the following topics:
  - Introduction to MATLAB
  - Arrays, Vectors, Matrices
  - Scripts and Managing Data
  - Programming in MATLAB
  - Functions
  - Solving Differential Equations Numerically (2 class meetings)
  - Monte Carlo Methods
  - Visualizations
  - Solving Simple Scientific Problems:
    - Visualization of damped springs system with forcing
    - Simulation of metabolic processes in a cell
    - Biophysics kinetics Monte Carlo simulations
3. Course learning outcomes:  
Upon successful completion of this course, the student will:
  - Demonstrate a working knowledge of the MATLAB programming environment.
  - Be able to:
    - Use MATLAB to solve simple problems involving scientific computations.
    - Visualize solutions of simple scientific problems and discuss the behavior of solutions.
    - Answer practical questions based on the solutions.
    - Assess their own collaborative skills and use this assessment to improve the collaboration.
4. A primitive webpage for the course is at <http://home.sandiego.edu/~pruski/inst211f16.html>. Please check the webpage for assignments and announcements.
5. Office hours (**Serra Hall 149**):

<b>Monday</b>	<b>TBA</b>
<b>Tuesday</b>	<b>TBA</b>
<b>Wednesday</b>	<b>TBA</b>
<b>Friday</b>	<b>TBA</b>

6. I will also be available at additional times, **by appointment**. The best way of contacting me is via e-mail ([pruski@sandiego.edu](mailto:pruski@sandiego.edu)). I am on e-mail most of the time, except for a few weekends. You may also reach me at **x. 4035**, or leave a message with our Executive Assistant, Tina Manabat, Serra Hall 133, **x. 4706**.
7. **Homework** assignments: small programming assignments will be due once a week.
8. There will be two **mini-tests (15 minutes each)**. They will involve solving problems with MATLAB in class.
9. The Mathematics and Computer Science Department strongly promotes **Academic Integrity**. I sincerely hope issues related to academic integrity will not arise in our course. I have had some bad events last month, so please: **DO YOUR OWN WORK!!!**

## 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/program.

*194 courses were taught as special topics courses but called "topics courses". We are creating a series of lower division topics courses, taught in English, that will primarily serve non-majors. These changes will provide greater flexibility to match the various competencies in the new core.*

### 2. Impact

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

*This will give us more flexibility when teaching topics courses that will conform to the new Core.*

- 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?

*We are hoping to increase enrollment and make the courses more attractive*

### 3. Syllabus - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

*All of these are topics courses and are likely to change, and the syllabus may not be the same from semester to semester.*

*Examples of courses taught under 194 categories are included.*

**Languages, Cultures and Literatures - Existing and proposed course numbers**

<b>Existing Course #</b>	<b>Proposed Course #</b>	<b>Course Title</b> Black = unchanged Green = same course content, new course name Orange = course renumbered
ARAB 194		Special Topics in Arabic Literature and Culture
CHIN 194		Special Topics in Chinese Literature and Culture
FREN 194		Special Topics in French Literature and Culture
GERM 194		Special Topics in German Literature and Culture
GREK 194		Special Topics in Classical Greek Literature and Culture
ITAL 194		Special Topics in Italian Literature and Culture
JAPN 194		Special Topics in Japanese Literature and Culture
LANG 194		Special Topics in Language, Literature and Culture
LATN 194		Special Topics in Latin Literature and Culture
SPAN 194		Special Topics in Spanish Literature and Culture
ARAB 194	ARAB 140	Topics in Arabic Literature and Culture
CHIN 194	CHIN 140	Topics in Chinese Literature and Culture
FREN 194	FREN 140	Topics in French Literature and Culture
GERM 194	GERM 140	Topics in German Literature and Culture
GREK 194	GREK 140	Topics in Classical Greek Literature and Culture
ITAL 194	ITAL 140	Topics in Italian Literature and Culture
JAPN 194	JAPN 140	Topics in Japanese Literature and Culture
LANG 194	LANG 140	Topics in Language, Literature and Culture
LATN 194	LATN 140	Topics in Latin Literature and Culture
SPAN 194	SPAN 140	Topics in Spanish Literature and Culture
ARAB 194	ARAB 141	Topics in Arab-American Literature, Film or Culture
CHIN 194	CHIN 141	Topics in Chinese Literature, Film or Culture—Domestic Focus
FREN 194	FREN 141	Topics in French/ Francophone Lit or Culture—Domestic Focus
GERM 194	GERM 141	Topics in German Literature, Film or Culture—Domestic Focus
JAPN 194	JAPN 141	Topics in Japanese Literature, Film, Culture—Domestic Focus
ITAL 194	ITAL 141	Topics in Italian Literature, Film or Culture—Domestic Focus
LANG 194	LANG 141	Topics in Literature, Film or Culture—Domestic Focus
SPAN 194	SPAN 141	Topics in Spanish Literature, Film or Culture—Domestic Focus
ARAB 194	ARAB 142	Topics in Arabic Literature in Translation, Film—Global
CHIN 194	CHIN 142	Topics in Chinese Literature, Film or Culture—Global Focus
FREN 194	FREN 142	Topics in French/Francophone Lit, Film or Cult—Global Focus
GERM 194	GERM 142	Topics in German Literature, Film or Culture—Global Focus
ITAL 194	ITAL 142	Topics in Italian Literature, Film or Culture—Global Focus
JAPN 194	JAPN 142	Topics in Japanese Literature, Film or Culture—Global Focus
LANG 194	LANG 142	Topics in Literature, Film or Culture—Global Focus
SPAN 194	SPAN 142	Topics in Spanish Literature, Film or Culture—Global Focus



## Course Proposal (new or changes) Action Sheet

1. **Today's Date** March 3, 2016

### 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)

Topics Arabic Literature Cult

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

Topics in Arabic Literature and Culture

c. New Course Information

Department Code **ARAB**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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"/> Other _____                                |
| <input type="checkbox"/> Writing (include W course proposal form) |   |

**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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Arab-American Lit, Film

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

Topics in Arab-American Literature, Film or Culture

c. New Course Information

Department Code **ARAB**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Arab-American literature and culture with a focus on domestic diversity. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ -Domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Arabic Lit Translated

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

Topics in Arabic Literature in Translation, Film-Global

c. New Course Information

Department Code **ARAB**

Credit Hours   3  

Course Number **142**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Arabic literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ -Global focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)  
Special Topics Arab Lit Cult

b. Catalog Title (**60 characters maximum**; appears only in Catalog)  
Special Topics in Arabic Literature and Culture

c. New Course Information

Department Code **ARAB**  
Credit Hours   3    
Course Number **194**

Lecture Contact Hours 3  
Lab Contact Hours \_\_\_\_\_  
Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Chinese Literature Cult

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

Topics in Chinese Literature and Culture

c. New Course Information

Department Code **CHIN**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Chinese Lit, Film, Cult

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

Topics in Chinese Literature, Film or Culture-Domestic Focus

c. New Course Information

Department Code **CHIN**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Chinese Lit, Film, Cult

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

Topics in Chinese Literature, Film or Culture-Global Focus

c. New Course Information

Department Code **CHIN**

Credit Hours   3  

Course Number **142**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Global focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Special Topics Chinese Lit Cult

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

Special Topics in Chinese Literature and Culture

c. New Course Information

Department Code **CHIN**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics French Literature Cult

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

Topics in French Literature and Culture

c. New Course Information

Department Code **FREN**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

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)

Topics Lit or Cult in French

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

Topics in French/Francophone Lit or Culture-Domestic Focus

c. New Course Information

Department Code **FREN**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ with domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Francophone Lit & Cult

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

Topics in French/Francophone Lit, Film or Cult-Global Focus

c. New Course Information

Department Code **FREN**

Credit Hours   3  

Course Number **142**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ with global focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Special Topics French Lit Cult

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

Special Topics in French Literature and Culture

c. New Course Information

Department Code **FREN**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics German Literature Cult

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

Topics in German Literature and Culture

c. New Course Information

Department Code **GERM**

Lecture Contact Hours 3

Credit Hours   3  

Lab Contact Hours \_\_\_\_\_

Course Number **140**

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics German Lit, Cult, Div

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

Topics in German Literature, Film or Culture-Domestic Focus

c. New Course Information

Department Code **GERM**

Lecture Contact Hours 3

Credit Hours   3  

Lab Contact Hours       

Course Number **141**

Other Contact Hours       

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in German literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics German Lit, Film, Cult

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

Topics in German Literature, Film or Culture-Global Focus

c. New Course Information

Department Code **GERM**

Lecture Contact Hours 3

Credit Hours   3  

Lab Contact Hours \_\_\_\_\_

Course Number **142**

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in German literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Global focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)  
Special Topics Germ Lit Cult

b. Catalog Title (**60 characters maximum**; appears only in Catalog)  
Special Topics in German Literature and Culture

c. New Course Information

Department Code **GERM**  
Credit Hours   3    
Course Number **194**

Lecture Contact Hours 3  
Lab Contact Hours \_\_\_\_\_  
Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Greek Literature Cult

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

Topics in Greek Literature and Culture

c. New Course Information

Department Code **GREK**

Lecture Contact Hours 3

Credit Hours   3  

Lab Contact Hours       

Course Number **140**

Other Contact Hours       

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Special Topics Class Greek Lit

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

Special Topics in Classical Greek Literature and Culture

c. New Course Information

Department Code **GREK**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Classical Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Italian Literature Cult

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

Topics in Italian Literature and Culture

c. New Course Information

Department Code **ITAL**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics in Ital Lit and Cult

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

Topics in Italian Literature, Film or Culture-Domestic Focus

c. New Course Information

Department Code **ITAL**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Italian literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ with domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Ital Lit Cult Div Glob

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

Topics in Italian Literature, Film or Culture–Global focus

c. New Course Information

Department Code **ITAL**

Credit Hours   3  

Course Number **142**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in literature, cultural diversity and inclusion with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Global level 1 |
| <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? **NO**

Prerequisites? (Y/N); If Y, list prerequisite courses **NO**

Is this course linked with another course (e.g., lecture and lab)? (Y/N) **NO**

If Y, with what course? \_\_\_\_\_

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

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

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**, if topic differs

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

### 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)

Special Topics Ital Lit Cult

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

Special Topics in Italian Literature and Culture

c. New Course Information

Department Code **ITAL**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Japanese Lit Cult

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

Topics in Japanese Literature and Culture

c. New Course Information

Department Code **JAPN**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours **3**

Lab Contact Hours       

Other Contact Hours       

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics in Japn Lit, Film, Cult

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

Topics in Japanese Literature, Film, Culture-Domestic Focus

c. New Course Information

Department Code **JAPN**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ with domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Japanese Lit Cult Div Global

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

Topics in Japanese Literature, Film or Culture–Global focus

c. New Course Information

Department Code **JAPN**

Lecture Contact Hours 3

Credit Hours   3  

Lab Contact Hours \_\_\_\_\_

Course Number **142**

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Global level 1 |
| <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? **NO**

Prerequisites? (Y/N); If Y, list prerequisite courses **NO**

Is this course linked with another course (e.g., lecture and lab)? (Y/N) **NO**

If Y, with what course? \_\_\_\_\_

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

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

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**, if topic differs

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

### 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)

Special Topics Japn Lit Cult

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

Special Topics in Japanese Literature and Culture

c. New Course Information

Department Code **JAPN**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours **3**

Lab Contact Hours       

Other Contact Hours       

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Lang Literature Cult

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

Topics in Language, Literature and Culture

c. New Course Information

Department Code **LANG**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

### 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)

Topics Lit, Cult Div Domestic

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

Topics in Literature and Cultural Diversity-Domestic focus

c. New Course Information

Department Code **LANG**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in literature, cultural diversity and inclusion with a domestic focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DIJS Domestic level 1 |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

Is this course linked with another course (e.g., lecture and lab)? (Y/N) NO

If Y, with what course? \_\_\_\_\_

Will the linked course be deleted? Y/N

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

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**, if topic differs

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

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)

