

MEMORANDUM

TO: Undergraduate Curriculum Committee
FROM: Ron Kaufmann, Associate Dean
DATE: March 31, 2016
RE: Materials for Undergraduate Curriculum Committee Meeting 4/05/16
Salomon Lecture Hall, 12:15-2:15 pm

Agenda

- 1) Announcements
 - a. x94 (Special Topics) courses – Draft language for review (p. 3)
 - b. Degree audit treatment of courses without fixed numbers in majors and minors

- 2) New Business
 - a. Expedited Actions
 - i. ARCH 101 – Introduction to Architecture Studio (pp. 4-5)
 - ii. ARTV 105 – Introduction to Sculpture (pp. 6-7)
 - iii. ARCH/ARTH 121 – Introduction to Modern Architecture (pp. 8-11)
 - iv. ARTH 136 – The Year 1500 (pp. 12-13)
 - v. ARCH 322 – Contemporary Architecture (pp. 14-15)
 - vi. ARCH/ARTH 323 – Memory, Monument, Museum (pp. 16-20)
 - vii. BIOL 105 – Physiology of Exercise – Deletion (pp. 21-23)
 - viii. BIOL 309 – Research Methods (pp. 24-26)
 - ix. BIOL 460W – Ecology – Deletion (pp. 27-29)
 - x. MUSC 101 – Introduction to American Popular Music – Deletion (pp. 30-32)
 - xi. PHYS 330 – Quantum Mechanics (pp. 33-37)*
 - xii. PHYS 480W – Experimental Modern Physics (pp. 38-41)*
 - xiii. POLS 304 – American Political Development – Deletion (pp. 42-43)*
 - xiv. POLS 306 – Political Ideology – Deletion (pp. 44-46)*
 - xv. SOCI 441 – Drugs & U.S. Society (pp. 47-49)
 - b. Non-Expedited Actions
 - i. ARTH 144 – Introduction to Cinema (pp. 50-55)
 - ii. ARCH/ARTH 220 – Money by Design (pp. 56-67)
 - iii. ARTV 355 – Digital Photography (pp. 68-75)
 - iv. BIOL 497 – Techniques in Biology (pp. 76-78)
 - v. COMM 434 – Documentary Film (pp. 79-89)
 - vi. History Course Renumbering (pp. 90-92)

- vii. Languages, Cultures and Literatures (pp. 93-209)
 - 1. List of Course Titles (p. 94)
 - 2. Course Proposal Action Sheets (pp. 95-166)
 - 3. Sample syllabi (pp. 167-209)
 - 4. FREN minor revisions (pp. 210-211)
 - 5. ITAL 410 – Studies in Medieval and Renaissance Italy (pp. 212-214)
- viii. MATH 494 – Special Topics (pp. 215-217)
- ix. MUSC 121 – Making Music (pp. 218-233)
- x. Political Science and International Relations (pp. 234-319)
 - 1. Revision to Political Science major (pp. 234-235)
 - 2. POLS 300 – Democratic Theory (pp. 236-244)
 - 3. POLS 303 – Liberal Political Thought (pp. 245-251)
 - 4. POLS 304 – American Political Thought (pp. 252-258)
 - 5. POLS 305 – Black Political Thought (pp. 259-265)
 - 6. POLS 306 – Conservative Political Thought (pp. 266-271)
 - 7. POLS 318 – Black Politics (pp. 272-281)
 - 8. POLS 319 – Politics of Race and Ethnicity (pp. 282-290)
 - 9. POLS 320 – War Powers in the American Constitutional System (pp. 291-301)
 - 10. POLS 379 – International Political Boundaries and Border Policies (pp. 302-319)
- xi. SOCI 425 – The Black Atlantic (pp. 320-324)*
- xii. UGRS 496 – Summer Undergraduate Research (pp. 325-328)

3) Adjournment

Policy regarding Special Topics courses (SUBJ 194, 294, 394, 494)

Special Topics course numbers exist, in part, to provide opportunities for faculty to teach courses a limited number of times without requiring approval by the UCC and Academic Assembly. For example, a faculty member may want to offer a course on a new topic or with a structure that might be considered experimental, and submission for a fixed course number may be premature. It is expected that faculty will obtain approval from their department before offering a new Special Topics course. A course may be taught up to twice with a Special Topics number. Additional iterations of the course will require that it be submitted for a fixed course number and approval by the UCC and Academic Assembly.

Policy regarding deletion of courses that are taught infrequently

Courses that are unlikely to be taught within a three year period should be removed from the course catalog.

Course Proposal (new or changes) Action Sheet

1. Today's Date _____MARCH 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)

Intro to Architecture Studio

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

Introduction to Architecture Studio

c. New Course Information

Department Code ARCH

Credit Hours 4

Course Number 101

Lecture Contact Hours 3

Lab Contact Hours 3

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

The purpose of this course is to offer, to any student, an introduction to the basic steps of design as it is done in architecture. Through a series of assignments of increasing complexity and scale, this studio explores the skills of drawing, sketching, and model building, and introduces a range of architectural ideas and issues that form the foundation of the discipline. Methods of instruction include studio work, desk critiques, tutorials and lectures.

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

- Standard
- P/F Only
- Audit

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

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

5. Course Designation (check all that apply)

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

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____ 5 UNITS _____

7. Course Details (circle Y/N)

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

Prerequisites? N; If Y, list prerequisite courses _____

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

Is this course a topics or repeatable course for credit? N

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date **03/25/2016** _____

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)

Introduction to Sculpture

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

Introduction to Sculpture

c. New Course Information

Department Code ARTV _____

Lecture Contact Hours 2 _____

Credit Hours 3 _____

Lab Contact Hours 4 _____

Course Number 105 _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This studio course is an introductory exploration of the media and methods (traditional and experimental) that form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of cultural production through technical exercises, studio projects, critiques, slide lectures, readings, and discussions.

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"/> 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) **4.67** _____

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): Art (Current Core); Submitted to Artistic Inquiry ATF for New Core _____
- Has this course been approved as a D or W course already? (Y/N)
- Is this course a topics or repeatable course for credit? (Y/N)

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/25/2016_____

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)

Intro to Modern Architecture

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

Introduction to Modern Architecture

c. New Course Information

Department Code _ARCH_

Lecture Contact Hours __3__

Credit Hours __3__

Lab Contact Hours _____

Course Number __121__

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture. Cross-listed as ARTH121.

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? **ARTH121** _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/25/2016 _____

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)

Intro to Modern Architecture

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

Introduction to Modern Architecture

c. New Course Information

Department Code ARTH

Lecture Contact Hours 3

Credit Hours 3

Lab Contact Hours _____

Course Number 121

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture. Cross-listed as ARCH 121.

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

- Standard
- P/F Only
- Audit

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

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

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

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

6. **Faculty Course Workload**

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

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

Will this course be course cross-listed (Y/N); If Y, with what course? **ARTH121** _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ MARCH 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)

The Year 1500

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

The Year 1500: A Global History of Art and Architecture

c. New Course Information

Department Code **ARTH**
Credit Hours **3**
Course Number **136**

Lecture Contact Hours **3**
Lab Contact Hours _____
Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This survey introduces the art and architecture of some of the cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while also emphasizing thematic and stylistic relationships and cross-cultural influences. The survey challenges the primacy of European artistic norms and invites students to experience the diversity and complexity of the definition of art in the age of exploration.

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

- Standard**
- P/F Only
- Audit

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

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

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

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

6. **Faculty Course Workload**

- Same as course credit**
- Same as weekly contact hours
- Percent of weekly contact hours (specify): _____
- Based on enrollment (specify): _____
- Team taught, full load
- No load
- Other: (specify) _____ 5 UNITS _____

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

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

Prerequisites? **N**; If Y, list prerequisite courses _____

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

Is this course a topics or repeatable course for credit? **N**

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ March 17, 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)

Contemporary Architecture

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

Contemporary Architecture

c. New Course Information

Department Code ARCH / ARTH	Lecture Contact Hours 3
Credit Hours 3	Lab Contact Hours NONE
Course Number 322	Other Contact Hours NONE

d. Catalog Course Description (if new or changed)

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 322.

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 checked="" 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 checked="" 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**; If Y, with what course? **ARTH 322**

Prerequisites? **N**; If Y, list prerequisite courses _____

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

If Y, with what course? _____

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

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

Has this course been approved as a D or W course already? **Y**

Is this course a topics or repeatable course for credit? **N**

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/25/2016_____

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)

Memory Monument Museum

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

Memory, Monument, Museum: Politics of Display

c. New Course Information

Department Code _ARCH_

Credit Hours _3_

Course Number _323_

Lecture Contact Hours _3_

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe's and America's great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution. Cross-listed as ARTH 323.

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

- Standard
- P/F Only
- Audit

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

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

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

- | | |
|--|--|
| <input type="checkbox"/> Core (include Core proposal form) | <input checked="" type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | <input type="checkbox"/> Other _____ |
| <input checked="" 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? ARCH 323 _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

Has this course been approved as a D or W course already? (Y/N) **This course was approved as W in current Core; application for D and W submitted to ATFs**

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

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/25/2016 _____

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)

Memory Monument Museum

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

Memory, Monument, Museum: Politics of Display

c. New Course Information

Department Code ARTH

Credit Hours 3

Course Number 323

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe's and America's great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution. Cross-listed as ARCH 323.

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

- Standard
- P/F Only
- Audit

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

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

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

- | | |
|--|--|
| <input type="checkbox"/> Core (include Core proposal form) | <input checked="" type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | <input type="checkbox"/> Other _____ |
| <input checked="" 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? ARCH 323 _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

Has this course been approved as a D or W course already? (Y/N) **This course was approved as W by old Core; application for D and W submitted to ATFs**

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

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

Approvals (Curriculum Committee Use Only)

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

Course Proposal (new or changes) Action Sheet

1. **Today's Date** _____ March 24, 2016 _____

2. **Course Action** remove BIOL 105 from catalog

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)
Physiology of Exercise

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

c. New Course Information

Department Code _____
Credit Hours _____
Course Number _____

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

d. Catalog Course Description (if new or changed)

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

- Standard
- P/F Only
- Audit

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

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

5. Course Designation (check all that apply)

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

6. Faculty Course Workload

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

7. Course Details (circle Y/N)

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

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

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

Department Report Form: deletion of BIOL 105

***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.

BIOL 105 (Physiology of Exercise without lab) was taught a couple of times as an experiment, but has not been taught in about 15 years. With the new Core soon to require all Science Core courses to offer a lab, the long-overdue deletion of this course has even more justification.

2. Impact

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

There will be no impact; there are no customers for this course among students or programs. It will, however, remove a case of false advertising from the bulletin

- 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?

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

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

Course Proposal (new or changes) Action Sheet

1. **Today's Date** _____ March 24, 2016 _____

2. **Course Action** change prerequisites for BIOL 309

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)

Research Methods

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

Research Methods

c. New Course Information: **no change to status quo**

Department Code BIOL

Credit Hours 2

Course Number 309

Lecture Contact Hours 1

Lab Contact Hours 3

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

no change to catalog description

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

- Standard
- P/F Only
- Audit

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

- Lecture
- Lecture/Lab
- Lab
- Seminar

- Recitation
- Internship
- Independent Study
- Performance
- Field Experience
- Practicum
- Research/Thesis/Dissertation
- Community Service Learning

5. Course Designation (check all that apply)

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

6. Faculty Course Workload

- Same as course credit
- Same as weekly contact hours
- Percent of weekly contact hours (specify): 3 due to less credit for lab _____
- 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 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L

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): None

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) 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 _____

Department Report Form: BIOL 309 prereq change

***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.

BIOL 309 (Research Methods) is a course that is just three years old. The Biology Department is still determining how its inclusion as a major requirement changes the rest of the major. For the sake of removing a bottleneck as well as encouraging students to engage in research earlier in their college career, we have decided to eliminate the prerequisite of *BIOL 300 or BIOL 305* for registration into BIOL 309. There is no content in either of these courses that is needed in BIOL 309.

2. Impact

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

BIOL 309 is a majors-only course, so this change will only affect biology majors. The majors will now be able to take this course along with BIOL 300 (Genetics) or BIOL 305 (Ecology). The discussion in the department came to the consensus that the value of prior experience in either of these courses was not enough to outweigh the benefit of getting the students into BIOL 309 one semester earlier (as early as the Spring of the sophomore year).

- 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, except that the first year of this change might see an increase in numbers as younger students will be eligible to take BIOL 309, but there is no requirement for them to take it as soon as they are eligible

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

Course Proposal (new or changes) Action Sheet

1. **Today's Date** _____ March 24, 2016 _____

2. **Course Action** remove BIOL 460W from catalog

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)

Ecology

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

Ecology

c. New Course Information

Department Code __ BIOL __

Lecture Contact Hours _____

Credit Hours _____

Lab Contact Hours _____

Course Number __ 460W __

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

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

- Standard
- P/F Only
- Audit

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

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

5. Course Designation (check all that apply)

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

6. Faculty Course Workload

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

7. Course Details (circle Y/N)

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

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

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

Department Report Form: deletion of BIOL 460W

***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 Biology Department revised its upper division curriculum a couple of years ago to require all students to take an Ecology course (BIOL 305), which repackages part of BIOL 460W (Ecology), which was an upper-division elective in our program. This makes BIOL 460W superfluous in its current state. It has not been taught since Spring 2014 and there are no plans to restructure it under this number.

2. Impact

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

There has been no impact, and we simply have shifted upper division seats from one course to others. BIOL 460W was not a direct requirement for any program, and we are making up the loss of this W course by offering additional sections in other W courses.

- 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?
- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

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

Course Change Request

A deactivated record cannot be edited.

Course Deactivation Proposal

Date Submitted: 03/28/16 3:49 pm

Viewing: **MUSC 101 : Introduction to American Popular Music**

Last edit: 03/28/16 3:49 pm

Changes proposed by: dharnish

In Workflow

1. **MUSC Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Approval Path

1. 03/28/16 6:54 pm
David Harnish (dharnish):
Approved for MUSC Chair

Catalog Pages referencing this course

[Music \(MUSC\)](#)

Contact Person(s)

Name:	E-mail:	Campus Phone:
David Harnish	dharnish@sandiego.edu	x4128

Effective Term Spring 2016
Subject Code MUSC Course Number 101
Department Music (MUSC)
College College of Arts & Sciences
Title of Course Intro to Amer Popular Music
Catalog Title Introduction to American Popular Music

Credit Hours 3,4
Weekly Contact Hours Lecture: 0 Lab: 0 Other: 0

Catalog Course Description

Primary Grading Mode Standard Grading System- Final Mode

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery Lecture

Other method(s) of delivery (Check all that apply)

Faculty Course

Workload

Is this course cross-listed?

No

Prerequisites?

Does this course have concurrent Prerequisites?

Are there 1 or more Co-Requisites?

Is this course a topics course?

Is this course repeatable for credit?

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Fine Arts

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Department Restrictions:

Major Restrictions:

Class Restrictions:

Level Restrictions: Include

Level Codes: UG

Degree Restrictions:

Program Restrictions:

Campus Restrictions:

College Restrictions:

Student Attribute Restrictions:

Enter the vote of the Department on this course:

Yes: No: Abstain:

Rationale:

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

Will this change have any staffing/budgetary impact?

Will this change impact student enrollment numbers?

Course Reviewer
Comments

Key: 1829

PHYS 330: Quantum Mechanics

Print to PDF

In Workflow

1. PHYS Chair (severn@sandiego.edu)
2. AS Associate Dean (kaufmann@sandiego.edu)
3. Registrar (registrar@sandiego.edu, chingfang@sandiego.edu)
4. Banner (Banner@sandiego.edu)

Approval Path

1. Sat, 02 Apr 2016 01:39:29 GMT
Gregory Severn (severn): Approved for PHYS Chair

Date Submitted: Sat, 02 Apr 2016 00:00:55 GMT

Viewing: PHYS 330 : Quantum Mechanics

Changes proposed by: severn

Contact Person(s)

Name:	E-mail:	Campus Phone:
Greg Severn	severn@sandiego.edu	6845

Effective Term

Fall 2016

Subject Code

PHYS

Course Level

Course Number

330

Department

Physics (PHYS)

College

College of Arts & Sciences

Title of Course

Quantum Mechanics

Catalog Title

Quantum Mechanics

Credit Hours

3

Weekly Contact Hours

Lecture:

0

Lab:

0

Other:

0

Catalog Course Description

Introduction to the fundamental properties of nonrelativistic quantum mechanics, including the Schrödinger equation in 1-3 dimensions, the mathematical formalism (involving linear algebra and partial differential equations) of quantum theory, the solution of the Hydrogen atom, and elementary perturbation theory. Entanglement, Bell's theorem, laser physics, high resolution optical spectroscopy, and history of physics are among the special topics discussed.

Primary Grading Mode

Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Auditing Permitted

Other Grading Mode(s) (Check all that apply)

Standard Grading System- Final

Primary method of delivery

Lecture

Other method(s) of delivery
(Check all that apply)

Exam

Exam/Paper

Paper

Faculty Course Workload

Same as course credit

Please specify:

Is this course cross-listed?

No

With which course(s)?

Prerequisites?

PHYS 272, PHYS272L

Does this course have concurrent Prerequisites?

No

Please list them in the box below.

Are there 1 or more Co-Requisites?

No

With which course?

Is this course a topics course?

No

Is this course repeatable for credit?

No

Total completions allowed:

and/or

Total credits allowed:

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Physics - PHYS

Department Restrictions:

Department Codes:

Major Restrictions:

Major Codes:

Class Restrictions:

Include

Class Codes:

JR, S2, SR

Level Restrictions:

Include

Level Codes:

UG

Degree Restrictions:

Degree Codes:

Program Restrictions:

Program Codes:

Campus Restrictions:

Campus Codes:

College Restrictions:

College Codes:

Student Attribute Restrictions:

Student Attribute Codes:

Enter the vote of the Department on this course:

Yes:

No:

Abstain:

Rationale:

PHYS 330 is longstanding, existing course

This course has always required PHYS 272 as a prerequisite, which we have been ensuring by advising, it has been an oversight not to correct it before now

Supporting documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

none

Will this change have any staffing/budgetary impact?

No

Provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

Will this change impact student enrollment numbers?

No

In what courses and in what ways?

Course Reviewer Comments

Key: 2082

PHYS 480W: Experimental Modern Physics

Print to PDF

In Workflow

1. PHYS Chair (severn@sandiego.edu)
2. AS Associate Dean (kaufmann@sandiego.edu)
3. Registrar (registrar@sandiego.edu, chingfang@sandiego.edu)
4. Banner (Banner@sandiego.edu)

Approval Path

1. Sat, 02 Apr 2016 01:40:16 GMT
Gregory Severn (severn): Approved for PHYS Chair

Date Submitted: Sat, 02 Apr 2016 00:18:58 GMT

Viewing: PHYS 480W : Experimental Modern Physics

Changes proposed by: severn

Contact Person(s)

Name:	E-mail:	Campus Phone:
Greg Severn	severn@sandiego.edu	6845

Effective Term

Spring 2017

Subject Code

PHYS

Course Level

Course Number

480W

Department

Physics (PHYS)

College

College of Arts & Sciences

Title of Course

Experimental Modern Physics

Catalog Title

Experimental Modern Physics

Credit Hours

4

Weekly Contact Hours

Lecture:

0

Lab:

0

Other:

0

Catalog Course Description

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on modern physics. Experiments illustrate physical phenomena pertaining to core areas of physics: quantum mechanics, atomic and nuclear physics, laser physics and plasma physics. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the writing intensive course.

Primary Grading Mode

Standard Grading System- Final

Primary method of delivery

Lecture/Lab

Other method(s) of delivery
(Check all that apply)

Exam/Paper
Paper

Faculty Course Workload

Percent of weekly contact hours

Please specify: 5 units

Is this course cross-listed?

No

With which course(s)?

Prerequisites?

PHYS 330

Does this course have concurrent Prerequisites?

No

Please list them in the box below.

Are there 1 or more Co-Requisites?

No

With which course?

Is this course a topics course?

No

Is this course repeatable for credit?

No

Total completions allowed:

and/or

Total credits allowed:

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Writing

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Physics - PHYS

Department Restrictions:

Department Codes:

Major Restrictions:

Major Codes:

Class Restrictions:

Include

Class Codes:

JR, S2, SR

Level Restrictions:

Include

Level Codes:

UG

Degree Restrictions:

Degree Codes:

Program Restrictions:

Program Codes:

Campus Restrictions:

Campus Codes:

College Restrictions:

College Codes:

Student Attribute Restrictions:

Student Attribute Codes:

Enter the vote of the Department on this course:

Yes:

No:

Abstain:

Rationale:

This is a longstanding, existing course.

We have always required students to have completed Quantum 330 before taking PHYS 480W.

It is simply an oversight not to have corrected the bulletin and Banner materials before now...

Supporting documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

none

Will this change have any staffing/budgetary impact?

No

Provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

Will this change impact student enrollment numbers?

No

In what courses and in what ways?

Course Reviewer Comments

Gregory Severn (severn) (Sat, 02 Apr 2016 00:16:28 GMT): Rollback: fix catalog description

Key: 2087

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 3/24/2016 _____

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)

American Political Development

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

American Political Development

c. New Course Information

Department Code _ POLS _

Lecture Contact Hours _ 3 _

Credit Hours _ 3 _

Lab Contact Hours _____

Course Number _ 304 _

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

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

- Standard
- P/F Only
- Audit

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

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

5. Course Designation (check all that apply)

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

6. Faculty Course Workload

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

7. Course Details (circle Y/N)

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

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- x Department Vote; Date 3/24/2016 _____
- x Department Chair; Date 3/24/2016 _____
- 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 _____ 3/24/2016 _____

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)

Political Ideology

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

Political Ideology

c. New Course Information

Department Code _ POLS _

Lecture Contact Hours _ 3 _

Credit Hours _ 3 _

Lab Contact Hours _____

Course Number _ 306 _

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

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

- Standard
- P/F Only
- Audit

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input type="checkbox"/> Field Experience |
| <input 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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- x Department Vote; Date 3/24/2016
- x Department Chair; Date 3/24/2016
- 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 _____

Rationale and impact of deleting POLS 304 and 306.