Topics Lit, Cult, Div Global

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

Topics in Literature and Cultural Diversity–Global focus

c. New Course Information

Department Code **LANG**

Credit Hours   3  

Course Number **142**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in literature, cultural diversity and inclusion, with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

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 checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Global level 1 |
| <input type="checkbox"/> Honors                                   | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> Writing (include W course proposal form) |  |

**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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

Is this course linked with another course (e.g., lecture and lab)? (Y/N) NO

If Y, with what course? \_\_\_\_\_

Will the linked course be deleted? Y/N

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

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, if topic differs

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

### 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)

Special Topics Lang Lit Cult

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

Special Topics in Language, Literature and Culture

c. New Course Information

Department Code **LANG**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

### 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)

Topics Latin Literature Cult

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

Topics in Latin Literature and Culture

c. New Course Information

Department Code **LATN**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Latin literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Special Topics Latin Lit Cult

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

Special Topics in Latin Literature and Culture

c. New Course Information

Department Code **LATN**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours **3**

Lab Contact Hours       

Other Contact Hours       

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Latin literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Spanish Literature Cult

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

Topics in Spanish Literature and Culture

c. New Course Information

Department Code **SPAN**

Credit Hours   3  

Course Number **140**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Spanish literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Spanish Lit Film Cult

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

Topics in Spanish Literature, Film or Culture-Domestic Focus

c. New Course Information

Department Code **SPAN**

Credit Hours   3  

Course Number **141**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Spanish literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ with domestic focus |
| <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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 0 / 0

(3 members on sabbatical)

**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** March 3, 2016

### 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)

Topics Spanish Lit, Film, Cult

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

Topics in Spanish Literature, Film or Culture–Global focus

c. New Course Information

Department Code **SPAN**

Credit Hours   3  

Course Number **142**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Spanish literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>Honors | <input checked="" type="checkbox"/> Diversity (include D course proposal form) DISJ Global level 1 |
| <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? **NO**

Prerequisites? (Y/N); If Y, list prerequisite courses **NO**

Is this course linked with another course (e.g., lecture and lab)? (Y/N) **NO**

If Y, with what course? \_\_\_\_\_

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

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

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**, if topic differs

**8. Department vote** (# Yes/ # No/ # Abstentions) 12 / 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** March 3, 2016

### 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)

Special Topics Span Lit Cult

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

Special Topics in Spanish Literature and Culture

c. New Course Information

Department Code **SPAN**

Credit Hours   3  

Course Number **194**

Lecture Contact Hours 3

Lab Contact Hours \_\_\_\_\_

Other Contact Hours \_\_\_\_\_

d. Catalog Course Description (if new or changed)

Study at the lower-division level of a topic in Spanish literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

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)<br>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? NO

Prerequisites? (Y/N); If Y, list prerequisite courses NO

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

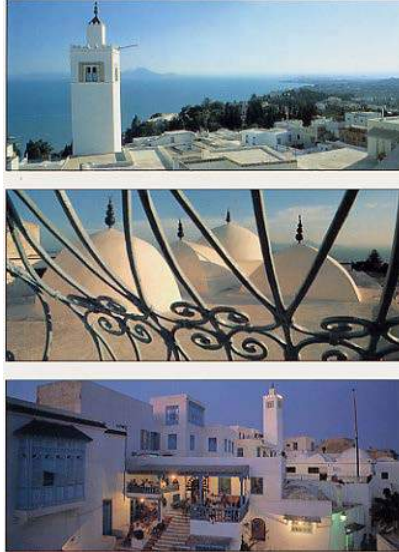
**8. Department vote (# Yes/ # No/ # Abstentions) 12 / 0 / 0**

(3 members on sabbatical)

**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 \_\_\_\_\_





## University of San Diego | Arabic 194

### Contemporary Arabic Literature in Translation *Fall 2015*

Instructor: Reem Hazboun  
Office: Founders 120  
Phone: (619) 260-5994 (only available during office hours)  
E-Mail: rhazboun@sandiego.edu  
Office Hours: T/Th, 1:30pm - 2:15 pm  
Class Schedule: T/Th, 2:30 pm – 3:50pm  
Class Location: Loma Hall #322  
Final Exam Schedule: **Thurs. Dec. 17 11:00am-1:00pm**

#### **Text Books** (Required)

*Midaq Alley* (by Naguib Mahfouz)

*Men in the Sun* (by Ghassan Kanafani)

*A Gate to the Sun* (by Elias Khoury)

*The Story of Zahra* (by Hanan Al Shaykh)

*The Yacoubian Building* (by Alaa Al Aswany)

“Breaking Knees” (by Zakaria Tamer)

Other required reading will be uploaded to Blackboard.

#### **Course Description:**

This course focuses on the contemporary cultures and societies of the Arab world. Its objective is to develop an understanding of the political, social, and religious realities of the modern Arab world through literature. The class will provide an overview of the role that gender, politics, modernity, and religion play in shaping these realities. A selection of contemporary Arabic literature will be read in translation, including poetry, short stories, novels, and plays. Current socio-cultural change in the Arab world will be highlighted with an emphasis on topics such as tradition, gender relations, and cultural pluralism.

#### **Relation to Diversity, Inclusion and Internationalization:**

Diversity, Inclusion and Internationalization have been identified as Strategic Directions of the University of San Diego. Arabic 194 is designed to address Multiculturalism and Diversity components of the general education philosophy at USD with a cultural component built in as an integral part of the course’s approach. The course will require some prior knowledge in the culture of the Middle East and will seek to involve students in the critical interpretation and evaluation of cultural phenomena and dispositions of the Arabic speaking societies in their daily life. The emphasis will be on connecting those ways relevant to issues of contemporary concern with those of the student’s; especially to issues of intercultural relations. The diversity of Arab communities will be presented from a variety of perspectives that echo points of conflict or convergence.

### **Learning Outcomes:**

- Students will become familiar with the diversity in history, political circumstances, values, beliefs, and culture of the different entities that constitute the Arab World, as reflected through the required literature and discussion.
- Students will be able to describe and define the various literary tools used to convey the history, political circumstances, values, beliefs, and culture of the different entities that constitute the Arab World

### **Structure of the Course:**

The Course is designed to be student-centered and delivered through both lecture and discussion within a communicative environment. In classroom motivation comes from engaging tasks/activities, multiple cultural resources, and technology. Students will be engaged in activities designed to get them to read, analyze and discuss content, writing styles, and genres, in addition to cultural elements found in the assigned literature. Students are encouraged to gain authentic perspective through developing their inter-cultural competence and improving their literary analysis abilities.

### **Course Requirements:**

The course will be conducted in English and requires no prior knowledge of Arabic. While it does fulfill the Core Curriculum literature requirement, it does not fulfill the second language requirement.

### **Course Assessment and Grading:**

The course is assessed through demonstrated literary analysis ability through comments, questions, and writing, in addition to a grasp of the social/cultural topics related to the literature, which will be covered in class lectures and activities throughout course. Students are expected to participate in the classroom discussions through questions, opinions, and observations on the texts, traditions, and/or genres. All readings must be done before the session for which they are assigned.

Since participation will be a considerable portion of the final grade, attendance is essential. Two absences are permitted over the course of the semester, but are highly discouraged. Attendance will be taken at the start of each class day.

USD's Academic Integrity Pledge and Honor must be strictly adhered to at all times during this course. Please click [this link](#) for additional information regarding these standards.

***Blackboard Blog:*** Students will be required to participate in blog discussions analyzing the reading material assigned for that particular class day. Blog discussions will be due the evening following the in-class discussion of the material for that particular day. Each student will be assigned one leading blog post for the semester and all other students are required to respond to each leading blog post. Credit will be given for intelligent critical comments and questions.

***Midterm Exam:*** A midterm exam containing a series of short answer questions and a choice of essays will be administered during the semester to assess student grasp of materials covered up to that point. More details and instructions will be given. See calendar below for date.

**Midterm Project:** A short writing assignment in the form of a book review will be required during the semester to allow students a chance to practice and demonstrate capability in an alternative writing style. More details and instructions will be given. See calendar below for date.

**Final Paper:** A well written discussion of one of the social issues discussed in reference to one or more of the required texts will be required. Citations from the different readings and from the literary analysis of other authors must be included. More details and instructions will be given. See calendar below for date.

**Final Exam:** The final exam will contain a series of short answer questions and a choice of essays will be administered to assess student grasp of materials covered since midterm. The final exam date is listed at the top of the syllabus. More details and instructions will be given.

**Grading:**

- 20 % Class Attendance & Participation
- 10 % Leading blog post and commenting
- 20 % Midterm Exam
- 15 % Midterm Project
- 20 % Final Paper
- 15 % Final Exam

**Assigning Grades:**

Earned Grade	Earned Grade
95% up <b>A</b>	74% to 76% <b>C</b>
90% to 94% <b>A-</b>	70% to 73% <b>C-</b>
87% to 89% <b>B+</b>	67% to 69 % <b>D+</b>
84% to 86% <b>B</b>	64% to 66 % <b>D</b>
80% to 83% <b>B-</b>	60% to 63% <b>D-</b>
77% to 79% <b>C+</b>	Below 60% <b>F</b>

**Course Calendar:**

Week	Topic
<p><b>1</b> 9/3/15</p>	<p><b>Course Introduction</b> The Arabic language, The Arab World, Literary Forms Assignment: Read chapters 1-11 of <i>Midaq Alley</i></p>
<p><b>2</b> 9/8/15 9/10/15</p>	<p><b>Class, Modernity, and the Microcosm as a literary tool.</b> <i>Midaq Alley</i> (by Naguib Mahfouz) Assignment: Read chapters 12-23 of <i>Midaq Alley</i> Assignment: Read chapters 24-35 of <i>Midaq Alley</i></p>
<p><b>3</b> 9/15/15 9/17/15</p>	<p><i>Midaq Alley</i> (Continued) Assignment: Read assigned pages for <i>The Story of Zahra</i> Assignment: Read assigned pages for <i>The Story of Zahra</i></p>
<p><b>4</b> 9/22/15 9/24/15</p>	<p><b>Gender, War, and Stream of Consciousness as a literary tool.</b> <i>The Story of Zahra</i> (by Hanan Al Shaykh) Assignment: Read assigned pages for <i>The Story of Zahra</i> Assignment: Read assigned pages for <i>The Story of Zahra</i></p>
<p><b>5</b> 9/29/15 10/1/15</p>	<p><i>The Story of Zahra</i> (continued) Assignment: Read assigned pages for <i>Gate to the Sun</i> Assignment: Read assigned pages for <i>Gate to the Sun</i></p>
<p><b>6</b> 10/6/15 10/8/15</p>	<p><b>Interpersonal relationships and Metafiction as a literary tool.</b> <i>Gate to the Sun</i> (by Elias Khoury) Assignment: Read assigned pages for <i>Gate to the Sun</i> Assignment: Read assigned pages for <i>Gate to the Sun</i></p>
<p><b>7</b> 10/13/15 10/15/15</p>	<p><i>Gate to the Sun</i> (continued) Assignment: Read assigned pages for <i>Men in the Sun</i> Assignment: Read assigned pages for <i>Men in the Sun</i></p>
<p><b>8</b> 10/20/15 10/22/15</p>	<p><b>Religion, Politics, and the Allegory as a literary tool.</b> <i>Men in the Sun</i> (by Ghassan Kanafani) Assignment: Read assigned pages for <i>Men in the Sun</i> Assignment: Read assigned pages for <i>Men in the Sun</i></p>
<p><b>9</b> 10/27/15 10/29/15</p>	<p><i>Men in the Sun</i> (Continued) <b>Midterm Project Due via email by 5:00pm</b> Assignment: Prepare for Midterm</p>

<b>10</b> 11/3/15 11/5/15	<b>Midterm Exam</b> Assignment: Read essay (posted to Blackboard) Assignment: Read essay (posted to Blackboard)
<b>11</b> 11/10/15 11/12/15	<b>The Essay in Contemporary Arabic Literature</b> <b>Poetry in Contemporary Arabic Literature</b> Assignment: Read assigned poetry selections Assignment: Read “Breaking Knees”
<b>12</b> 11/17/15 11/19/15	<b>The Short Story in Contemporary Arabic Literature</b> “Breaking Knees” (Short Stories by Zakaria Tamer) Assignment: Read assigned pages for <i>The Yacoubian Building</i> Assignment: Read assigned pages for <i>The Yacoubian Building</i>
<b>13</b> 11/24/15	<b>Sexuality, the Economy and use of the Vignette as a literary tool.</b> <i>The Yacoubian Building</i> (by Alaa Al Aswany) Assignment: Read assigned pages for <i>The Yacoubian Building</i>
<b>14</b> 12/1/15 12/3/15	<i>The Yacoubian Building</i> (Continued) Assignment: Read assigned pages for <i>The Yacoubian Building</i> Assignment: Read assigned pages for <i>The Yacoubian Building</i>
<b>15</b> 12/8/15 12/10/15	<i>The Yacoubian Building</i> (Continued) Assignment: Read assigned pages for <i>The Yacoubian Building</i> Assignment: Work on Final Paper, Prepare for Final Exam <b>Final Paper Due 12/14/15 via email by 5:00pm</b>

**Syllabus Updates:** This syllabus is subject to necessary revisions and updates. Students will be notified if any updates occur; then it becomes the student’s responsibility to follow the updated version of the syllabus.





**University of San Diego  
Arabic 194 – Spring 2016  
Arab-American Literature**

Instructor: Reem Hazboun

Office: Founders 120

Ph: (619) 260-5994 (only during office hours)

E-Mail: [rhazboun@sandiego.edu](mailto:rhazboun@sandiego.edu)

Office Hours: M/W, 2:30pm – 3:30 pm

Class Schedule: M/W, 4:00 pm – 5:20pm

Class Location: Camino Hall #119

Final Exam Schedule: Wed., May 18

5:00 pm – 7:00pm

**Course Description:**

This course focuses on the literature produced by American authors of Arab origin who contribute to a critical category that has come to be known as Arab-American literature. The course objective is to develop an understanding of the political, social, and religious realities of the modern Arab world and the Arab communities living in America through the selected literary works. A selection of contemporary literature will be read including poetry, short stories, novels, essays, and plays. Current socio-cultural change in the Arab-American reality will be highlighted with an emphasis on topics such as cultural identity, the role of tradition, gender relations, religious expression, assimilation/multiculturalism, and themes such as “East meets West” and “Arabness.”

The 3-credit course will be taught in English and requires no prior knowledge of Arabic. While it does fulfill the Core Curriculum literature requirement, it does not fulfill the second language requirement.

**Relation to Diversity, Inclusion and Internationalization:**

Diversity, Inclusion and Internationalization have been identified as Strategic Directions of the University of San Diego. Arabic 194 is designed to address Multiculturalism and Diversity components of the general education philosophy at USD with a cultural component built in as an integral part of the course’s approach. The course will require some prior knowledge of the culture of the Middle East and will seek to involve students in a critical evaluation of traditions in Arabic speaking societies and how those traditions do or do not translate interculturally. The diversity of Arab communities both in the Middle East and abroad will be presented from a variety of perspectives. Firsthand student experience will be illuminated whenever applicable.

**Learning Outcomes:**

By the end of the course, students will be able to:

- Demonstrate critical understanding of the topics covered during the semester and explain the similarity and diversity in socio-cultural reality, history, environment, relationships, values, beliefs, and practices of Arab-American communities.
- Analyze texts and describe or define the similarities and the differences between Arab-American culture and their own culture or individual experience, with a focus on topics such as cultural identity, the role of tradition, gender relations, religious expression, assimilation/multiculturalism, and themes such as “East meets West” and “Arabness.”
- Develop arguments about the topics examined, incorporating knowledge gained from in-class lectures on literary elements, cultural aspects, in addition to information from primary and secondary sources as well as independent research.

**Required Text Books:**

- 1 – *The Book of Khalid* (Ameen Rihani) (Lebanese)
- 2 – *Zodiac of Echoes* (Khaled Mattawa) (Lybian)
- 3 – *The Girl in the Tangerine Scarf* (Mohja Kahf) (Syrian)
- 4 – *A Map of Home* (Randa Jarrar) (Palestinian)
- 5 – “Reflections on Exile and Other Essays” (Edward Said) (Palestinian)
- 6 – “The War Works Hard” (Dunya Mikhail) (Iraqi)
- 7 – *The Prophet* (Gibran Khalil Gibran) (Lebanese)

**Course Topics:**

Religious liberty, role of family, gender identity, socio-economic status, cultural integration and pluralism.

**Structure of the Course:**

The course is designed to be student-centered and will be delivered through a task-based approach within a communicative environment. Students work on and create tasks that then culminate in a project or projects. Classroom motivation comes from engaging activities based on the readings and lectures, as well as technology. Students will participate in activities designed to get them to read, analyze, and discuss the content and cultural elements evident or implied in the literary work. Students are encouraged to gain an authentic perspective through developing their inter-cultural competence.

**Course Assessment and Grading:**

Grades for this course and the projects therein are assessed through a diverse number of skills that include effective execution of requirements. Requirements are designed to encourage students to simultaneously consider and implement literary analysis, familiarity with required texts, social/cultural components vis-à-vis the required texts, and thoughtful organization and

delivery of these requirements. Format, spelling, grammar will all be taken into account when grading any written material. An early submission date will be given for each written assignment as an opportunity for students to submit their paper early for feedback. If students decide to use this option, the instructor will provide feedback one time only before student is required to submit the final version. Any outstanding questions may be addressed via the English Department's Writing Center.

All assigned readings, blog posts, and projects are due at the scheduled time indicated on the course calendar. All exams must be taken at the scheduled time. No late work will be accepted – not even for partial credit.

Grading:

20% - Attendance & Participation  
 10% - Leading blog post  
 15% - Mid-term paper  
 20% - Midterm Exam  
 15% - Final Paper  
 20% - Final Exam

Scale:

95% up	A	74% to 76%	C
90% to 94%	A-	70% to 73%	C-
87% to 89%	B+	67% to 69 %	D+
84% to 86%	B	64% to 66 %	D
80% to 83%	B-	60% to 63%	D-
77% to 79%	C+	Below 60%	F

Attendance:

Attendance is particularly essential in this course. Excessive tardiness will not be tolerated, nor will leaving early on numerous occasions. More than two absences (excused or not) will result in a 20% reduction in your participation grade. Absences beyond four will result in a 30% reduction for each absence. **Three instances of tardiness or leaving early will equate to one absence.**

Participation: Most class sessions will begin with a review of important literary analysis tools and terminology, followed by individual, or group activity to encourage discussion about the literature. All students are expected to fully participate in these discussions and therefore it is required that the assigned reading for that particular class period always be completed.

Participation entails making thoughtful observations and raising meaningful questions about the readings, literary tools implemented, or cultural aspects of the literature. Failure to contribute to discussions will result in the final grade being significantly lowered for this portion of the course.

Please note that disruptions during class will be penalized as deduction from the participation grade. In class disruptions include speaking out of turn or side conversations, cell phone use, laptop use, gum chewing, or eating food. Only drinks will be allowed in class. “Cell phone use” includes making calls, texting, app or internet use, checking the time, as well as a cell phone ringing or vibrating during class. It is highly recommended that cell phones are completely powered down and put away during class as to avoid this type of penalty.



Leading Blog Post: Each student will be assigned one blog post during the semester about a topic given by the instructor the class period prior. All other students will be required to read and prepare on each blog post on a regular basis. Blog posts will focus on analyzing the reading material assigned for that particular class day. Leading blog posts will be due the evening before (by 8:00pm) the in-class discussion of the material for that particular day. Late submissions will receive a 15% deduction in grading. The discussion at the start of class during the following class period will be an integral part of the participation grade for all students, so advanced preparation is highly recommended. Grades will be based on the intellectual depth and analytical level of the comments and questions presented in addition to adherence to any specific requirements for structure, format, and length.

Midterm Paper: A well-written discussion of one of the required texts will be due during the semester. It will include citations from the applicable readings and any pertinent, outside sources selected by student. The midterm paper will also include analysis to support the thesis and citations. The thesis for this paper must be approved by instructor by deadline discussed in class. Detailed instructions will be given in class.

Midterm Exam: A midterm exam containing a series of short answer questions and a choice of essays will be administered during the semester to assess student grasp of materials covered up to that point. More details and instructions will be given in class.

Final Paper: A paper in the form of a book review will be due toward the end of the semester to allow students a chance to practice and demonstrate capability in a journalistic writing style. More details and instructions will be given. Detailed instructions will be given in class.

Final Exam: The final exam will contain a series of short answer questions and a choice of essays will be administered to assess student grasp of materials covered since midterm. The final exam date is listed at the top of the syllabus. More details and instructions will be given in class.

**Policy on Academic Integrity:**

According to USD academic regulations, “The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community”.

**Course Calendar:**

<b>Date</b>	<b>Topic</b>
<b>Week 1</b> 1/25/16	<b>Course Introduction:</b> History of Arab Immigration to US Assignment: Read pages 1–36 of <i>The Book of Khalid</i>
1/27/16	<b><i>The Book of Khalid</i></b> Assignment: Read chapters 37–111 of <i>The Book of Khalid</i>
<b>Week 2</b> 2/1/16	Assignment: Read chapters 112–198 of <i>The Book of Khalid</i>
2/3/16	Assignment: Read pages 201–261
<b>Week 3</b> 2/8/16	<b><i>The Book of Khalid</i></b> (Continued) Assignment: Finish <i>The Book of Khalid</i>
2/10/16	Assignment: Read <i>The Prophet</i> verses 1–10
<b>Week 4</b> 2/15/16	<b><i>The Prophet</i></b> Assignment: Read <i>The Prophet</i> verses 1–10
2/17/16	Assignment: Read <i>The Prophet</i> verses 11–21
<b>Week 5</b> 2/22/16	Assignment: Finish <i>The Prophet</i>
2/24/16	Assignment: Study for Midterm
<b>Week 6</b> 2/29/16	<b>Midterm Exam</b> Assignment: Read pages 1–88 in <i>The Girl in the Tangerine Scarf</i>
3/2/16	<b><i>The Girl in the Tangerine Scarf</i></b> Assignment: Read pages 89–179 in <i>The Girl in the Tangerine Scarf</i>
<b>Week 7</b> 3/7/16	Assignment: Read pages 180–265 in <i>The Girl in the Tangerine Scarf</i>
3/9/16	Assignment: Read pages 266–344 in <i>The Girl in the Tangerine Scarf</i>
<b>Week 8</b> 3/14/16	Assignment: Finish <i>The Girl in the Tangerine Scarf</i>

<b>3/16/16</b>	<b>Submit midterm paper by 3/18 at midnight via email.</b> Assignment: Read pages 1–62 in <i>A Map of Home</i>
<b>Week 9</b> <b>3/28/16</b>	<b><i>A Map of Home</i></b> Assignment: Read pages 63–123 in <i>A Map of Home</i>
<b>3/30/16</b>	Assignment: Read pages 124–180 in <i>A Map of Home</i>
<b>Week 10</b> <b>4/4/16</b>	<b><i>A Map of Home (continued)</i></b> Assignment: Read pages 181–237 in <i>A Map of Home</i>
<b>4/6/16</b>	Assignment: Finish <i>A Map of Home</i>
<b>Week 11</b> <b>4/11/16</b>	Assignment: Read assigned selections in “The War Works Hard”
<b>4/13/16</b>	<b>Poetry</b> Assignment: Read assigned selections in “The War Works Hard”
<b>Week 12</b> <b>4/18/16</b>	Assignment: Read assigned selections in “Zodiac of Echoes”
<b>4/20/16</b>	Assignment: Read assigned selections in “Zodiac of Echoes”
<b>Week 13</b> <b>4/25/16</b>	Assignment: Read assigned selections in “Reflections on Exile”
<b>4/27/16</b>	<b>Essays “Reflections on Exile”</b> Assignment: Read assigned selections in “Reflections on Exile”
<b>Week 14</b> <b>5/2/16</b>	Assignment: Read assigned selections in “Reflections on Exile”
<b>5/4/16</b>	Assignment: Read assigned selections in “Reflections on Exile”
<b>Week 15</b> <b>5/9/16</b>	<b>Review</b> Assignment: Work on Final Paper, Prepare for Final Exam <b>Book Review Due 12/14/15 via email by 5:00pm</b>

**Syllabus Updates:** This syllabus is subject to necessary revisions and updates. Students will be notified if any updates occur; then it becomes the student’s responsibility to follow the updated version of the syllabus.