These two courses have not been taught in several years, and the faculty member who taught them has retired. Our new Political Theorist would like to offer other courses in their place.

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

None.

Will this change impact the requirements for a major or minor?

No.

Will this change have any staffing/budgetary impact?

No.

Might this change have an impact on any other departments?

No.

Will this change impact student enrollment numbers?

No. Political Science majors and other interested students will have more choices.

Rationale and Impact of changing upper division Political Theory requirement:

We are trying to avoid creating a bottleneck at POLS 300, which currently is the one required upper division Political Theory class for Political Science majors. We want our majors to have more flexibility to take any upper division political theory class to satisfy the requirement.

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

None.

Will this change impact the requirements for a major or minor?

Yes. It offers PS students more choices in meeting the 3-unit UD Political Theory requirement.

Will this change have any staffing/budgetary impact?

No.

Might this change have an impact on any other departments?

No.

Will this change impact student enrollment numbers?

No. Political Science majors and other interested students will have more choices.

Course Change Request

Date Submitted: 03/27/16 5:42 pm

Viewing: **SOCI 441 : Drugs & U.S. Society**

~~**Race and Criminal Justice System**~~

Last edit: 03/27/16 5:42 pm

Changes proposed by: erikf

In Workflow

1. **SOCI Chair**
2. **AS Associate Dean**
3. Registrar
4. Banner

Catalog Pages referencing this course [Sociology \(SOCI\)](#)

Approval Path

1. 03/27/16 6:19 pm
Erik Fritsvold (erikf): Approved for SOCI Chair

Contact Person(s)

Name:	E-mail:	Campus Phone:
Erik Fritsvold	erikf@sandiego.edu	x4026

Effective Term

Fall 2017

Subject Code

SOCI Course Number 441

Department

Sociology (SOCI)

College

College of Arts & Sciences

Title of Course

Drugs & U.S. Society~~Race and Criminal Justice~~

Catalog Title

Drugs & U.S. Society~~Race and Criminal Justice System~~

Credit Hours

3

Weekly Contact Hours

Lecture: 0 Lab: 0 Other: 0

Catalog Course Description

This course utilizes the lenses of criminology and sociology in a cross-national, critical evaluation of America's historic and contemporary drug policies. An examination and analysis of the various strategies and techniques utilized to combat deviant and criminal behavior. This course systematically examines Attention will be focused on the pharmacological effects organization and operation of legal and illegal drugs, the role of moral panics and moral entrepreneurs in shaping the 'war on drugs' and the impacts of criminalization on the community and criminal justice system. U.S. criminal justice system.

Primary Grading Mode

Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery

Lecture

Other method(s)

of delivery
(Check all that
apply)

Faculty Course
Workload

Is this course cross-listed?

No

Prerequisites?

Does this course
have concurrent
Prerequisites? **No**

Are there 1 or more Co-Requisites?

No

Is this course a topics course?

No

Is this course repeatable for credit?

No

Does this meet any of the following Undergraduate Core Curriculum
Requirements?

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected
below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Sociology-- SOCI

Department
Restrictions:

Major
Restrictions:

Class
Restrictions:

Include

Class Codes: JR, S2, SR

Level
Restrictions:

Include

Level Codes: UG

Degree
Restrictions:

Program
Restrictions:

Campus

Restrictions:

College

Restrictions:

Student Attribute

Restrictions:

Enter the vote of the Department on this course:

Yes:

No:

Abstain:

Rationale:

This is not a curricular change. Rather, in the overhaul of our curriculum a few years ago Soci440 Race & the Criminal Justice System was inadvertently listed as both Soci440 and Soci441. Soci441 was always intended to be this Drugs & U.S. Society course.

Supporting
documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

no impact

Will this change have any staffing/budgetary impact?

No

Will this change impact student enrollment numbers?

No

Course Reviewer
Comments

Key: 2313

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/21/16

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)

Introduction to Cinema

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

Introduction to Cinema

c. New Course Information

Department Code ARTH

Credit Hours 3

Course Number 144

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

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 checked="" 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? N _____

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

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

If Y, with what course? N _____

Will the linked course be deleted? Y/N N

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

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

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

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

Approvals (Curriculum Committee Use Only)

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

ARTH 144 INTRODUCTION TO CINEMA

Spring 2016

Wednesdays, 6-8:50pm, KPJ 215

Instructor: Dr. Brian Hu

Email: brianhu@sandiego.edu

Office Hours: Thursdays 5-5:50pm, Camino 126/128, after class on Weds by appointment

COURSE DESCRIPTION

For well over a century now, film has been a dominant medium of storytelling, self-expression, mass spectacle, information dissemination, physical documentation, and cultural archiving. Yet, the medium has thrived as a transparent experience, as mere entertainment resistant to analysis. The complexity of the medium – as a technology, industry, and aesthetic experience – has gone relatively unscrutinized. Film literacy remains elusive despite the fact that everyone watches film, a paradox that presents the initial challenge of film analysis: to see cinema anew, armed with a vocabulary for analysis and pathways for considering historical, cultural, and aesthetic criticism.

This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. Designed for the artist and non-artist alike, it provides tools for how to think about film form, but just as importantly, *why* film form is worth studying. The course looks at such questions historically, and will survey significant developments in the consideration and reconsideration of film form.

Throughout, the course will look at such developments globally, while being mindful about the limits of access and the politics of canonization.

LEARNING OUTCOMES

You are expected to demonstrate the skills you have gained in the course thus far:

LO1: Creative, Performative, or Receptive Practice :: Demonstrate a proficiency in proper use and application of film terminology and language in written analysis of a film's content, form and structure.

LO2: Engagement with Theoretical Principles :: Understand the relationship between film form and its historical and cultural contexts. In discussions and critiques, papers, presentations, exams, describe and analyze the aesthetic tools involved in conveying a complex consideration of narrative filmic form. Describe how a film offers a set of social, political and cultural ideas and questions, and how it has done so through form and content.

LO3: Historic and Cultural Contextualization :: Develop competency in discussing paradigms, movements, technologies, and filmmakers of world cinema

REQUIREMENTS

Attendance:

Students are expected to attend all classes and screenings, and to arrive prepared to discuss the assigned reading. Missing more than three class sessions will result in a grade penalty. Any student taking notes on a laptop or other illuminated electronic device should sit at the back of the room so they do not disturb other students. No electronic devices are allowed during screenings.

Readings:

Required textbook: *The Film Experience*, 4th edition by Timothy Corrigan and Patricia White (available in campus bookstore)

Additional readings available online on the course's Blackboard site.

Readings from *The Film Experience* are denoted by "FE" in the class schedule below.

Screenings:

Along with the readings, the films make up the bulk of the "text" of the class. All films will be screened during class. Many of the titles are available at the Copley Library, and in any case most are available commercially in the United States. Students are encouraged to re-watch films as necessary.

Essays: There are two shorter essays due throughout the semester. In addition, a final essay will be an analytical paper where students can choose from a number of prompts. Assignments will be distributed several weeks before the due date.

Exam:

A midterm exam will test students on concepts, definitions, and key figures. There is no makeup exam.

Extra Credit:

Students can earn up to two percentage points for attending and writing about a film screening at either the San Diego Latino Film Festival (March 10-20) or the San Diego Asian Film Festival Spring Showcase (April 28-May 5). To earn extra credit, students must write a 2-4 page paper about the aesthetic, economic, or political reasons why the film might only be viewable locally at a film festival. Papers can get two, one, or zero points of extra credit.

Grading Breakdown:

Paper #1: 15%

Midterm Exam: 25%

Paper #2: 20%

Final Paper: 30%

Participation: 10%

COURSE SCHEDULE

Jan. 27 – Origins of film

Screenings:

Documentary impulses: *Fred Ott's Sneeze* (William K.L. Dickson, 1894), *Workers Leaving the Lumiere Factory* (Louie Lumiere, 1895), *Down the Hudson* (Frederick S. Armitage, 1903), *Westinghouse Works Panorama Views* (G.W. Bitzer, 1904)

Magical impulses: *A Trip to the Moon* (Georges Melies, 1902, 16 mins.), *Dream of a Rarebit Fiend* (Edwin S. Porter, 1906, 6 mins.)

Poetic impulses: *Annabelle Dances and Dances* (William K.L. Dickson, William Heise, James White, 1894-1897), *The Impossible Convicts* (Billy Bitzer, 1906, 3 mins.), *Rain* (Joris Ivens, 1929, 12 mins.)

Bodily impulses: *Sandow* (William K.L. Dickson, 1894), *The Abyss* (Urban Gad, 1910, clip), *A Free Ride* (A Wise Guy, 1915, clip), *The Immigrant* (Charles Chaplin, 1917, 25 mins.)

Artistic impulses: *Rhythmus 21* (Hans Richter, 1921, 3 mins.), *The Cabinet of Dr. Caligari* (Robert Wiene, 1920, clip), *Thais* (Anton Guilio Bragaglia, 1917, clip), *Seashell and the Clergyman* (Germaine Dulac, 1928, clip)

FE: 355-361

Feb. 3 – Mise-en-Scene 1

Screening: *Stormy Weather* (Andrew Stone, 1943, 78 mins.) FE: 63-84

Feb. 10 – Mise-en-Scene 2

Screening: *Mr. Hulot's Holiday* (Jacques Tati, 1952, 87 mins.) FE: 84-93

Feb. 17 – Cinematography 1

Screening: *Sunrise* (F.W. Murnau, 1927, 94 mins.) FE: 95-122

Feb. 24 – Cinematography 2

Screening: *In the Mood for Love* (Wong Kar-wai, 2000, 98 mins.) FE: 122-131, 375-377

Mar. 2 – Film Sound 1

Screening: *Singin' in the Rain* (Stanley Donen and Gene Kelly, 1952, 103 mins.) FE: 175-198

Paper #1 due

Mar. 9 – Film Sound 2

Screening: *A Woman is a Woman* (Jean-Luc Godard, 1964, 84 mins.) FE: 199-209, 364-365

Mar. 16 – Editing and Narrative

Screenings: *The Gay Shoe Clerk* (Edwin S. Porter, 1903, 1 min.), *Life of an American Fireman* (Edwin S. Porter, 1903, 6 mins.), *The Great Train Robbery* (1903, 12 mins.), *Way Down East* (D.W. Griffith, 1920, clip), *October* (Sergei Eisenstein, 1928, clip), *Menilmontant* (Dimitri Kirsanoff, 1926, clip), *A Page of Madness* (Teinosuke Kinugasa, 1926, clip)

FE: 133-172, 214-217

Mar. 23 – Spring Break

Mar. 30 – Midterm

Apr. 6 – The riddle of Ozu

Screening: *Late Spring* (Yasujiro Ozu, 1949, 108 mins.)