Fall 2014  
MWF 11:15-12:10 MRH 131

French 194: Becoming Diverse: The Stories of the Transformation  
of French Society from Colonization to Globalization

Richard Stroik, Founders 144D, x4064, [rstroik@sandiego.edu](mailto:rstroik@sandiego.edu), MWF 12:15-1:15, MW 2:30-3:30  
Mailboxes: Founders 121

Description: This literature course, taught in English with texts in translation, will trace the evolution of French attitudes towards the other cultures of the world, and attempt to make students aware of the ways in which the French experience of multi-culturalism has profoundly changed French society. The semester is divided into three interrelated parts. First, an examination of literature written by French authors from the 16<sup>th</sup> to 20<sup>th</sup> Centuries that illustrates the ways in which the French looked at other, non-European, cultures. Next, a study of the texts written in French by people in cultures that had adopted French as one of their primary languages (Francophone literature). Finally, texts written by French writers whose cultural origins include Francophone countries (diaspora literature). Through this historical context, students will come to understand the dynamics of cultural diversity; the French experience can be used to widen students' awareness of the cultural evolution of their own country.

Student Learning Objectives: --To better understand the process of the establishment of diversity in a culture  
--To better understand that diversity is a natural evolution in cultures  
--To understand that the French experience of multi-cultural evolution can help better grasp the dynamics of diversity in the USA  
--To develop the ability to critique texts from a variety of cultures, and to understand the way in which those texts create meaning in a new cultural context (itself a vital part of the multicultural experience)

Grades:	LLC Project:	10%
	First Presentation (French History)	5%
	Second Presentation (Francophone culture in San Diego)	5%
	Third Presentation (Research towards final paper)	10%
	Final Paper	10%
	Quiz on French Writers	5%
	Exam on Francophone Writers	10%
	Final Exam (cumulative)	15%
	Journals	20%
	Participation	10%

Attendance in a literature class is a requirement since class discussions cannot be duplicated. More than two unexcused absences will result in the lowering of your grade. Journals must be submitted on the day assigned. No late journals will be accepted. Exams and quizzes cannot be made up. The Participation grade includes the quality of your contribution to class discussions, your involvement in LLC activities, and submitting reflection papers for the three Student Success Workshops you will attend.

### Syllabus

Week 1 (2 classes): September 3-5	Presentation of the Diversity of French Culture and the History of French Colonization
Week 2 (3 classes): September 8-12	Montaigne, "On Cannibals" Bougainville, "In the Garden of Eden" Chateaubriand, "Rene"
Week 3 (3 classes): September 15-19	Céline, <u>Journey to the End of Night</u> Le Clezio "Nobel Laureate Speech" Duras, <u>The Lover</u> (film)
Week 4 (3 classes): September 22-25	Quiz on French Writers Québec: Roy, <u>The Tin Flute</u> Leclerc, Julien, Lalonde, "Selected Poems"
Week 5 (3 classes): Sept. 29- Oct. 3	Africa: Robbins, ed., <u>Canuck and Other Stories</u> Senghor, "Selected Poems" Laye, <u>The Black Child</u>
Week 6 (3 classes): October 6-10	Laye (suite) Kane, <u>The Ambiguous Adventure</u>
Week 7 (3 classes): October 13-17	Caribbean: Bâ , <u>So Long a Letter</u> Césaire, "Poems" Glissant, "Creolization in the Making of the Americas" Bazin, "Our Sciences, Their Science"
Week 8 (2 classes): October 20-22	North Africa: Condé, <u>Crossing the Mangrove</u> Memmi, <u>The Pillar of Salt</u>
Week 9 (3 classes): October 27-31	Mernissi, <u>The Veil</u> Chedid, <u>House of Arrest</u> Guendouz " People" (poems)
Week 10 (3 classes): November 3-7	Exam on Francophone Writers French/ French immigrant: Guene: <u>Kiffe, kiffe tomorrow</u>
Week 11 (3 classes): November 10-14	Benlyazid, "The Gate of Heaven is Open" (screenplay) Satrapi, <u>Persepolis</u> (graphic novel and film)
Week 12 (3 classes): November 17-21	Djebar, <u>Women of Algiers in their Apartments</u> (stories) Linda Lê, <u>Slander</u>
Week 13 (1 class): November 24	Nimrod, "The Cry of the Bird", "Interview", "Africa..."
Week 14 (3 classes): December 1-5	Mabanchkou, <u>Blue-White-Red</u>
Week 15 (2 classes): December 8-12	Ndiaye, <u>Three Strong Women</u> Review
<b>Final exam</b>	<b>Friday, December 19, 11:00—1:00</b>



4. Provide examples of the assignment, activities or sample exam questions that directly align with the learning outcomes in part 3.

5. Submit this completed form, syllabus, and assignment as a single pdf document to [core@sandiego.edu](mailto:core@sandiego.edu).

By applying to teach a course in the core, the department agrees to submit course materials for core assessment.

This proposal was approved by a vote    /    /    (Yes/No/Abstain) of the department/program on \_\_\_\_\_ (Date). If approved, the department will ensure that all scheduled sections of the approved course will include the outcomes as described above.

*michele magnin*

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Signature of Chair/Director



Italian family at Ellis Island  
Lewis Hine (1905)

University of San Diego – Fall 2017  
Dept. of Languages, Cultures, and Literatures.

**LANG194 – The Italian American Experience.**

**[Preceptorial]**

Instructor: Loredana Di Martino, FH 144A

ldm@sandiego.edu

Meeting times and Office hours:

*“The founding myth for the Italians is this memory of how the rich expelled the poor into the world invented for them by the great Amerigo.” Robert Viscusi*

**Course Description:**

*Wops, Dagos, Guineas*: what is the meaning of those terms and why is it important to know? The experience of migration has marked the life of many Italian Americans. Between 1880 and 1920, more than four million Italians came to the US in search of a better life. Often considered as an “undesirable,” “inferior” and “unassimilable” group, and a threat to America’s black and white binary paradigm at the time, Italians experienced various forms of discrimination. Yet, once they were accepted into “white” America, many chose to silence their internal “otherness,” and to *construct* an identity as part of the hegemonic group. This course will dig into history to familiarize students with the Italian American experience. Through a study of fictional and non-fictional sources (literature, poetry, film, theory, history and sociology), we will examine the experience of different generations of Italian Americans, while simultaneously exploring the development of the Italian identity in America, and literary efforts to define or redefine that identity. Focusing on the works by a local writer, Lorenzo Madalena (aka Loren Wahl), followed by a historic tour of the Italian neighborhood, we will also explore the place of Italian culture in San Diego’s multi-layered identity. [Course taught in English with no pre-requisites].

**Learning outcomes:** By the end of the course students will be able to:

1. Demonstrate a critical understanding of the Italian American experience, and of key issues related to experience of immigrant and ethnic groups in America which can also be applied to contemporary contexts (white privilege and the social construction of race, belonging and exclusion, ethnicity, class, social justice, gender, identity, intergenerational conflicts, acculturation). (Aligns with SLOs for DISJ)
2. Analyze literary and audiovisual texts (fiction, poetry, film) dealing with the topics of migration and ethnic identity, reflecting critically both on the rhetorical strategies that they use to convey meaning and how they engage with and intervene in their historical, social, and cultural contexts. (Aligns with SLOs for Literature, DISJ, and Integration)
3. Develop cohesive arguments about the topics examined incorporating primary and secondary sources as well as independent research. (Aligns with SLOs for Literature, DISJ, and Integration)

**Mandatory Textbooks:**

- Jerre Mangione and Ben Morreale, *La Storia: Five Centuries of the Italian American Experience*
- Helen Barolini, *Umbertina* (novel)
- Lorenzo Madalena, *Confetti for Gino* (novel)
- Electronic course packet:
  - Excerpts from F. Gardaphés *Italian Signs, American Streets: The evolution of Italian American Narrative*
  - Excerpt from P. Di Donato, *Christ in Concrete* (novel)
  - Excerpt from Mary Bucci, *Sweet Hope* (novel)
  - Excerpt from J. Fante, *Wait Until Spring Bandini* (novel)
  - Excerpt from Loren Wahl, *The Invisible Glass* (novel)
  - Poems by Sandra Mortola Gilbert, Diane di Prima and Rose Romano
  - Essays on writing, ethnic identity and gender by H. Barolini and M. De Marco Torgovnick



- K. Scambray, "America's Americas: The Melting Pot Begins to Cool in Lorenzo Madalena's *Confetti for Gino* (article)
- Excerpt from A. Gramsci, *Prison Notebooks*
- L. De Salvo, "Color: White/Complexion: Dark" (book chapter)
- V. Scarpaci, "Walking the Color Line: Italian Immigrants in Rural Louisiana (1880-1910)" (book chapter)
- C. Webb, "The Lynching of Sicilian Immigrants in the American South" (article)
- Excerpts from the letters of Nicola Sacco and Bartolomeo Vanzetti
- Readings by Avrich, Pernicone and Zinn on Sacco and Vanzetti and Italian radical experience
- R. Gambino, "The Family System," "La serietà: The Ideal of Womaliness," "L'uomo di pazienza: The Ideal of manliness (from *Blood of My Blood the Dilemma of Italian Americans*)
- Excerpts from Malpezzi and Clemens, *Italian-American Folklore*
- Excerpt from R. Alba's, *Italian Americans: Into The Twilight of Ethnicity*

**Mandatory Films** - Available on reserve at the main desk of Copley Library and may also be available on *Netflix* and *Amazon Instant Video*:

- John Badham, *Saturday Night Fever*
- Spike Lee, *Do the Right Thing*
- Gianni Amelio, *LAMERICA*

Clips from the following films will be shown in class: *Nuovomondo/Golder Door*, *Pinocchio (1940)*, *The Godfather*, *Big Night*, *The Sopranos*, *Pane Amaro/Bitter Bread*, *Finding the Mother Load*,

Additional materials: At Copley Library, through the San Diego Circuit System, and the periodicals and databases accessible through Copley's website (*MELUS*, *Academic Search Premier*, *MLA*, *JSTOR*, *Arts and Humanities citation index*, etc.) you will find plenty of materials on the topics covered in this course. These materials can help you learn more about the topics and prepare for the final project. The following ones will be placed on reserve at Copley library for your convenience:

- J. Guglielmo and T. Salerno, *Are Italians White? How Race is Made in America*
- G. Sorrentino and J. Krase, *The Review of Italian-American Studies*
- P. D'Acerno, *The Italian American Heritage: A Companion to Literature and Arts*
- F. Melpezzi and W. Clemens, *Italian-American Folklore*
- S. De Stefano, *An Offer We Can't Refuse: The Mafia in the Mind of America*
- G. Ferraro, *Feeling Italian: The Art of Ethnicity in America*
- P. Bondanella, *Hollywood Italians: Dagos, Palookas, Romeos, Wise Guys, and Sopranos*
- E. Giunta, *Writing With an Accent: Contemporary Italian American Women Authors*
- M. J. Bona, *Claiming a Tradition: Italian American Women Writers*
- P. Giordano and A. Tamburri, *Beyond the Margin: Readings in Italian Americana*,
- D. Gabaccia, *Italy's Many Diasporas; We Are What We Eat: Ethnic Food and the Making of Americans; From the Other Side: Women, Gender, and Immigrant Life in the U.S., 1820-1990.*
- P. Verdicchio, *Bound by Distance: Rethinking Nationalism Through the Italian Diaspora*
- Gianfranco Norelli and Suma Kurien, *Pane Amaro: The Italian Journey from Despised Immigrants to Honoured Citizens and Finding the Mother Lode: Italian immigrants in California* (documentaries about the Italian American Experience)

### Grade Breakdown

#### Grading criteria

Preparation and Active Participation	10%
Reflection Papers	15%
Quizzes	15%
Essays (2)	30%
Project	10%
Final	15%
Cultural Activities & Workshops	5%

#### Grading scale:

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	65-67
B-	80-82	D-	63-64
C+	78-79	F	0-62

### Course Requirements:

**Attendance:** You are allowed 3 unexcused absences. Each additional absence (after the 3<sup>rd</sup>) will lower your overall final grade of one step on the grading scale: A to A-, B+ to B, etc. If you miss a class, you are responsible for asking me what was covered that day. Arriving late or leaving class early will result in half an absence, or a full absence if you miss more than half of the class.