Reading: FE: 365; Markus Nornes, “The Riddle of the Vase: Ozu Yasujiro’s *Late Spring* (1949)”

Apr. 13 – Shapes and Sizes

Screenings: *Mothlight* (Stan Brakhage, 1963, 3 mins.), *The Garden of Earthly Delights* (Stan Brakhage, 1981, 2 mins.), *Kustom Kar Kommandos* (Kenneth Anger, 1965, 3 mins.), *Cosmic Ray* (Bruce Conner, 1962, 4 mins.), *Breakaway* (Bruce Conner, 1966, 5 mins.), *Spacey* (Takashi Ito, 1980, 10 mins.), *Isle of Flowers* (Jorge Furtado, 1989, 13 mins.), *Sink or Swim* (Su Friedrich, 1990, 48 mins.), *The Anthem* (Apichatpong Weerasethakul, 2006, 6 mins.)

FE: 283-308

Apr. 20 – The challenge of Third Cinema

Screening: *Jackal of Nahueltoro* (Miguel Littín, 1969, 95 mins.)

FE: 293-294, 366; Fernando Solanas and Octavio Getino, “Toward a Third Cinema”

Paper #2 due

Apr. 27 – Historiography, Preservation, Restoration

Screening: *Within our Gates* (Oscar Micheaux, 1920, 78 mins.) FE: 378-394

May 4 – The “Film Festival Film”

Screening: *Right Now, Wrong Then* (Hong Sang-soo, 2015, 121 mins.)

To be held at the UltraStar Mission Valley Hazard Center. Details to

follow. May 18 – **Final paper due**

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ March 24, 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/2017_____

3. Basic Information

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

Architecture and the Economy

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

Money By Design: Architecture and Political Economy from 1550-1989

c. New Course Information

Department Code ARCH/ARTH	Lecture Contact Hours __3__
Credit Hours __3__	Lab Contact Hours _____
Course Number __220__	Other Contact Hours _____

d. Catalog Course Description (if new or changed)

The course articulates the ways in which architecture as a physical object and a cultural practice influences and is influenced by political economy since the mid-16th century to today. The outline mashes up two conventionally disparate bodies of literature: architectural history and economic history. When architecture no longer operates in a direct, unmediated relationship between individuals, it meets economic forces and the pressures of the market. The course illustrates the cycle of creative destruction that characterizes the spread of capitalism, tuning into the architectural opportunities that occur periodically in each step capital takes backward before taking two steps forward.

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 checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Recitation | <input type="checkbox"/> Research/Thesis/Dissertation |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Community Service Learning |

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | <input type="checkbox"/> 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? Y ARTH 220

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

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

If Y, with what course? N

Will the linked course be deleted? Y/N

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

Has this course been approved as a D or W course already? (Y/N) No

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

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

Approvals (Curriculum Committee Use Only)

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

University of San Diego, Department of Art, Architecture + Art History

MONEY BY DESIGN: ARCHITECTURE AND POLITICAL ECONOMY FROM 1550-1989

Shannon Starkey

Camino Hall 33C

sstarkey@sandiego.edu

619.260.4492

Studio sessions: MW 2:30 - 3:50 pm

Office hours: MW 3:50 - 6:00 pm

OVERVIEW

This course aims to contextualize the disparate histories of political economy and architecture. Architecture is unique in that it is considered both an art form, what we might call capital "A" architecture, and a capitalist improvement of the land, what we might call "mere" building. These two realms are often and conventionally understood as distinct. Therefore, the ways in which capital meets, responds to and influences architecture are relatively unstudied, particularly before the 20th century.

The course articulates the ways in which architecture as a physical object and a cultural practice influences and is influenced by capital since the mid-16th century to today. The outline mashes up two conventionally disparate bodies of literature: architectural history and economic history. We will first investigate capital, and the ways in which it acts, flows, accumulates and expands. Capital requires architecture to generate profits; however, it also encourages the abstraction of architecture into what could be called speculative architecture. Speculative architecture implies the insertion of a marketplace between the architect and a client/user/buyer. When architecture no longer operates in a direct, unmediated relationship between individuals, it meets economic forces and the pressures of the market. The course illustrates the cycle of creative destruction that characterizes the spread of capitalism, tuning into the architectural opportunities that occur periodically in each step capital takes backward before taking two steps forward, from the creation of the

public sphere to the emergence of symbolic capital.

LEARNING OUTCOMES

1. Students will contextualize architectural moments from the 16th century to today within the larger history of political economy, employing methodologies including critical theory and formal analysis.
2. Students will test, challenge, and extend architectural and economic theories to articulate the distinctions and synthesize the relationship between them through a critique of the built environment.
3. Students will mobilize historical and theoretical multi-disciplinary knowledge outside the classroom to critically evaluate contemporary cultural practice in a late-capitalist global economy.
4. Students will formulate a research question, select relevant information, compare and contrast theoretical positions, develop their authorial voice, draw a conclusion which conveys the complexity of the topic, substantiate their claim with evidence, and present their work in a clearly organized and persuasive term paper.

ATTENDANCE

Attendance in every class is very important. As you've discerned from the syllabus, we will be moving at a sprinter's pace in order to cover more than 400 years in a single semester. Each class will focus on different ideas and likely different time periods, which affords little time to backtrack or review previous material. If you have to miss a class, please contact me ahead of time so we can make arrangements to deal with it. Unexcused absences will result not only in missing out on significant material, but also lower your grade.

PARTICIPATION

Participation is incredibly important for this class, and counts for **10%** of your final grade. As already mentioned, we will be looking at primary texts, and spending a fair amount of class time analyzing them collectively. As such, lectures will only be used to generate discussion. The success of the course will depend in large part on your engagement, and I welcome your comments, thoughts and questions.

COURSE READINGS

The reading list has been carefully curated and culled to explore particular concepts and themes. The list is purposefully concise to examine in depth rather than breadth. Each reading has been chosen from more than a dozen other potential pieces on similar ideas/objects/time periods. It should be understood, as such, that the collective reading list for the course is representative, not exhaustive. The small number of readings, and the absence of an extended optional reading list, is meant to convey the importance of reading all the assigned material. Class lectures and discussions will not simply reiterate the assigned material. Rather, significant class time will be spent collectively digging into the material, while lectures contextualize and expand the topics/ideas presented in the readings.

The readings included in the syllabus are primary texts. This means that, unlike textbooks, the material has not been pre-digested and interpreted. As such, they will take you significantly longer to read and understand. Do not become discouraged if you cannot read and comprehend at your normal pace. Slow reading and multiple readings may be required, and should be considered totally normal if not expected. The course focuses on primary texts so that you not only learn new content, but how to approach and analyze historical and theoretical texts more broadly. Be sure to take notes as you read. This may take the form of highlighting, commenting, rewriting, etc.

Laptops, phones, and iPads may not be used during class.

ASSIGNMENTS

25% **Reading responses** of 250 words are due **Thursday by 5pm** before the

discussion each week. A prompt will be assigned that links the architectural ideas and historical moment presented in the readings with the larger economic context. It is important that these are submitted on time, as they will function as a jumping off point for discussion. Answer the prompt, or question the prompt, using the assigned readings and specific case studies to support your claim. You will submit your response on Blackboard as a pdf. Be sure to include your name, date and topic.

10% Throughout the course, students will work in small teams to periodically **lead discussion**. This involves even more thorough reading of the material and developing ideas and questions to provoke discussion using the vocabulary presented, explaining theoretical principles through representative works of architecture. Groups will be created in the first week and weeks assigned for leading discussion. Preparation includes developing themes and showing images.

10% There will be one or more class trips scheduled to various buildings and exhibitions, of which each student must attend one. Students are required then to use the knowledge learned in the class to critically evaluate the building or exhibition in a short **one-page paper**.

30% The primary output of the course will be a **research paper** of approximately **3000 words**, due on the last day of class, **December 14th**. Students will choose from the historical moments in the course and research a particular building(s) or architect(s).

The paper will be broken down into several components developed over the course of the semester, including a **research proposal**, an **annotated bibliography**, an **outline** and a **draft**. The proposal must include a working title, research question, potential objects, and the start of a bibliography. The annotated bibliography will be at least 10 sources, articles or books, that each have a paragraph that summarizes the content/ideas and how it relates to your research. The outline will be 2-3 pages that breaks down the major components of the paper, with a working introduction and conclusions. The draft should be at least 1500 words and must include citations, bibliography and images.

There will also be select opportunities in the latter half of the course to **present your work** in progress. These presentations will be optional, and **extra credit**, and can be a good way to test out ideas, clarify thinking and receive feedback from the larger class. Extra credit will

also be given to those who volunteer as respondents to research presenters. This means offering constructive questions and feedback that help to propel a paper forward. Class time will be set aside to go over all the mechanics of producing a research paper, and please don't hesitate to come to my office hours or schedule a meeting with me to discuss things further.

15% Working in small teams, students will develop a **projective project** that reconciles economics and architecture (capital and culture) through an investigation and reconception of the I.D.E.A. District vision for East Village, San Diego. Projects must satisfy economic imperatives and contribute to the discipline of architecture, and articulate the productive tensions and mutual reinforcement between the two. Students will combine quantitative data, design, and theoretical implications through an oral and graphic presentation.

With the exception of weekly reading responses, assignments will be submitted as hard copies.

ACADEMIC INTEGRITY

You are expected to maintain the standards of academic integrity as explained in USD's Undergraduate Bulletin. Using other people's ideas without attribution, unauthorized assistance with assignments, and re-submitting parts of a paper that was prepared for another course will not be tolerated. Violations will result in receiving a failing grade for the assignment, and in some cases the course. Further, action from the University may also apply.

SCHEDULE

What is capital?

- 01.1 Course introduction
- 01.2 Capital (close read)
 - Marx, Karl. "Commodities" & "Exchange" In *Capital: A Critique*

of Political Economy, translated by Samuel Moore and Edward Aveling. Moscow: Progress Publishers, 1887.

Pattern books and Personhood

- 02.1 The Pattern Book & Type
- Hart, Vaughan. "‘Paper Palaces’ From Alberti to Scamozzi." In *Paper Palaces: The Rise of the Renaissance Architectural Treatise*. New Haven: Yale University Press, 1998..
 - Carpo, Mario. "The Making of the Typographical Architect." In *Paper Palaces: The Rise of the Renaissance Architectural Treatise*, edited by Vaughan Hart and Peter Hicks. New Haven: Yale University Press, 1998.
- 02.2 Discussion

The Public Sphere and Private Speculation

- 03.1 The Public Sphere (close read)
- Habermas, Jurgen. "Introduction: Preliminary Demarcation of a Type of Bourgeois Public Sphere." In *The Structural Transformation of the Public Sphere*, translated by Thomas Burger. Cambridge: MIT Press, 1991.
 - Lubbock, Jules. "The Control of London’s Expansion." In *The Tyranny of Taste: The Politics of Architecture and Design in Britain 1550-1960*. New Haven: Published for the Paul Mellon Centre for British Art by Yale University Press, 1995.
- 03.2 Discussion
- 04.1 *Proposal Due*
The Developer
- McKellar, Elizabeth. "The Developers: Noble Landlords and Greedy Speculators." In *The Birth of Modern London: The Development and Design of the City 1660-1720*. Manchester; New York: Manchester University Press; St. Martin’s Press, 1999.
 - Borsay, Peter. "Street and Square." In *The English Urban*

Renaissance: Culture and Society in the Provincial Town, 1660-1770. Oxford; New York: Clarendon Press; Oxford University Press, 1989.

04.2 Discussion

The Picturesque and the Free Market

05.1 The Picturesque

- Guillery, Peter. "Between Picturesque and Respectable: Urban-Vernacular Architecture and Gentility in London's Outlying Settlements" In *The Small House in Eighteenth-Century London: A Social and Architectural History.* New Haven; London: Yale University Press, 2004.
- Mumford, Lewis. "The Old Curiosity Shop." In *The Culture of Cities.* New York: Harcourt, Brace and Company, 1938.

05.2 Discussion

06.1 The Suburban Enclave

- Hayden, Dolores. "Picturesque Enclaves." In *Building Suburbia: Green Fields and Urban Growth, 1820-2000.* New York: Pantheon Books, 2003.
- Jackson, Kenneth T. "Home, Sweet Home: The House and the Yard." In *Crabgrass Frontier: The Suburbanization of the United States.* Oxford; New York: Oxford University Press, 1985.

06.2 Discussion

Private Space and the Flow of Capital, Commodities and Men

07.1 *Annotated bibliography due*

Modern Urbanism

- Schorske, Carl E. "The Ringstrasse, Its Critics, and the Birth of Urban Modernism." In *Fin-de-Siecle Vienna: Politics and Culture.* New York: Vintage Books, 1981.
- Giedion, Sigfried. "The Street Becomes Dominant: The Transformation of Paris, 1853-1868." In *Space, Time and*

Architecture: The Growth of a New Tradition, 739-776.
Cambridge: Harvard University Press, 2009.

07.2 Discussion

08.1 Decor

- Marcus, Sharon. "Haussmannization as Anti-Modernity: The Apartment House in Parisian Urban Discourse, 1850-1880." *Journal of Urban History* 27, (2001): 723-745.
- Silverman, Deborah L. "The Brothers de Goncourt: Between History and the Psyche." In *Art Nouveau in Fin-de-Siecle France: Politics of Psychology and Style*. Berkeley: University of California Press, 1989.

08.2 Discussion

Symbolic Capital and Fixed Capital

09.1 The Office Building

- Black, Iain S. "Spaces of Capital: Bank Office Building in the City of London, 1830-1870," *Journal of Historical Geography* 26, no. 3 (2000): 351-375.
- Weisman, Winston. "Commercial Palaces of New York: 1845-1875." *The Art Bulletin* 36, no. 4 (1954): 285-302.

09.2 Discussion

10.1 *Draft due*

Symbolic Capital

- Bourdieu, Pierre. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*, edited by J. Richardson. New York: Greenwood, 1986.
- Agrest, Diana. "Architectural Anagrams: The Symbolic Performance of Skyscrapers." *Oppositions* 11, (1977): 26-51.

10.2 Discussion

Dwelling and the Welfare State

- 11.1 Existenz Minimum
- Blau, Eve. "The New Dwelling." In *The Architecture of Red Vienna, 1919-1934*. Cambridge; London: MIT Press, 1999.
 - Schuldenfrei, Robin. "Capital Dwelling: Industrial Capitalism, Financial Crisis, and the Bauhaus's Haus am Horn." In *Architecture and Capitalism: 1845 to the Present*, edited by Peggy Deamer. New York: Routledge, 2013.
- 11.2 Discussion

The International Style and Obsolescence

- 12.1 The International Style
- Scott, Felicity D. "An Army of Soldiers or a Meadow." *Journal of the Society of Architectural Historians* 70, no. 3 (2011): 330-353.
 - Hitchcock, Henry Russell. "The Architecture of Genius and the Architecture of Bureaucracy." *Architectural Review* 101, (1947): 3-6.
- 12.2 Discussion
- 13.1/2 Thanksgiving
- 14.1 (Anti)Fashion
- Loos Adolf. "Ornament and Crime." In *Ornament and Crime: Selected Essays*, edited by Adolf Opel. Vienna: Ariadne Press, 1998.
 - Sant'Elia, Antonio. "Manifesto of Futurist Architecture." In *Programs and Manifestoes on 20th-century Architecture*, edited by Ulrich Conrads. Cambridge: MIT Press, 1971.
 - Abramson, Daniel. "Obsolescence: Notes Towards a History." *Praxis*, no. 5 (2003): 106-112.
- 14.2 Discussion

Place and Late Capital

- 15.1 Culture and Late Capital

- Jameson, Fredric. "The Cultural Logic of Late Capitalism." In *Postmodernism, Or, the Cultural Logic of Late Capitalism*. Durham, N.C.: Duke University Press, 1991.

15.2 Discussion

16.1 *Papers due*

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 3/28/16 _____

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)

Digital Photography

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

Digital Photography: Theory and Practice

c. New Course Information

Department Code _ARTV_

Lecture Contact Hours __2__

Credit Hours _3_

Lab Contact Hours __4__

Course Number _355_

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

We will make color images with the digital camera, editing the results and making prints with Adobe Photoshop software. Directed projects are designed to encourage visual thinking and to assist us in seeking to understand the world as seen through a camera. All pictures will be understood within fine art traditions, and examined against the background of selected photographers who have contributed to the medium's history since its 19th century beginnings. Both old and new traditions of picture making will inform discussions and we will read and comment about its artistic, historical and social roles.

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 checked="" 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) _____ 4.67 _____

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): Artistic Inquiry

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

This course is being simultaneously submitted to the new core's Artistic Inquiry ATF

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

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

Approvals (Curriculum Committee Use Only)

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



Photograph by Cameron Pappas

ARTV355-Digital Photography, Theory and Practice

Course Description

We will make color images with the digital camera, editing the results and making prints with Adobe Photoshop software. Directed projects are designed to encourage visual thinking and to assist us in seeking to understand the world as seen through a camera. All pictures will be understood within fine art traditions, and examined against the background of selected photographers who have contributed to the medium's history since its 19th century beginnings. Both old and new traditions of picture making will inform discussions and we will read and comment about its artistic, historical and social roles.

Learning Outcomes

- Capture images digitally.
- Edit images in Adobe Photoshop software utilizing proper postprocessing operations appropriate to a fully tonal and color/B&W adjusted image.
- Execute proper printing methods and the appropriate use of profiles and color settings in the making of pigment prints.
- Identify imagery from the work of American photographers, and selected photographers from America and from other cultures.
- Discuss the nature of the special contributions made that distinguish selected photographers' work.
- Make portfolios of photographs that are descriptive of place and time and expressive of the student's sensibility and voice.

Calendar

First Week

- Operating the digital camera-light, lens, exposure and depth of field
- Discuss first project

Second Week

- Prehistory of Photography-19th century Realism
- Predecessors to Digital Photography-Rejlander and Robinson
- Lenses, digital sensors, resolution and white balance
- Image editing-levels, curves, color adjustments, sharpening
- Visit Museum of Photographic Arts

Third Week

- Color theory and Impressionism
- Printing the digital image

Fourth Week

Class Discussion

- Camera Raw
- Selections and local image editing.
- Henri Cartier-Bresson and the Decisive Moment

Fifth Week

- Histograms, bit depth and digital files the Surrealist Movement Compositing

Sixth Week

- Work on Project

Seventh Week

- Project 1 is due-Critique all week

Eighth Week

- Modes, gamuts, spaces and profiles
- Color and monochromatic Imagery

(Week of Spring Break)

Ninth Week

- Panoramic Photography, Digital Composites
- Contemporary Photography in the Digital Age
- Video disc: Sophie Calle: Contacts: Vol 2.

Tenth Week

- Discuss Work on 2nd Project
- Photography: Modes of representation

Eleventh Week

- Work on 2nd Project

Twelfth Week

- Work on 2nd Project

Thirteenth Week

- Critique: Second Project

Fourteenth Week

- Work towards your final project
- Final Project

Readings

In addition to our text, readings will be available in PDF and Word document format.

Textbook

A Short Course in Digital Photography. London, Barbara and Stone, Jim.

- Rubinfiem, Leo. (2002) *A Perfect Uncertainty*.
- Fuller, John. (1976) *Atget and Man Ray in the Context of Surrealism*.
- Szarkowski, John. *The Photographer's Eye*.
- Meyerowitz, Joel. *Redheads*.
- Grundberg, Andy. *Crisis of the Real. Photography in the Age of Electronic Simulation*. pp. 222—230
- Batchen, Geoffrey. *Each Wild Idea: Writing, Photography, History*. pp. 129-144.
- Batchen, Geoffrey. *Carnal Knowledge*. Art Journal, Vol. 60, Issue 1, Spring 2001.

Videos and Podcasts

- MoMA talks: Conversations
- Video disc: Sophie Calle: Contacts: Vol 2.

Field Trips

There will be class trips to museums, art galleries and shooting sessions. If you are absent, you must either make up the museum or gallery trip by submitting a paper that describes, analyzes and evaluates a selected photograph. If you miss a shooting session you must meet with me and we will discuss a near equivalent experience that should be made up.

Portfolio Submissions

Students will make prints exploring subject matter capable of sustaining their interest in conjunction with a written paper that analyzes their work.

Grade Determination

There will be two projects, a final project and a test. Grading criteria for the final project will be discussed at length in class. Late projects will be penalized. The final grade is calculated as follows:

First Project (25%), Second Project (25%) Final Project (20%), Test grade (20%), Attendance and Participation (10%).

Attendance and Participation Policy

I expect students to be on time, and will take attendance at the beginning of each class. At the end of the semester a grade will be assigned to you reflecting the number of classes in attendance and your punctuality and participation. In addition your lab/printing attendance is considered in the evaluation of this grade as well.

Active participation is not optional. You will be questioned about the readings, and I expect you to make contributions during class discussions and critiques. Of critical importance is your thoughtful engagement and active collaboration in conversations during the critiques.

Tests

There will be one test during the semester which emphasizes assigned readings and lecture notes. The only acceptable reason for taking the test at a later date or missing a critique is due to a medical emergency.