**Preparation and Active Participation:** This course is designed around participation and interaction. Daily homework will help students contribute actively to discussion, and develop the skills that they need to succeed in all aspects of the course. Students are required to come to class prepared, and to meaningfully contribute to class discussion by 1) presenting their critical reflections on the works studied at home, and 2) by participating in group activities and class-wide discussion. As part of their daily preparation students will:

- **Study** all of the assigned works *paying particular attention to, underlining, and making a note of* relevant passages or scenes and other important details.
- **Select at least two or three meaningful points** about the works examined that day, **find supporting evidence** (page numbers, specific passages, scenes, etc.), take notes, and **be ready to present their reflections in class**. Focus on these aspects: What is the main content and significance of today's readings? Which aspects or passages are particularly relevant and why? What do they reveal about the text, its rhetorical strategies, and/or how the text interacts with its cultural background? How do they relate with the other works or issues discussed in the course? These examples will be used in class discussion and can also be used in your reflection papers.
- **Prepare a discussion question**, and make a note of any questions they may have. Your questions will be used during class discussion and can help you write your reflection papers. NB: Good discussion questions call for more than simply recalling facts; they are *open-ended*, leading to a variety of responses. Discussion questions depend on a *careful reading* of the text and often cite particular scenes or passages and ask people to look at them closely and *draw connections* between these passages and the rest of the work. Good questions can help to clarify passages or issues students may find difficult, and help students understand cultural differences that influence their reading. They invite critical responses and to *make or challenge connections* between the text at issue and other works or issues raised by the course.
- **Keep a class binder** where they will store all the readings printed from Blackboard, and write their daily comments on the readings, as well as the notes taken in class.

**Reflection papers:** You will write critical reflections on the reading materials covered. Reflection papers are *close readings* of texts, and will be used to generate ideas and explore connections based on evidence from the works, and to "test" possible arguments. Do not take on too much in these reflections; try to limit yourself to one idea or theme per paper, and treat that one idea/theme in as much detail as possible, providing evidence from the texts. Make sure your paper is not a summary but, rather, a critical analysis of the texts that keeps summary to a minimum. Reflection papers must be polished but they do not have to be as structured as an essay. **Format:** Reflection papers should be: 1½ to 2 pages long, double-spaced, typed using font Cambria or Calibri 11, with a title that reflects your interpretation. These papers must be kept in your class binder, together with your essays. Late papers will not be accepted.

**Quizzes:** Each quiz will cover the new materials and topics examined (history, literature, articles, films, etc.) since the previous quiz, including what was covered in class.

**Essays:** You will write two essays in which you will substantiate a critical position about the texts through the analysis of specific passages and examples from primary and secondary sources. These are formal papers and you should pay attention to both content and form (=organization, division in paragraphs, transitions, mechanics, footnotes and bibliography of works cited using the MLA format (Guidelines on the formatting style can be in the MLA manual or at <http://owl.english.purdue.edu/owl/resource/747/01/>)). On Blackboard you will find guidelines on how to write essays in this class; print them and read them before writing your first paper. Essays must be kept in the same binder as reflection papers and students will reflect on their work throughout the semester. Late papers will not be accepted.

**Project:** The project will be an in-depth analysis of a topic related to the theme of the class that particularly interests you, and will require outside research. You are also strongly encouraged to research the experience of other ethnic groups in America and how it relates to the Italian experience. The project will consist of an oral presentation and written report. Students must select their topic, discuss it with the instructor, and begin research as soon as possible.

**Final Exam:** May include short-answer questions and essay questions. Make-ups are not allowed.

### **Cultural Activities and Workshops:**

**Cultural Activities:** Students are expected to engage actively in and reflect critically on the cultural activities that will be organized for this preceptorial as they are an important part of the class. One mandatory activity will be a **Historic Tour of Little Italy with a presentation with a local scholar**. Details regarding this and other activities will be announced on Blackboard. You will either write or present a reflection on the activities.

**Educational Workshops:** Students are required to participate in at least 2 of the on-line educational sessions offered through "You Succeed @ USD." They should do this as soon as possible and no later than the 8th week of class. Additional information on these sessions will be provided on Blackboard.

**Policy on Academic Integrity:** Students are responsible for reading and following the USD guidelines and procedures for Academic Integrity available at this website:

<http://catalogs.sandiego.edu/undergraduate/academic-regulations/integrity-scholarship/>

Any use of secondary sources for essays and other homework must be acknowledged by proper citation. Copying illicitly from external sources will incur severe consequences and seriously impact the student's grade.

**Blackboard and E-mail:** you will need to check your USD e-mail and your Blackboard announcements **every day**.

**Electronic devices** (i-phones, i-pads, computers etc.) must be off during class time. All reading materials must be printed.

**Extra help:** If something is unclear or if you need extra help, come and see me during office hours or make an appointment.

### **Class Schedule**

Assignments are marked on the days in which they are due and must be done before coming to class.

**B= stands for Blackboard.** Some readings, and specific instructions on assignments (essays, project, etc.) will also posted on Blackboard. Access our template at:  
<https://ole.sandiego.edu/webapps/portal/frameset.jsp>

<b>Week 1 - Topics</b>	<b>Assignments [to be done always before class]</b>
9/2  Introduction to the topic of the course and syllabus discussion  <i>What does it mean to be Italian American?</i> <i>What are some stereotypes about Italians in America?</i>  <u>In class:</u> Sandra Mortola Gilbert: "Mafioso"	- B: Print and read the syllabus before class.
<b>Week 2 - Topics</b>	<b>Assignments</b>
<b>9/7 Labor Day Holiday</b>	
9/9	- Read Syllabus p. 2: "Preparation and Active

<p><i>The Land They Left: Italy in the Nineteenth Century; Risorgimento as "Passive Revolution"</i></p> <p>History, Gender and Ethnicity in Helen Barolini's <i>Umbertina</i></p>	<p>Participation"</p> <ul style="list-style-type: none"> <li>- <i>La Storia</i>, pp. 31-53</li> <li>- <i>Umbertina</i>, pp. 3-35</li> </ul> <p><b>B.</b> Gramsci, "Passive Revolution"</p>
<p><b>Week 3 - Topics</b></p>	<p><b>Assignments</b></p>
<p>9/14</p> <p><i>The Land They Left: Italy in the Nineteenth Century; The "Southern Question" after Unification.</i></p> <p>History, Gender and Ethnicity in Helen Barolini's <i>Umbertina</i></p>	<ul style="list-style-type: none"> <li>- <i>La Storia</i>, pp. 54-85</li> <li>- <i>Umbertina</i>, pp. 36-57</li> </ul> <p><b>- Reflection due (#1) = Topic: Marguerite and Umbertina: Different Generations of Italian American Women.</b> Reflect critically on the beginning of <i>Umbertina</i> (p. 3-57) by focusing on the two female protagonists, how they are described, the role they play, and other significant details (setting(s), time jumps, etc.): How does the novel begin? Why does it begin in this way? Bring evidence from the novel and, when necessary, also from <i>La Storia</i>. Pick a title that reflects your interpretation.</p> <p><b>Read the instructions on reflection papers on the syllabus, p. 3.</b></p>
<p>9/16</p> <p><i>The Italian Diaspora: Parting and Arrival at Ellis Island</i></p> <p>History, Gender and Ethnicity in Helen Barolini's <i>Umbertina</i></p>	<ul style="list-style-type: none"> <li>- <i>La Storia</i>, pp. 86-125</li> <li>- <i>Umbertina</i>, pp. 58-72</li> </ul>
<p><b>Week 4 - Topics</b></p>	<p><b>Assignments</b></p>
<p>9/21</p> <p><i>The Italian Diaspora: Surviving in the New Land and Life in the Italian Colonies</i></p> <p>History, Gender and Ethnicity in Helen Barolini's <i>Umbertina</i></p>	<ul style="list-style-type: none"> <li>- <i>La Storia</i>, pp. 129-148, 160-169 (excluding "Festivities")</li> <li>- <i>Umbertina</i>, pp. 73-100</li> </ul> <p><b>- B:</b> De Salvo, "Color: White/Complexion: Dark"</p>
<p>9/23</p> <p><i>Prejudice and Discrimination: The Social Construction of Race; Italian Undesirables and the Mafia Mystique</i></p>	<ul style="list-style-type: none"> <li>- <i>La Storia</i>, pp. 181-186, 200-213</li> <li>- <b>B:</b> Clive Webb, "The Lynching of Sicilian Immigrants in the American South"</li> <li>- <b>B.</b> Scarpaci: "Walking the Color Line"</li> </ul> <p>[Suggested/Non-mandatory film, N. Meyer, <i>Vendetta</i>, Copley Library]</p>
<p><b>Week 5 - Topics</b></p>	<p><b>Assignments</b></p>
<p>9/28</p> <p><i>Silenced Voices, Erased Histories: African Americans and Italian Americans on a Mississippi Delta Cotton Plantation.</i></p> <p style="text-align: center;"><b>QUIZ #1</b></p>	<ul style="list-style-type: none"> <li>- <b>B:</b> Bucci Bush, Excerpt from <i>Sweet Hope</i> (i.e.: from the novel proper and the short story that inspired it, "Drowning")</li> </ul> <p><b>Reflection due (#2) = Topic: African Americans and Italian Americans in Bucci Bush's <i>Sweet Hope</i>.</b> Write a reflection on Bucci Bush's novel, <i>Sweet Hope</i>, and the short story that inspired it, "Drowning". Reflect critically on the two families (one Italian American, one African American) presented in the work, focusing on the similarities and differences between them, and what conditions and/or influences their relationship (How are <i>power</i> and <i>race</i> represented in the novel? How do they affect the two groups and intergroup collaboration?). <u>Pick a title that reflects your interpretation.</u></p>



<b>Project update #1</b>	references (MLA format) and explain why those sources are suitable for your project (1 paragraph). <u>*NB: it may take a while to find relevant sources and you may need to change some sources as you continue your research.</u>
10/21 <i>The Second Generation Speaks up: Identity Struggle and the Quest for an Interstitial Space in John Fante's Wait Until Spring Bandini</i>  <b>QUIZ #2</b>	- B. <i>Wait until Spring Bandini</i> - B. Fred Gardaphe, <i>The Early Mythic Mode: John Fante</i>
<b>Week 9</b>	<b>Assignments</b>
10/26 <i>From The Interwar Years to the Postwar Period: The Twilight of Italian Ethnicity in the US.</i>  <b>Project update #2</b>	- <i>La Storia</i> , pp. 315-322, 340-342, 397-409 - B. Richard Alba, "The Twilight of Ethnicity" - <b>Project update #2 due:</b> Find at least 2 more external sources that you may use in your project. Write down the complete bibliographical references (MLA format) and explain why those sources are suitable for your project (1 paragraph). <b>Staple this file to the previous project update (#1) and turn them in together.</b>
10/28  <i>Italians in San Diego in the 1950s.</i>  <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: Resisting Tradition.</i>	- <i>Confetti for Gino</i> , p. 7-63 - B: Malpezzi and Clemens, "Italian Foodways"
<b>Week 10</b>	<b>Assignments</b>
11/2 <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: Italians, Portuguese and Mexicans in the Fishing Community.</i>	- <i>Confetti for Gino</i> , p. 64-92, 103-126  [Continue working on your project. Read attentively your secondary sources; establish your project objectives; start organizing your findings]
11/4 <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: The Quest for a Hyphenated Identity.</i>	- <i>Confetti for Gino</i> , pp. 127-180 - B. Malpezzi and Clemens, "Weddings" [in the chapter: <i>Customs: The Life Cycle</i> pp. 67-74]
<b>Week 11</b>	<b>Assignments</b>
11/9 <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: Resisting Gender Stereotypes.</i>	- <i>Confetti for Gino</i> , pp. 181-192, 208-229, 253-284 - B: Gambino: <i>La serietà: The Ideal of Italian Womanliness</i> - <b>Reflection due (#3):</b> Topic: Write a reflection on the representation of ethnic identity in <i>Confetti for Gino</i> . Pick one aspect of the novel to analyze in detail and provide evidence to support your ideas. You can also make a comparison between Madalena's novel and one of the works we have read by Di Donato and/or Fante. Pick a personal title.
11/11 <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: Rethinking Tradition.</i>  [In class: Discussion on the second paper]	- <i>Confetti for Gino</i> , pp. 285-300, 331-402 - B. Read the instructions for the 2 <sup>nd</sup> essay and start thinking about your topic and thesis. Essay outline due on 11/16
<b>Sunday November 15<sup>th</sup>: Historic Tour of Little Italy</b> Meeting time & Place: TBD	
<u>Suggested Reading:</u> B: Pasquale Verdicchio, "The Place of Identity: San - Diego's Little Italy And Community as Archive"	
<b>Week 12</b>	<b>Assignments</b>