Materials and Expenses

I expect that students will supply a digital camera in good working condition, a laptop computer to which photographs can be downloaded (Macintosh preferred) and a thumb drive. Students

should also purchase a flash drive with storage capacity of at least 500 MB. Students should also be prepared to submit your work on thumb drives for evaluation. Every effort will be made to minimize your photographic expenses. I estimate the total expenditure in this class will be approximately \$100-\$200 in addition to a lab fee.

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.

ARTH 144 serves both the Art History major and minor and is a much needed historical and theoretical support for both the relatively new Film/Video and the recently revamped Arts + Intermedia emphases within the Visual Arts major, while also serving the future core. The course acts as a foundational film history course for an anticipated interdisciplinary Film Studies minor in the college. (Currently in discussion among faculty in the DAA+AH, Communication Studies and the Humanities Center.)

ARCH 220/ARTH 220 is a sophomore-level seminar course in the history and theory of Architecture and Art History. The course is designed to help fill a developmental gap in the architecture curriculum between introductory-level history and theory courses and our established junior and senior level seminars, carefully preparing students by tackling the reading and research skills they need to succeed in their upper-division work. This course also offers a broadening interdisciplinary look at the relationships between capital and architectural form – an under-explored topic that literally and figuratively shapes our students world.

ARTV 355 Digital Photography is a studio course situated firmly in the tradition of photography as art and cultural production embedded in a historical context. It is the DAA+AH's first entirely digital photography course. While the DAA+AH is firmly committed to teaching wet and dry photography, this course offers, where necessary, a purely digital course appropriate to the liberal arts tradition in which we teach studio art. It will serve DAA+AH majors and minors, and ultimately core students as well.

All changes to course titles and/or descriptions were the result of revamping syllabi for submission to receive attributes in the new Core. Many faculty edited course titles and/or made small editorial changes to their courses' descriptions as part of this process. None of these changes should have any impact on the department or curriculum.

2. Impact

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

ARTH144: See above.

ARCH220/ARTH220: None.

ARTV355: None.

- 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?

ARTH 144 provides a foundational film history course for an envisioned film studies minor in the college. (Currently being discussed by DAA+AH and Communications Studies Faculty with the Humanities Center.) This minor may draw students to USD and to the CAS.

ARCH 220/ARTH 220: None

ARTV 355: None

- 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.

(See syllabi accompanying individual Course Proposal Actions.)

Course Proposal (new or changes) Action Sheet

1. **Today's Date** _____ March 24, 2016 _____

2. **Course Action** decrease total units for BIOL 497

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)

Techniques in Biology

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

Techniques in Biology

c. Course Information

Department Code BIOL

Credit Hours 1-2

Course Number 497

Lecture Contact Hours _____

Lab Contact Hours _____

Other Contact Hours Various

d. Catalog Course Description (if new or changed)

no change to catalog description except the unit notation--

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

- Standard
- P/F Only
- Audit

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

- Lecture
- Lab
- Lecture/Lab
- Seminar
- Recitation
- Internship

- Independent Study
- Performance
- Field Experience
- Practicum
- Research/Thesis/Dissertation
- Community Service Learning

5. Course Designation (check all that apply)

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

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 __BIOL 190 and BIOL 221 AND BIOL 221L AND BIOL 225 AND BIOL 225L_____

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): __None__

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) Can be repeated for credit for a total of no more than 2 units.

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 _____

Department Report Form: BIOL 497 total unit change

***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.

BIOL 497 (Techniques in Biology) is a course that has, in the past, overlapped quite a bit with BIOL 496 (Research), and was an umbrella for miscellaneous activities. We are now funneling all research students through 496, which now has learning outcomes for each unit of credit. BIOL 497 is now limited to incomplete research projects or strictly technique oriented learning experiences (like Teaching Assistant opportunities), which can have value but are not high-impact opportunities for learning as it currently is managed. We want to send a message to students that they should not plan to obtain lots of “easy” units to make up their upper division requirements in the biology major or minor. Limiting total units of 497 to two units will prevent students from replacing a 3-unit lecture course experience with 497 experience.

2. Impact

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

As stated above, this small change will discourage biology majors and minors from loading up on these lower-impact experiences. It will have no effect on any other program. Ultimately, few students attempt to take up to three units of BIOL 497, and it will only help a student’s training in biology if this option was off the table to begin with.

- 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?

Maybe, but inconsequential —there may be a few less credit hours generated by 497 per semester, and these hours would shift to add a seat or two to a different upper division course in Biology.

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

Course Proposal (new or changes) Action Sheet

1. Today's Date March 16, 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)

Documentary Film

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

Documentary Film

c. Course Information

Subject Code: COMM

Credit Hours: 3

Course Number: 434

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description

This course is an examination of the form and content of documentary film. The course will focus on American documentaries but will include some exposure to international films as well. Students will develop a critical approach to documentary film viewing and expand their appreciation of nonfiction film.

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)

If Y, with what course? No _____

Will the linked course be deleted? Y/N

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

Has this course been approved as a D or W course already? (Y/N) No

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

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

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input checked="" type="checkbox"/> Department Vote; Date <u>3/7/16</u> _____ |
| <input checked="" type="checkbox"/> Department Chair; Date <u>3/11/16</u> _____ |
| <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 _____ |

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.

Documentary film is an important cinema genre which is not currently offered in our curriculum. We have taught this course as Comm 494 four times. Each time, the class had maximum enrollment indicating there is a strong student interest in the film. The course will count towards the Comm Studies minor and major. In the major, the course will count as either a media or general communication elective course. The course will offer increased variety of choice for our majors.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments.
Since we have taught the course four times, there doesn't seem to be any impact on the Communication Studies curriculum or the curriculum of 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. Both Professors Eric Pierson and Roger Pace can teach the course and have done so as a 494 without impacting the department's overall course schedule

- 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?

Not significantly. However, the four times we offered the course there were a handful of non-majors enrolled—approximately 5 students each time. Mostly these students had an interest in film studies and in the absence of a film minor or major were taking whatever film courses USD offered in any department.

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

Comm 494: Documentary Film



Dr. Roger C. Pace
Fall 2015

Office: C126B

Telephone: 260-4059

e-mail: pace@sandiego.edu

Office Hours:

MWF 9 to 10, MW 2 to 3, and By Appointment

Texts:

Bill Nichols, *Introduction to Documentary* (Indiana University Press: Bloomington), 2001.

Betsy A. McLane, *A New History of Documentary Film, 2nd Edition* (Bloomsbury: New York), 2012

Course Objectives—The purpose of the course is to introduce students to the basic forms, elements, and history of documentary films. The course will focus on American documentaries but will include some exposure to international films as well. The ultimate objective of the course is to have students engage both the form and content of documentaries, develop a critical approach to film viewing, and expand their appreciation of nonfiction film.

Learning Outcomes--Upon successful completion of the course, students will be able to:

- Identify key differences between narrative and documentary film;
- Identify distinguishing characteristics of various sub-genres and types of documentary films;
- Demonstrate knowledge of non-fiction film history by identifying major documentary filmmakers and important films from a variety of periods;
- Trace the historical development and social impact of documentary films through the economic, social and historical factors at work in the twentieth and twenty-first centuries;
- Have skills to analyze film in a variety of areas of filmmaking including, but not limited to, cinematography, dialogue, performance, art direction, editing, music and sound design;
- Recognize and analyze the rhetorical ways in which documentary film communicates meaning and ideological messages.

Reading—You will be expected to follow the reading schedule provided at the end of the syllabus. **Please read the assignments before coming to class.** The lectures will be an extension of the material contained in the book.

Attendance—Attendance in this course is very important especially the screening of films. Therefore, you will be penalized for unauthorized absences. After two unauthorized absences, your final grade will be lowered by one letter grade. **Your final grade will be lowered one grade for each subsequent absence. Also, late assignments will not be accepted. Finally, if you miss a screening of a film, you are responsible to find the film and watch it. I cannot lend you the department's DVDs.**

Films—We will view many films in class. Students are expected to be active, NOT passive viewers of these films. Students should prepare for viewing by reading the assigned material before class, taking notes on the films, sharing their impressions of the film in class discussions, and completing related homework promptly. Exams and homework will address specifics with the films. So, again, take careful notes as you screen films.

Course Assignments. I will provide more details about each of these assignments as the semester progresses. You will be graded on the following coursework:

- **Exams**-- You will be required to take three examinations. The first two exams will be unit exams and the third will be a comprehensive final. The exams will each be worth 20% of your final grade. I do not like giving make-up exams and avoid them in almost every case.
- **Homework**—The homework consists of pop quizzes, personal reactions and applications to the films we view, discussion questions, and other activities. The homework should be typed, double-spaced, and clearly identified. The homework will be due approximately every three weeks. The homework will be worth 10% of your grade. As part of the homework, you will also “storyboard” you own short documentary so be thinking of ideas for a 3 to 5 minutes documentary you would like to make.
- **Film Critiques**—You are required to see three additional documentaries outside of class and complete a two page critique. However, if you see a documentary film in a theater you will not need to write the critique—simply turn in the ticket stub.
- **Paper**—You will write a 10 page term paper analyzing a documentary film. Students will receive more information on this assignment as the semester progresses. The term paper will be worth 20% of your final grade.

Tentative Course Schedule

- Sept. 2 (W) First Day Screening—*Search for Sugar Man* (Bendjelloul, 2013)
- 7 (M) Labor Day
- 9 (W) Introduction to Course, “How to Watch a Film,” What is a documentary film? *Nichols* Ch. 1
- 14 (M) Documentary Voice. *Nichols* Ch. 3
- 16 (W) Screening—*Murderball* (Ruben and Shapiro, 2005)
- 21 (M) What Makes a Documentary Persuasive/Writing about Documentaries. *Nichols* Ch. 4 & Ch. 9
- 23 (W) Screening—*Blackfish* (Cowperthwaite, 2013)
- 28 (M) Beginnings. *McLane*, Ch. 2 & pages 87 to 91
- 30 (W) Screening—*Nanook of the North* (Flaherty, 1922)
- Oct. 5 (M) Documentaries and the Great Depression, *McLane* Ch. 6
- 7 (W) Screening—*The Plow that Broke the Earth* (Lorentz, 1936) and *The River* (Lorentz, 1938)
- 12 (M) Documentaries and World War II. *McLane* Ch. 7
- 14 (W) **Exam #1**
- 19 (M) Types and Models of Documentary Film. *Nichols* Ch. 6
- 21 (W) Screening—*Triumph of the Will* (Riefenstahl, 1935)
- 26 (M) More Types and Models. *Nichols* Ch. 7
- 28 (W) Screening--*Mardi Gras Made in China* (Redmond, 2008)
- Nov. 2 (M) Television Documentaries *McLane* Ch. 9 & pages 312 to 317

- 4 (W) Screening—*Harvest of Shame* (Murrow, CBS Reports, Television Episode, November 26 1960)
- 9 (M) Cinema Verite McLane Ch. 11
- 11 (W) Screening-- *Titicut Follies* (Wiseman, 1967)
- 16 (M) Social and Political Issues. Nichols Ch. 8 & McLane Ch. 12
- 18 (W) Screening—*Hoop Dreams* (James, 1994)
- 23 (M) Contemporary Documentaries. McLane Ch. 15
- 25 (W) Thanksgiving
- 30 (M) Documentary Ethics. Nichols Ch. 2
- Dec. 2 (W) **Exam #2**
- 7 (M) Screening—*Man on a Wire* (Marsh, 2008)
- 9 (W) Screening—*The Queen of Versailles* (Greenfield, 2012). **Papers Due**
- 14 (M) Last day of Class
- 21 (M) Final Exam. 2 to 4 pm
- Final Exam: December 16 (W) 5 to 7 pm

Documentary Film Critiques
Comm 494—Documentary Film



Dr. Roger C. Pace
Fall 2015

Each student is required to see three additional documentaries outside of class and complete a two page critique. You must clear your film selection with the instructor prior to screening the film. Besides theatrical releases, you can find documentary films:

- at Film festivals such as the Asian Film Festival,
- in general online databases like YouTube,
- subscription services like Netflix and Amazon,
- on television on channels like HBO, A&E, ESPN, or Discovery,
- in the collection at Copley Library.