<p>11/16 <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: Reclaiming Ethnic Identity.</i></p> <p><b>In Class:</b> Sign up for individual meeting to discuss the final project</p>	<p><b>- Come prepared to discuss the following articles on <i>Confetti for Gino</i> [NB: they can be incorporated as secondary sources in your paper]:</b></p> <p><b>1.</b> <i>Confetti for Gino</i>, 403-419 - Pasquale Verdicchio "Fishing for Compliments in L. Madalena's <i>Confetti for Gino</i>".</p> <p><b>2. - B:</b> Kenneth Scambray, "America's Americas: The Melting Pot Begins to Cool in Lorenzo Madalena's <i>Confetti for Gino</i>."</p> <p><b>- Turn in first paragraph and outline of essay 2:</b> Write the first paragraph of your essay including 1) a preliminary title, 2) topic, and 3) thesis statement (=an answer to a thesis question). Then, write an outline of the paper including the main topic idea and some evidence for each paragraph (1-2 pages).</p>
<p>11/18</p> <p><i>Race, Ethnicity and Sexuality in Loren Wahl's (aka Lorenzo Madalena's) The Invisible Glass</i></p> <p style="text-align: center;"><b>QUIZ #3</b></p>	<p><b>B.</b> Madalena, <i>The Invisible Glass</i></p>
<p><b>Week 13</b></p>	<p><b>Assignments</b></p>
<p>11/23</p> <p style="text-align: center;"><b>SECOND ESSAY DUE</b></p> <p><i>From Victims to Victimizers: Perceptions of "Difference" in the Italian American World</i></p>	<p><b>- B. Second essay due. See instructions on the second essay.</b></p> <p><b>- B.</b> Marianne De Marco Torgovnick, "On Being White, Female and Born in Bensonhurst"</p> <p><b>-B.</b> Rose Romano, "There is Nothing in World as Wonderful as an Italian American Lesbian"</p>
<p><b>11/25 - Thanksgiving Holiday</b></p>	
<p><b>Week 14 - Topics</b></p>	<p><b>Assignments</b></p>
<p>11/30</p> <p><i>From Victims to Victimizers: Perceptions of "Difference" in the Italian American World</i></p> <p><b>Project update #3</b></p>	<p><b>- Film:</b> J. Badham, <i>Saturday Night Fever</i>. Watch the film before coming to class.</p> <p><b>- Project update #3 due:</b> Write a brief description of your project that includes both your <u>objectives</u> and <u>your findings</u>, i.e. the outcome of your research. Attach also your bibliography (1 page).</p>
<p>12/2</p> <p><i>From Victims to Victimizers: Italian Americans in Spike Lee's Do The Right Thing</i></p> <p><b>[Individual meetings in my office all week long to discuss your project]</b></p> <p style="text-align: center;"><b>QUIZ #4</b></p>	<p><b>- Film:</b> Spike Lee, <i>Do the Right Thing</i>. Watch the film before coming to class.</p> <p><b>- B.</b> <i>Do the Right Thing</i>. Print and answer the questions</p> <p><b>- B.</b> Barolini, "Buried Alive by Language"</p>
<p><b>Week 15 - Topics</b></p>	<p><b>Assignments</b></p>
<p>12/7</p> <p><b>Project Presentation</b></p>	<p>- Prepare for your presentation</p>
<p>12/9</p> <p><b>Project Presentation</b></p>	<p>- Prepare for your presentation</p>
<p><b>Week 16 -Topics</b></p>	<p><b>Assignments</b></p>
<p>12/14</p> <p><i>Italy as the New America: The Importance of Cultural memory in a Globalized World.</i></p>	<p><b>-Film:</b> <i>Gianni Amelio's film LAMERICA</i>. Watch the film before coming to class.</p>

## LANG 194 – The Italian American Experience

### Sample Assignments

**Sample Assignment #1:** Essay on Helen Barolini’s representation of ethnic identity in the historical novel *Umbertina*. The essay prompts students to reflect critically both on the fictional and non-fictional readings that they did, and to examine how literature—Barolini’s novel in this case—attempts to rewrite history from new perspectives and in order to question dominant discourses (e.g. linear narratives of assimilation and acculturation; conventional representations of ethnicity and gender identity). **(SLOs #1, 2, 3)**

**Sample Assignment #2:** Final exam prompting students to reflect critically on some of the main issues examined in class, providing evidence from the sources they examined, analyzing how fictional works engage with their contexts and convey their meanings, and reflecting on how what they learned about the experience of Italians in America relates to the experience of other ethnic groups, and can also be applied to contemporary contexts. **(SLOs #1-2)**

**Sample Assignment #3:** Quiz prompting students to reflect critically on some of the issues examined (e.g. the relationship between diversity and social justice as highlighted by the experience of Sicilians in the American South and the Sacco and Vanzetti case, the melting pot theory and the social construction of whiteness, how literature challenges dominant discourses to rewrite the Italian American identity into a site of hybridity) **(SLOs #1-2)**

### **Sample Assignment #1: Essay**

#### LANG 194 - The Italian American Experience - Essay #1

#### Aligns with SLOs #1, 2, 3

##### Description:

Write an essay (6-7 pages *minimum*, Font Cambria 11, double spaced) on Helen Barolini’s representation of ethnic identity in *Umbertina*. The essay must have a clear and insightful thesis supported by a logical and well-developed argument. Support your thesis with accurate and detailed information from primary and secondary sources. **Read the general description on how to write essays and good thesis statements on Blackboard and use the MLA formatting style (List of works cited at the end and parenthetical references (or footnotes if needed) in the body of the paper).**

##### Possible topics:

How does *Umbertina* represent the Italian American experience? What is the role of memory in this novel? Does *Umbertina* challenge or reaffirm the rags-to-riches story that is commonly used to represent the (Italian) immigrant experience? How? What is the novel’s message about ethnic identity and how does it convey this message? Provide specific evidence from the novel as well as from some secondary sources (historical readings, critical essays, etc.).

*Umbertina* represents the Italian American experience from the perspective of different generation of women. How and why do gender and ethnic identity intersect in Barolini’s novel? How does Barolini’s novel rewrite history? What is the novel’s message about ethnic identity and what strategies does it use to convey it? Provide specific evidence from the novel as well as from some secondary sources (historical readings, critical essays, etc.).



**I. First deadline: Friday 10/9**

By 5:00pm today [or sooner]: Upload the first paragraph and an outline of essay 1 on Blackboard (Tab: "Essays").

Instructions:

1. On B. read the topic for the first essay and the general instructions on how to write essays.
2. Write your first paragraph including: 1) a preliminary title, 2) an introduction of the topic, and 3) a thesis statement (=an answer to a thesis question).
3. Write an outline of the paper including: the topic and supporting evidence to be used in each paragraph. Your outline should give a clear idea of how you will develop your topic, and the connections between the ideas expressed in the various paragraphs.

**II. Final deadline: 10/14**

FIRST ESSAY DUE: Staple the 1<sup>st</sup> paragraph and outline with the instructor's feedback to the final paper.

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**Sample Assignment #2: Final Exam**

**LANG 194 - The Italian American Experience  
Final exam**

**Aligns with SLOs, # 1-2**

Name \_\_\_\_\_

Grade \_\_\_\_\_/90

**Part I: Short Answer Question (10 points)**

**Provide a clear and well-articulated answer to the following question. Address all of the points raised by the question.**

1. Based on the readings covered in our class, explain when and why the Great Italian Diaspora took place, and describe who were the immigrants and why they were leaving Italy for America at this time. You can bring evidence from any of the works we examined. However, your answer must include specific references to Italian history, politics, and society, including one to Gramsci's analysis of them. (10 points)

**Part II: Essay Questions (80 points)**

**For each question below provide a nuanced, well-organized, and evidence-rich answer in essay form.**

2. From the New Orleans lynchings (1886-1910) to the racial killings in Brooklyn (e.g. Bensonhurst, 1989). Describe these events and, based on evidence from the historical and sociological sources we examined, explain how they represent the changing status and identity of Italians in the US. Then, examine how at least *two of the fictional works* we discussed in class portray these events: How do they engage with history? What message do they convey and how do they convey it? (20 points)

3. What was the relationship between different generations of Italian Americans and how did the second generation relate to their ethnic identity? Answer this question providing evidence from some of the non-fictional sources we examined (history, sociology, biographical essays). Then, examine how at least *two of the writers* we read (DiDonato, Fante, Madalena) portray intergenerational relations, and the quest for identity of the second generations in their fiction. What message do they convey and how do they convey it? Are there commonalities between their works? (20 points)

4. Why did Helen Barolini write *Umbertina* in 1970s? How is the novel responding to its social, cultural, and literary background? How and why does the novel examine the intersection of gender and ethnic identity? Answer these questions providing a critical analysis of the novel and the way it conveys meaning. Bring evidence also from some of the secondary sources that we examined. (20 points)

5. Can the past be useful to understand the present and perhaps shape the future? What have you learned in this class that can be applied to contemporary contexts? How does the experience of Italians in America relate to the experience of other immigrant and ethnic groups in national and global contexts? Provide a critical response to these questions by exploring the topic from different perspectives (race, ethnicity, class, social justice, gender, identity, etc.), and bringing specific evidence from some of the sources we examined in class, including the ones you may have come across in your research projects. (20 points)

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### Sample Assignment #3: Quiz

#### Aligns with SLOs #1-2

LANG 194 - The Italian American experience  
Quiz #2

Name \_\_\_\_\_  
Grade: \_\_\_\_\_/15

**Answer the following 3 questions providing appropriate examples as needed**

1. From the New Orleans lynchings to the Sacco and Vanzetti case. Describe these events and explain their meaning by answering the following questions: 1) What were some common perceptions about Italians (and specific groups of Italians) in the US at the turn of the century? 2) What facilitated the *constructions* of these perceptions according to your readings? 3) What were the consequences of these *constructions* and what does this tell us about the relationship between diversity and social justice? Bring evidence.

2. According to *La Storia* how were the Italians influenced by the so-called “melting pot” theory? How did this theory affect the development and redefinition of the Italian identity in America? How does Helen Barolini tackle this topic in her biographical **essay** “How I learned to Speak Italian” and her **novel** *Umbertina*? Bring evidence.

3. What is the significance of Paul’s *Bildungsroman* in DiDonato’s *Christ in Concrete*? What is the novel’s message about ethnic identity and how does it convey it? Bring evidence from the novel to support your claim.

## Core Curriculum Course Submission Form

Select Core Area:

### Foundations

- Theological and Religious Inquiry
- Philosophical Inquiry
- Ethical Inquiry

### Explorations

- Scientific and Technological Inquiry
- Historical Inquiry
- Social and Behavioral Inquiry
- Literary Inquiry
- Artistic Inquiry

### Competencies

- First Year Writing
- Mathematical Reasoning and Problem Solving
- Second Language

### Flags

- Diversity, Inclusion, and Social Justice: Level 1, Domestic
- Diversity, Inclusion, and Social Justice: Level 2, Domestic
- Diversity, Inclusion, and Social Justice: Level 1, Global
- Diversity, Inclusion, and Social Justice: Level 2, Global
- Advanced Writing
- Quantitative Reasoning
- Oral Communication
- Integration

*Click on appropriate box(es).*

1. List the course number and title (Ex: ANTH 101 Introduction to Biological Anthropology).

2. Provide the course description that appears in the Course Catalog.

3. Identify the course outcomes. These should be identical to those that appear on the syllabus and must be aligned with the area outcomes.

Students will:

- 1) Demonstrate a critical understanding of food as a cultural practice that inherently produces systems of privilege, marginalization, belonging, and exclusion, and of key issues related to nation-building, colonization and its legacies, gender and class roles, and ethnic eating communities in the US. (Aligns with SLOs for DISJ)
- 2) Analyze literary, filmic, and theoretical texts dealing with food and course topics, reflecting critically on the rhetorical strategies that they use to convey meaning, and how they engage with and intervene in their historical, social, and cultural contexts. (Aligns with SLOs for Literature, DISJ, and Integration)
- 3) Develop cohesive arguments about the topics examined, incorporating primary and secondary sources as well as independent research. (Aligns with SLOs for Literature, DISJ, and Integration)

4. Provide examples of the assignment, activities or sample exam questions that directly align with the learning outcomes in part 3.

5. Submit this completed form, syllabus, and assignment as a single pdf document to [core@sandiego.edu](mailto:core@sandiego.edu).

By applying to teach a course in the core, the department agrees to submit course materials for core assessment.

This proposal was approved by a vote    /    /    (Yes/No/Abstain) of the department/program on \_\_\_\_\_ (Date). If approved, the department will ensure that all scheduled sections of the approved course will include the outcomes as described above.

*michele magnin*

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Signature of Chair/Director



Are we really what we eat? What makes Italian food *Italian*? What’s the difference between a Spanish *tortilla* and a Mexican one and why does it matter?

Everything having to do with food is a cultural act (Montanari), and food, cooking, and eating have central roles in defining national cultures and in challenging them. In this course, students will learn how to think with food. This means we’ll consider how it creates identities and communities, how it signifies power and privilege, and how it marks commonalities and differences. Through a study of literary, cinematic, historical, and sociological texts focused on sites of inquiry from the Spanish-speaking Transatlantic to the Mediterranean and Asian worlds, and the US, this course will examine food’s centrality to nation-building and colonization, how gender, class, and ethnicity are inherent in its production, and reveal the complications resulting from the mingling and borrowing between discrete food cultures in this globalized world. At the end of the course, students will have learned to analyze food texts and the role of foods in their own culture(s), in addition to gaining exposure to modes of inquiry in literary and cultural studies.

**Student Learning Outcomes**

Students will:

- 1) Demonstrate a critical understanding of food as a cultural practice that inherently produces systems of privilege, marginalization, belonging, and exclusion, and of key issues related to nation-building, colonization and its legacies, gender and class roles, and ethnic eating communities in the US. *(Aligns with SLOs for DISJ)*
- 2) Analyze literary, filmic, and theoretical texts dealing with food and course topics, reflecting critically on the rhetorical strategies that they use to convey meaning, and how they engage with and intervene in their historical, social, and cultural contexts. *(Aligns with SLOs for Literature, DISJ, and Integration)*
- 3) Develop cohesive arguments about the topics examined, incorporating primary and secondary sources as well as independent research. *(Aligns with SLOs for Literature, DISJ, and Integration)*

**Grade Breakdown**

<u>Criteria</u>		<u>Scale:</u>			
Participation, in-class writing	10%	A	93-100	C	73-77
Homework journal	5%	A-	90-92	C-	70-72
First-year and cultural activities	3%	B+	88-89	D+	68-69
Reflection essays (1 personal reflection; 2 critical essays)	30%	B	83-87	D	65-67
Midterm exam	15%	B-	80-82	D-	63-64
Course Project	12%	C+	78-79	F	0-62
LLC Project	5%				
Final exam	20%				

## Required Texts

**Course readings** (articles, short stories, essays) will be posted as pdfs to our course WordPress site (in each homework post and in the “Archive”). Students are responsible for printing these texts and bringing them to each class meeting. Students must check with me for authorization to use electronic readers.

**Course films (mandatory)** are available on reserve at Copley Library. Students are responsible for screening (seeing) the movies before the class session in which they are assigned.

Gabriel Axel, *Babette’s Feast* (Also available via Netflix DVD and via Amazon Instant Video Rental)

Juzo Itami, *Tampopo* (Also available via Netflix DVD)

Stanley Tucci, Cambell Scott, *Big Night* (Also available via Netflix Streaming)

## Course Requirements

**1. Attendance:** You are allowed 3 unexcused absences. Each additional absence (after the 3<sup>rd</sup>) will lower your final grade of one step on the grading scale: A to A-, B+ to B, etc. Valid written documentation, such as a doctor’s note, must be provided in order for an absence to be excused. If you miss a class, you are responsible for asking me or classmates what was covered that day. **Late arrival/early departure:** If you arrive late or leave early you will be considered absent unless you provide valid documentation.

**2. Preparation and Participation:** This course is designed around participation and interaction. Students are required to come to class prepared and to contribute meaningfully to class discussions. Your daily work will help you prepare for class, contribute actively, and develop the skills that you need to succeed in all other aspects of the course.

**As part of their daily preparation students will:**

- **Study** the assigned works, paying attention to (and underlining) relevant passages or scenes and other important details. All assigned reading must be completed before class. Our class time is devoted to discussion and working with the texts you have already prepared.
- **Select** at least two or three meaningful quotations or film scenes from the works examined that day, take notes about them in your **homework journal**, and be ready to comment on them in class. **Notes** should address these types of questions: What’s their significance? What do they reveal about the text, its rhetorical strategies, and how the text interacts with its cultural background? These examples will be used in class discussion and can also be used in your reflection papers.
- **Write** one or two relevant discussion questions pertaining to the reading materials in your **homework journal** and/or post them online, as requested. Your questions will be used during class discussion and can help you write later reflection essays. **Please note:** Good discussion questions require more than simply recalling facts. They are *open-ended* and lead to a variety of responses. Discussion questions depend on a *careful reading* of the text and often cite particular scenes or passages and ask people to look at them closely and *draw connections* between these passages and the rest of the work. Good questions can help to clarify passages or issues students may find difficult, and help students understand cultural differences that influence their reading. They invite critical responses and to *make or challenge connections* between the text at issue and other works or issues raised by the course.

**In-class writing:** On a weekly basis students will reflect on the reading materials covered by completing brief in-class writing exercises. These assignments are relatively informal and meant to help you generate ideas, explore connections based on evidence from the works, “test” arguments, and show your engagement with homework preparation and assignments.

**4. Midterm exam:** The midterm will be comprised of identification and short-answer questions, and an essay question.

**5. Reflection Essays:** The first essay is a critical self-reflection on the topic of “Food and my culture.” You will write two additional reflection essays in which you will substantiate a critical position about the texts through the analysis of specific passages and examples from the primary and secondary sources examined. These are formal papers and you should pay attention to both content and form (organization, division in paragraphs, transitions,

mechanics, footnotes and bibliography of works cited using the MLA format [See: <http://owl.english.purdue.edu/owl/resource/747/01/>]. On the WordPress site, you will find guidelines on how to write essays in this class. Late papers will not be accepted. For additional help you can schedule appointments at the Writing Center in FH 190B.

**6. Project:** The project will require in-depth analysis and independent research of a topic related to the themes of the class (*nation-building; empire and colonialism; gender; migration and ethnic food communities, etc.*).

**The project will consist of:**

a. An oral presentation: Introduce the topic and present the outcome of your research. Use visual aids (such as a Powerpoint presentation) and try to engage your peers with the topic. Practice at home to make sure that the presentation is natural and fluid and that you stay within the time limit.

b. A report (2 pages): This report will include 1) an outline of the information provided in your presentation; 2) clear references to your external sources—for each external source (article or book chapter) briefly describe the main argument and how you used it in your project; and 3) a bibliography that follows the MLA citation system.

\*\*\*Select the project topic as soon as possible and begin to do your external research. See the project timeline on the course WordPress site. You should consult at least 4-5 bibliographical sources for your research: scholarly articles and/or book chapters. You can find plenty of resources through Copley Library, its on-line databases (Article Search, Academic Search Premier, MLA, JSTOR, Project Muse, etc.) or the Circuit System. Note: It will take a few days to receive Circuit loans and Interlibrary Loans so plan in advance. Do not hesitate to ask me or a Copley librarian if you need help in your research.

**7. LLC Project:** See detailed instructions on the course WordPress website.

**8. Final exam:** Similar in format to the mid-term exam, it will be cumulative. **The exam is on DATE and make-ups are NOT allowed.**

**9. First-year and cultural activities:** At USD learning happens outside the classroom as much as inside. Students will participate in a minimum of **three** first-year and/or cultural activities and write a brief reflection (approx.  $\frac{3}{4}$  of a page) about each activity to turn in. The assignment will be graded on a pass/fail basis. To pass you must connect the activity in a meaningful way to our course content or LLC topic. Note: Student Success Workshops are included as first-year activities. See the calendar posted to our WordPress site. Your reflection on the “Second LLC Event” also counts. Please inquire if you have any questions about whether or not a cultural activity on campus or in the community counts.

## Academic Integrity

**Students** are responsible for reading and following the USD guidelines and procedures for Academic Integrity: [http://www.sandiego.edu/catalogs/undergraduate/academic\\_regulations.php](http://www.sandiego.edu/catalogs/undergraduate/academic_regulations.php) Any use of secondary sources and Internet material for compositions and other homework must be acknowledged by proper citation. Copying illicitly from external sources will incur severe consequences and seriously impact the student’s grade. If you have a question about what constitutes plagiarism or about how to acknowledge the work of others in your work, ask your professor before you turn in the assignment. Failure to do so can result in your failure of the assignment, the course, or other consequences as outlined in the Academic Integrity regulations.

## Final notes

**WordPress and E-mail:** you should check our WordPress site and read your USD e-mail every day. I respond to student emails within 36 hours during the week, and within 48 hours on weekends.

**Electronic devices:** (iPhones, iPads, computers etc.) must be switched off and placed away during class time. All reading materials must be printed. If you have an electronic reader that you would like to use to access course materials, you must install a program that allows you to annotate the readings.

**Course accommodations:** Please let me know by email or in person if you will be requesting accommodations through the Disability and Learning Differences Resource Center (<http://www.sandiego.edu/disability/>).

**Extra help:** If something is unclear or if you need extra help, come and see me during office hours or make an appointment. Preceptees-only office hours are every Friday afternoon, following our class meeting.

## Course Calendar

This is the outline of topics, readings, and films we will discuss on a week-by-week basis. Detailed instructions for homework to be completed **before** class meetings will be posted to the course WordPress site, which you are required to check daily. This outline is tentative and will change, depending on the progress of our group and other factors. Changes will be announced in class and on the WordPress site.

<b>Week 1 (Sept. 3-5)</b>		<i>Food and Globalization: Some Preliminary Considerations</i>
	Introduction to the class, website, course texts  M.F.K. Fisher. "Foreward." <i>The Gastronomical Me</i> (1943). Jack Turner. <i>Spice: The History of a Temptation</i> (2008), "Introduction" (pp. xi-xxiv) and pp. 3-12 of Ch. 1: "The Spice Seekers."	
<b>Week 2 (Sept. 8-12)</b>		<i>What is food culture? How does food make meaning?</i>
	Selection from Montanari. <i>Food is Culture</i> . (1999) Roland Barthes. "Toward a Psychosociology of Food Consumption" (1961) Selection from Pierre Bourdieu <i>Distinction: A Social Critique of the Judgement of Taste</i> (1979) Proust. "The Cookie." <i>Remembrance of Things Past</i> .  <a href="#">"Food and my culture," due Friday, Sept. 19<sup>th</sup> before midnight</a>	
<b>Week 3 (Sept. 15-19)</b>		<i>Nations and Nation-building, France</i>
	"Babette's Feast" (1988) Selection from Parkhurst Ferguson, Priscilla. <i>Accounting for Taste: The Triumph of French Cuisine</i> . (2006)	
<b>Week 4 (Sept. 22-26)</b>		<i>Nations and Nation-building, Italy</i>
	Selection from Helstosky, C. <i>Garlic and Oil: Food and Politics in Italy</i> (2006) Selection from Giuseppe Di Lampedusa. <i>The Leopard</i> Excerpt from Pinocchio - Pedagogy of United Italy	
<b>Week 5 (Sept. 29- Oct. 3)</b>		
	Wrap up of discussion on France and Italy, review. First-month check in.	