The written critiques should include the following:

- **Description of the Film.** You should provide a brief description of the film including the title, director, distributor, and general plot/story. Do not “retell” the film scene by scene but rather a summary of the key points of view and storyline.
- **Application of Course Material.** Select one or two course concepts from the readings or class lecture and apply them to the film. Be sure to provide examples.
- **Critical Judgment.** Did you like the film or not? Why?

Format: The critiques should be typed and double spaced.

Grading: You will be graded on the quality of your writing, application of course material, and insightfulness of your analysis.

Deadlines: Your critiques are due on the following days: **October 26 (M); Nov. 23 (M); and Dec. 14 (M).**

Term Paper
Comm 494—Documentary Film



Dr. Roger C. Pace
Fall 2015

Description: Students will write a 10 to 12 page analysis of a documentary film. The paper should analyze the central idea of the film and identify how the filmmaker does or does not successfully develop that idea. In addition, the students should compare the filmmakers' techniques/style with films we have screened in class. Finally, students should demonstrate an understanding of course concepts by selectively applying them in their analysis.

Details: The paper should be 10 to 12 double-spaced pages. Do not use a plastic folder of any kind for your paper. The paper should follow APA style guidelines. Students may select any documentary film for analysis but must clear their selection with the instructor.

Paper:

1. Introduction (one page)—Introduce your thesis and provide a BRIEF description of the film
2. Body (8 to 10 pages)—develop your thesis with description and examples from your film. Be sure to:
 - a. Compare your film to films we have seen in class.
 - b. Use course concepts from the texts or lectures in your analysis
3. Conclusion (one page)—Summarize and evaluate the film.

Hints:

1. View the film several times—repeated viewings uncover themes and techniques that you may have overlooked in your initial screening.
2. Find a unique argument and write a strong thesis statement that unites the various aspects of your paper.
3. Use examples and detailed descriptions of film scenes in support of your idea but do not “re-tell” the story.
4. Move away from opinion and towards analysis.
5. Consult Nichols Ch. 9

Grading: You will be graded on the clarity of your writing, the thoroughness of your analysis, and the insightfulness of the applications.

Sample Homework Comm 494—Documentary Film



**Dr. Roger C. Pace
Fall 2015**

Homework should be typed and double-spaced. Be sure to number each homework entry. In general, a homework assignment should consist of two well-developed paragraphs. A well-developed paragraph consists of: 1) a thesis statement; 2) an explanation, explication, definition, or other illumination (use class notes or text material) and 3) a personal example/application of course content. Use the homework prompts as a starting point for your thoughts but feel free to diverge from the prompt and find your own voice. I will collect the homework periodically throughout the semester so do the homework as they are assigned.

- 1) Tell me a little about yourself.
- 2) Select two elements discussed in “How to Watch a Movie” and apply them to *Searching for Sugar Man*.
- 3) What does Nichols mean when he says, “The basic question is, when documentaries tell a story whose story is it?” (p. 10)
- 4) How do audience expectations (p. 33) help shape the definition of documentary?
- 5) How are the canons (invention, arrangement, style, memory, and delivery) of rhetoric (p. 77-93) related to documentary voice?
- 6) Does the film, *Mardi Gras: Made in China* meet audience expectations as expressed by Nichols on pp. 33-41? How about your own expectations?
- 7) How do documentaries align the filmmaker’s, film’s, and the audience’s stories to be compelling?
- 8) Nichols states that commemorative documentaries answer the question, “What is he or she really like?” In your opinion, what is Jackie Siegel (Queen of Versailles) really like?
- 9) How do Flaherty and Grierson contrast in their approaches to documentary filmmaking?
- 10) What is Flaherty’s attitude towards Nanook and his family? What elements of the film are respectful and which seem demeaning? Use specific examples from the film to support your answer.
- 11) What was Hollywood’s contribution to the USA’s role in World War II?
- 12) How does Riefenstahl use crowds and masses in her films? What are some possible meanings for these shots?
- 13) Explain Table 6.2 on page 146 of Nichols. What distinguishes documentary films from other real (non-fiction) film footage such as nightly news YouTube videos of cats?

- 14) Nichols says, “[expository film] has the capacity to judge actions in the historical world without being caught up in them” p. 169). How does *Murderball* accomplish this?
- 15) How does the participation of the filmmakers in *Born into Brothels*, enhance or detract from the film’s story?
- 16) Describe two television filmmakers and their documentaries discussed in Ch. 9 of McLane.
- 17) How does *Harvest of Shame* exemplify the characteristics of television documentaries as described by McLane, pages 196 to 199? (Small-scale intimacy, commentator as the star, balanced, context of a series, etc.)

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 History Department proposes to delete the indicated courses because they have not been taught for quite some time. There is reason to believe that they will not be taught in the foreseeable future.

The course title changes are proposed because the new titles capture the essence of the respective course in a more descriptive way. For instance, Hist 358 “The Global Renaissance” emphasizes the discovery of the wider world that fostered various intellectual and artistic innovations instead of just focusing on Europe. Hist 365 China: Rise to Global Power, maps the historical contour of China’s dramatic changes, and it generates a more active sense of history in the making. HIST 200 “The Historian’s Craft” focuses not only on the methodology of historical research, but also historical interpretations and the ways of “doing history.” The same rationale for title changes applies to all the other courses. Such changes reflect the course coverage in an accurate way while engaging more attention from the students.

1. Impact

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

The changes will not affect the history department curriculum or those of other departments.

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

The changes will not impact the requirements for the major or minor.

- 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)

The changes will not have staffing-budgetary impact.

- d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

The change will not impact other departments.

- e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

The change will not impact student enrollment numbers.

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

These courses have been approved by the Curriculum Committee.

History Department

Proposed Bulletin Change: New Course Titles and Course Deletions

Green = same course content, same course number, new course title

Red = course to be deleted

Existing Course #	Old Course Title	New Course Title
HIST 170	World History	Big History: From Cosmos to Cannibals
HIST 171	World History II	Modern World History
HIST 130	Introduction to East Asia	East Asia in Transformation
HIST 200	Historians' Methods	The Historian's Craft
HIST 348	Modern France	France in Revolution and War
HIST 352	The British Empire	The British Imperial Experience
HIST 354	Modern Spain	History of Spain
HIST 365	History of China	China: Rise to Global Power
HIST 366	History of Japan	Japan: Samurai to Subaru
HIST 367	Women in East Asia	Women's Lives in East Asia
HIST 368	History of Africa	The African Historical Experience
HIST 369	Issues in Modern Africa	Topics in African History
HIST 373	Armed Conflict in American Society	Armed Conflict and American Society
HIST 376	United States Foreign Relations to 1914	U.S. Foreign Relations in the Long 19 th Century
HIST 377	United States Foreign Relations from 1914	Twentieth Century U.S. Foreign Relations
HIST 383	Chicano History	Chicano/a History
HIST 495 W	Senior Seminar	Senior Research Seminar
HIST 343	Germany since 1945	History of Germany since 1945
HIST 331	Renaissance Europe	The Global Renaissance
HIST 395	Public History	History in the Community
HIST 308	Historical Archeology	To be deleted
HIST 334	European art and architecture in Context	To be deleted
HIST 344	Eastern Europe since 1815	To be deleted
HIST 345	Topics in Military History	To be deleted
HIST 353	Spain to 1820	To be deleted
HIST 360	Colonial Latin America	To be deleted
HIST 379	Topics in United States Mass Media History	To be deleted
HIST 386	The Pacific Ocean in History to 1829	To be deleted
HIST 387	History of Baja California	To be deleted

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

Existing Course #	Proposed Course #	Course Title 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)

- | |
|---|
| <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 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)
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)

- | |
|---|
| <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 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)
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)

- | |
|---|
| <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)
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)
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 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)
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 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)
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)

- | |
|---|
| <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 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)
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)

- | |
|---|
| <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)

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)
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 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)
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 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**

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 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)
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)

- | |
|---|
| <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 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)
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)

- | |
|---|
| <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)

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)
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 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**

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 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)
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 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**

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 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)
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)

- | |
|---|
| <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 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**

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 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)
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)

- | |
|---|
| <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)
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)
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 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**

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 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)
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)
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 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)
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)
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)

- | |
|---|
| <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 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)
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)

- | |
|---|
| <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)

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)
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 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)
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)
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)

- | |
|---|
| <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 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**

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 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)
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)

- | |
|---|
| <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)

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)
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 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)
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)

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

6. Faculty Course Workload

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

7. Course Details (circle Y/N)

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

- | |
|---|
| <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 _____ (if needed) |
| <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 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)

- | |
|---|
| <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)
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)
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)

- | |
|---|
| <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 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)
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)
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)
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 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)
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)
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)

- | |
|---|
| <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 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)
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)

- | |
|---|
| <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)
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)
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)

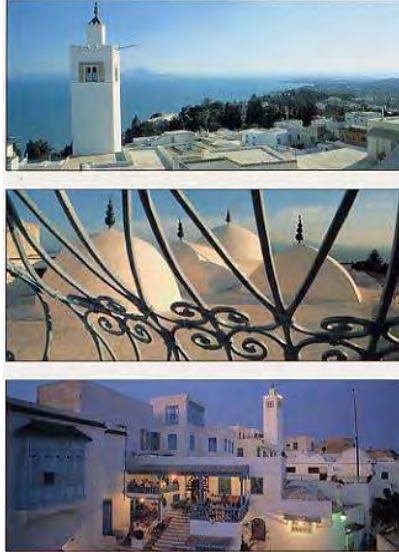
Yes, if topic differs

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 _____ |



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 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

Course Calendar:

Week	Topic
<p>1 9/3/15</p>	<p>Course Introduction The Arabic language, The Arab World, Literary Forms Assignment: Read chapters 1-11 of <i>Midaq Alley</i></p>
<p>2 9/8/15 9/10/15</p>	<p>Class, Modernity, and the Microcosm as a literary tool. <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>3 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>4 9/22/15 9/24/15</p>	<p>Gender, War, and Stream of Consciousness as a literary tool. <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>5 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>6 10/6/15 10/8/15</p>	<p>Interpersonal relationships and Metafiction as a literary tool. <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>7 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>8 10/20/15 10/22/15</p>	<p>Religion, Politics, and the Allegory as a literary tool. <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>9 10/27/15 10/29/15</p>	<p><i>Men in the Sun</i> (Continued) Midterm Project Due via email by 5:00pm Assignment: Prepare for Midterm</p>

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

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

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:

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

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

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, 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 16th to 20th 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
Final exam	Friday, December 19, 11:00—1:00

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.