<b>Week 6 (Oct. 6–10)</b>		<i>Food and Empire</i>
		<p>Selection from Diaz del Castillo, Bernal. <i>The Conquest of New Spain</i>.  Selection from Laudan, Rachel. <i>Cuisine and Empire: Cooking in World History</i>. (2013)  Earle, Rebecca. <i>The Body of the Conquistador: Food, Race and the Colonial Experience in Spanish America, 1492-1700</i> (2012).  Lauder and Pilcher. “Chiles, Chocolate, and Race in New Spain: Glancing Backward to Spain or Looking forward to Mexico?” (1999).</p>
<b>Week 7 (Oct. 13-17)</b>		<i>Food and Colonial Legacies</i>
		<p>Mintz, Sidney. “Time, Sugar, and Sweetness.” <i>Food and Culture: A Reader</i>.  Eds. Counihan and Van Esterik. (2013)  Excerpt from García Márquez. <i>One Hundred Years of Solitude</i>.  G. Bell-Villada. “Banana Strike and Military Massacre: One Hundred Years of Solitude and what happened in 1928.” <i>One Hundred Years of Solitude: A Casebook</i> (2002).</p>
<b>Week 8 (Oct. 20-24)</b>		<i>Postcolonial Foodways</i>
		<p>Conclude conversation on García Márquez;  “Decolonize Your Diet” website.</p> <p>“Food and power,” due Saturday, November 1st</p> <p>Preparatory activities; getting ready for Spring registration.</p> <p>Friday: No class meeting, Fall Break.</p>
<b>Week 9 (Oct. 27-31)</b>		<i>Gender and Performance: Japan</i>
		<p>T.J.M. Holden. “The Overcooked and Underdone: Masculinities in Japanese Food Programming.”  “Tampopo” (1985)  Iron Chef episodes, YouTube</p>
<b>Week 10 (Nov. 3 -7)</b>		<i>Migrations and Movement: Italian-American Experiences</i>
		<p>Gabaccia, Donna. <i>We Are What We Eat: Ethnic Food and the Making of Americans</i> (2000).  “Big Night” (2002)  Excerpt from Vittorini <i>Conversazione in Sicilia</i>  Clips from “The Sopranos”</p>
<b>Week 11 (Nov. 10-14)</b>		<i>Migrations and Movement: Chican@/Latin@ food cultures</i>
		<p>Selection of <i>Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.</i>, Mary Romero  “Ambrosio Ceniza,” Miguel Méndez  “Hunger of Memory: The Education of Richard Rodríguez” (1982)  Julia Álvarez. “Hold the Mayonnaise” <i>The New York Times Magazine</i> (January 12, 1992).</p>

<b>Week 12 (Nov. 17-21)</b>	
	<p>Mon. Nov. 17th: Midterm exam</p> <p>Weds. Nov. 19th: Research seminar with librarian Alma Ortega</p> <p>Fri. Nov. 21: Consultation with Career Services, Choosing your Major, Four-year plan</p>
<b>Week 13 (Nov. 24-28)</b> <i>Local Realities, Global Contexts: Ethnic Erasures</i>	
	<p>Erica J. Peters “Defusing Phở”: Soup Stories and Ethnic Erasures, 1919.</p> <p>Arjun Appadurai “On Culinary Authenticity”</p> <p>Weds. and Fri: <i>No class – Thanksgiving Break</i></p>
<b>Week 14 (Dec. 1-5)</b> <i>Local Realities, Global Contexts: Exoticizing the Other</i>	
	<p>Excerpt from Gish, Jen. <i>Mona in the Promised Land</i> (1996)</p> <p>Frank Chin. “The Eat and Run Midnight People” (1988)</p> <p>Heidke, Lisa. “Let’s Eat Chinese: Reflections on Food Colonialism”</p> <p>“Food and Ethnicity in the US,” due Friday, Dec. 12th before midnight.</p>
<b>Week 15 (Dec. 8-12)</b> <i>Local Realities, Global Contexts: Final Presentations</i>	
	Final project presentations, Exam review, course wrap up
<b>Week 16 (Dec. 15-19)</b> <i>Final exam</i>	
	<b>DATE</b>

## **LANG 194: Critical Self-Reflection**

“Food and My Culture” (*Aligns with SLOs 1, 2*)

Proust’s “Episode of the Madeleine” shows us that taste evokes powerful memories of places, spaces, things, people, and feelings that remain in the unconscious realm unless awakened by the taste memory of meaningful foods. In this essay, you will analyze the food, ingredient, or dish that you identified the first week of class as meaningful to you, your family, or your community.

Your analysis should explore how and what the food, ingredient, or dish communicates, taking into account the ideas Barthes develops in “Toward a Psychosociology of Food Consumption.” Your reflection should also consider the role of social class and the ideas and terms we talked about in the essay by Bourdieu. Finally, keeping in mind the inclusion/exclusion activity we completed in class on DATE, consider how making, eating, or appreciating this dish constructs or reinforces insider and/or outsider status.

Technical details—The reflection must:

- be a minimum of 3 pages long and a maximum of 5;
- have an introduction and a conclusion;
- be formatted in Times New Roman, 12pt, double spaced, with 1-inch margins;
- have your name, date, and title in the header, not in the body of the text;
- make explicit references to the critical texts we have studied so far, not just general ones, via direct quotations or paraphrasing, always indicating the page number;
- use correct and grammatical English;
- follow MLA style, in all aspects not addressed in these instructions.

LANG 194, Midterm Exam  
62 points

Name: \_\_\_\_\_

**I. Identification (32 points):** Define and identify each term/idea below, and specify why each is important in the context of our course, using an example from course texts.

1. Catholic cuisine vs. Meso-american cuisine
2. “an edible luxury that became a proletarian commonplace”
3. the “construction” of masculinity or femininity
4. the salary man

**II. Analysis (30 points):** Identify (author and text) 3 of the quotations/image below and explain its context. **Analyze** how it illustrates topics we have studied over the past weeks. Be specific, accurate, and analytical; use the critical vocabulary you have acquired in your discussion of each.

A. “But the Indian woman explained that the most fearsome part of the sickness of insomnia was not the impossibility of sleeping, for the body did not feel any fatigue at all, but its inexorable evolution toward a more critical manifestation: a loss of memory. She meant that when the sick person became used to his state of vigil, the recollection of his childhood began to be erased from his memory, then the name and notion of things, and finally the identity of people and even the awareness of his own being, until he sank into a kind of idiocy that had no past.”

B. “We believe that it is time to reclaim our cultural inheritance and wean our bodies from sugary drinks, fast food, and donuts. Cooking a pot of beans from scratch is a micro-revolutionary act that honors our ancestors and the generations to come.”

C. “[He] had ordered his stewards to provide us with everything we needed for our way of living: maize, grindstones, women to make our bread, fowls, fruit, and plenty of fodder for the horses. [...] For each meal his servants prepared him more than thirty dishes cooked in their native style, which they put over small earthenware braziers to prevent them from getting cold. They cooked more than three hundred plates of the food [he] was going to eat, and more than a thousand more for the guard.”

D.



Class discussion, group work, and in-class writing. Aligns with SLOs 1, 2, 3

# Exoticizing the Other: “Let’s Eat Chinese”



# “Let’s Eat Chinese”

- ethnic cuisine → adventure → inexpensive
- “I managed to collect dining experiences in restaurants serving all sorts of ethnic cuisines” (76).
- Eating ethnic food in the US as a form of cultural appropriation? (77)

# “Let’s Eat Chinese”

- “cultural food colonialism”

# “Let’s Eat Chinese”

- exotic? definitions of the term?



# From “Let’s Cook Thai: Recipes for Colonialism”

“Novelty is also attractive to adventuring food colonizers because it marks the presence of the exotic, where exotic is understood to mean not only ‘not local’ but also ‘excitingly unusual.’ The exotic, in turn, we read as an indication of authenticity. Exotic food is understood as authentic precisely *because* of its strangeness, its novelty. Because it is unfamiliar to me, I assume it must be a genuine or essential part of that other culture; it becomes the marker of what distinguishes my culture from another. Whatever is so evidently not part of my own culture must truly be a part of this other one. So, in a three-step-process, that which is novel to me ends up being exotic, and that which is exotic I end up defining as most authentic to a culture” (398).

# Group work:

Re-read the quoted selection, the anecdote about the Thai restaurant in Ireland.

How does Heldke “exoticize” her experience of eating Thai food in Ireland? How does she participate in “cultural food colonialism”?

Discuss in your groups. Form two strong observations with examples from the text.

# In-class writing

- Build on your in-class discussion to apply these new terms and concepts to the excerpt we read Monday from *Mona in the Promised Land*. How does Mona use ideas of exotic and authentic to construct her identity?

Use specific examples and quotations. You'll turn in your writing at the conclusion of class.

## 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/program.

*Faculty are interested in a mechanism to distinguish students who are completing their initial research experience (who would sign up for PSYC 396) from those who have had prior research experiences (in this case they would sign up for PSYC 496).*

### 2. Impact

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

*Offers flexibility for students and faculty to distinguish among various research experiences. In some cases, students enrolled in PSYC 396 may require more individual attention from the research mentor, whereas a PSYC 496 student may be able to work with a partner or more independently. No impact on other departments.*

- 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** - If appropriate, attach a sample syllabus, which specifies learning objectives, possible assignments, evaluation and supplemental readings.

*As an undergraduate research experience, there is no syllabus for the course. However, the student submits a research contract (attached here in the following pages) to the department chair (signed by the research mentor). In addition, the student will be required to submit a brief summary paper of their research experience.*

**Course Proposal (new or changes) Action Sheet**

1. Today's Date 2/26/2016

**2. Course Action**

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

- Yes
- 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) Fall 2016

**3. Basic Information**

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

Undergrad Research

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

Undergraduate Research

c. New Course Information

Department Code <u>PSYC</u>	Lecture Contact Hours _____
Credit Hours <u>1-2</u>	Lab Contact Hours _____
Course Number <u>396</u>	Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Psychological Sciences. The course is taught on a pass/fail basis only. The course can be repeated for up to six units of credit. Prerequisite: Approval by faculty research adviser and department chair.

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 checked="" 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)<br>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) **All students taking PSYC 396 will be pulled together to allow two faculty course credits each semester**

**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) 13 / 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 _____   |



**UNDERGRADUATE RESEARCH STUDENT-  
FACULTY CONTRACT (PSYC 396) DEPARTMENT  
OF PSYCHOLOGICAL SCIENCES**

Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_ Email: \_\_\_\_\_

Faculty Research Adviser \_\_\_\_\_

Please circle one:                    396 – 1 unit            396 – 2 units

Research Goals for the Semester

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Research Expectations for the Semester

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# of hours to be spent on research/lab work per week (there is a minimum expectation of 4 hours/week per unit) \_\_\_\_\_

By signing this document, I agree to the statements made above. Additionally, I agree to abide by the safety rules of the faculty research lab and the Department of Psychological Sciences.

Student Signature \_\_\_\_\_

Faculty Signature \_\_\_\_\_

**RETURN THE SIGNED FORM TO ANNIE WESCOTT (Serra Hall 154A).**

*\*All of these courses are P/F*

*\*\*Once the form is signed and approved, the Department Chair will add you to the course at the beginning of the second week of class.*