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.

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

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 3rd) 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>

Week 1 - Topics	Assignments [to be done always before class]
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> In class: Sandra Mortola Gilbert: "Mafioso"	- B: Print and read the syllabus before class.
Week 2 - Topics	Assignments
9/7 Labor Day Holiday	
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"> - <i>La Storia</i>, pp. 31-53 - <i>Umbertina</i>, pp. 3-35 <p>B. Gramsci, "Passive Revolution"</p>
<p>Week 3 - Topics</p>	<p>Assignments</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"> - <i>La Storia</i>, pp. 54-85 - <i>Umbertina</i>, pp. 36-57 <p>- Reflection due (#1) = Topic: Marguerite and Umbertina: Different Generations of Italian American Women. 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>Read the instructions on reflection papers on the syllabus, p. 3.</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"> - <i>La Storia</i>, pp. 86-125 - <i>Umbertina</i>, pp. 58-72
<p>Week 4 - Topics</p>	<p>Assignments</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"> - <i>La Storia</i>, pp. 129-148, 160-169 (excluding "Festivities") - <i>Umbertina</i>, pp. 73-100 <p>- 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"> - <i>La Storia</i>, pp. 181-186, 200-213 - B: Clive Webb, "The Lynching of Sicilian Immigrants in the American South" - B. Scarpaci: "Walking the Color Line" <p>[Suggested/Non-mandatory film, N. Meyer, <i>Vendetta</i>, Copley Library]</p>
<p>Week 5 - Topics</p>	<p>Assignments</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;">QUIZ #1</p>	<ul style="list-style-type: none"> - B: Bucci Bush, Excerpt from <i>Sweet Hope</i> (i.e.: from the novel proper and the short story that inspired it, "Drowning") <p>Reflection due (#2) = Topic: African Americans and Italian Americans in Bucci Bush's <i>Sweet Hope</i>. 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>

9/30 <i>Labor and Politics</i> History, Gender and Ethnicity in Helen Barolini's <i>Umbertina</i> Topic selection for the project	- <i>La Storia</i> , pp. 267-278, pp. 290-306 - <i>Umbertina</i> , pp. 101-129 - B. (tab: project) Read the list of possible topics for the project and select 2 different topics or a topic of your own choice.
Week 6 - Topics	Assignments
10/5 <i>Identity: Towards Assimilation</i> History, Gender and Ethnicity in Helen Barolini's <i>Umbertina</i> [In class: Discussion on the first essay]	- <i>La Storia</i> , pp. 214-237 - <i>Umbertina</i> , pp. 130-159 - B: Barolini, "How I learned to speak Italian" - B (tab: essays): Read the topic for essay #1 & the instructions on how to write essays.
10/7 <i>Sacco and Vanzetti: Activism and the Italian American Radical Experience</i>	- B: Sacco and Vanzetti, Both Part A and B - B: Di Prima, "April Fool Birthday Poem for Grandpa" [Suggested/Non-mandatory film: P. Miller, <i>Sacco and Vanzetti</i> . On reserve at Copley library]
Friday 10/9	
By 5:00pm today: Upload the first paragraph and an outline of essay 1 on Blackboard (Tab: "Essays"). Instructions: <ol style="list-style-type: none"> 1. On B. read the topic for the first essay and the general instructions on how to write essays. 2. Write your <u>first paragraph</u> including: 1) a preliminary title, 2) an introduction of the topic, and 3) a thesis statement (=an answer to a thesis question). 3. Write <u>an outline</u> of the paper including: the topic and supporting evidence to be used in at least the first 3 paragraphs of the body of the paper (2-3 lines max. per 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. 4. Length: 1-2 pages double-spaced NB: This assignment is designed to give you feedback before you turn in your first essay.	
Week 7 - Topics	Assignments
10/12 - <i>The Second Generation Speaks Up: Religion and Generational Conflicts in Pietro Di Donato's Christ in Concrete</i> [In Class: Does Columbus represent the Italians in America? Why or why not?]	- B: Di Donato, <i>Christ in Concrete</i> [excerpts] - B: Gardaphé, "Pietro di Donato's Revolutionary Revision of Christ"
10/14 FIRST ESSAY DUE [In class: Clips from the documentary film by G. Norelli and S. Kurien, <i>Finding the Mother Lode: Italian Immigrants in California</i> (Eurus 2014)] Sign up for individual registration meetings	- Turn in the first essay. See instructions on B.
Week 8 - Topics	Assignments
10/19 <i>The Italian Family System</i> <i>Italians in the West</i>	- B: Gambino, "The Family System." - <i>La Storia</i> , pp. 186-199 - Project update #1 due: Research your topic and find <u>at least 2 external sources</u> that you may use in your project. Write down the complete bibliographical

Project update #1	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> QUIZ #2	- B. <i>Wait until Spring Bandini</i> - B. Fred Gardaphe, <i>The Early Mythic Mode: John Fante</i>
Week 9	Assignments
10/26 <i>From The Interwar Years to the Postwar Period: The Twilight of Italian Ethnicity in the US.</i> Project update #2	- <i>La Storia</i> , pp. 315-322, 340-342, 397-409 - B. Richard Alba, "The Twilight of Ethnicity" - Project update #2 due: 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). Staple this file to the previous project update (#1) and turn them in together.
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"
Week 10	Assignments
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]
Week 11	Assignments
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> - Reflection due (#3): 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 nd essay and start thinking about your topic and thesis. Essay outline due on 11/16
Sunday November 15th: Historic Tour of Little Italy Meeting time & Place: TBD	
<u>Suggested Reading:</u> B: Pasquale Verdicchio, "The Place of Identity: San - Diego's Little Italy And Community as Archive"	
Week 12	Assignments

<p>11/16 <i>San Diego's Italians in Lorenzo Madalena's Confetti for Gino: Reclaiming Ethnic Identity.</i></p> <p>In Class: Sign up for individual meeting to discuss the final project</p>	<p>- Come prepared to discuss the following articles on <i>Confetti for Gino</i> [NB: they can be incorporated as secondary sources in your paper]:</p> <p>1. <i>Confetti for Gino</i>, 403-419 - Pasquale Verdicchio "Fishing for Compliments in L. Madalena's <i>Confetti for Gino</i>".</p> <p>2. - B: Kenneth Scambray, "America's Americas: The Melting Pot Begins to Cool in Lorenzo Madalena's <i>Confetti for Gino</i>."</p> <p>- Turn in first paragraph and outline of essay 2: 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;">QUIZ #3</p>	<p>B. Madalena, <i>The Invisible Glass</i></p>
<p>Week 13</p>	<p>Assignments</p>
<p>11/23</p> <p style="text-align: center;">SECOND ESSAY DUE</p> <p><i>From Victims to Victimizers: Perceptions of "Difference" in the Italian American World</i></p>	<p>- B. Second essay due. See instructions on the second essay.</p> <p>- B. Marianne De Marco Torgovnick, "On Being White, Female and Born in Bensonhurst"</p> <p>-B. Rose Romano, "There is Nothing in World as Wonderful as an Italian American Lesbian"</p>
<p>11/25 - Thanksgiving Holiday</p>	
<p>Week 14 - Topics</p>	<p>Assignments</p>
<p>11/30</p> <p><i>From Victims to Victimizers: Perceptions of "Difference" in the Italian American World</i></p> <p>Project update #3</p>	<p>- Film: J. Badham, <i>Saturday Night Fever</i>. Watch the film before coming to class.</p> <p>- Project update #3 due: 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>[Individual meetings in my office all week long to discuss your project]</p> <p style="text-align: center;">QUIZ #4</p>	<p>- Film: Spike Lee, <i>Do the Right Thing</i>. Watch the film before coming to class.</p> <p>- B. <i>Do the Right Thing</i>. Print and answer the questions</p> <p>- B. Barolini, "Buried Alive by Language"</p>
<p>Week 15 - Topics</p>	<p>Assignments</p>
<p>12/7</p> <p>Project Presentation</p>	<p>- Prepare for your presentation</p>
<p>12/9</p> <p>Project Presentation</p>	<p>- Prepare for your presentation</p>
<p>Week 16 -Topics</p>	<p>Assignments</p>
<p>12/14</p> <p><i>Italy as the New America: The Importance of Cultural memory in a Globalized World.</i></p>	<p>-Film: <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 1st paragraph and outline with the instructor's feedback to the final paper.

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)

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.

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

Signature of Chair/Director

LANG 194—Food: National Cultures, Global Contexts

Fall 2017

Dr. Rebecca Ingram
 Founders 144-F
 (619) 260-2716
 rei@sandiego.edu



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 3rd) 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 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.

Week 1 (Sept. 3-5) <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."
Week 2 (Sept. 8-12) <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> . "Food and my culture," due Friday, Sept. 19th before midnight
Week 3 (Sept. 15-19) <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)
Week 4 (Sept. 22-26) <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
Week 5 (Sept. 29- Oct. 3)	
	Wrap up of discussion on France and Italy, review. First-month check in.

Week 6 (Oct. 6–10) <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>
Week 7 (Oct. 13-17) <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>
Week 8 (Oct. 20-24) <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>
Week 9 (Oct. 27-31) <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>
Week 10 (Nov. 3 -7) <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>
Week 11 (Nov. 10-14) <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>

Week 12 (Nov. 17-21)	
	<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>
Week 13 (Nov. 24-28) <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>
Week 14 (Dec. 1-5) <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>
Week 15 (Dec. 8-12) <i>Local Realities, Global Contexts: Final Presentations</i>	
	Final project presentations, Exam review, course wrap up
Week 16 (Dec. 15-19) <i>Final exam</i>	
	DATE

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.

Program Change Request

Date Submitted: 03/30/16 4:56 pm

Viewing: **MIN-FREN : French Minor**

Last edit: 03/30/16 11:56 pm

Changes proposed by: zetts

In Workflow

1. LANG Chair
2. Catalog Editor Setup
3. AS Associate Dean
4. Provost
5. Catalog Editor Final

Catalog Pages Using this Program [French](#)

Contact Person(s)

Name:	E-mail:	Cam Pho
Michèle Magnin	mmagnin@sandiego.edu	4063

Effective Catalog 2015 - 2016
Department Languages & Literature
College/School College of Arts & Sciences
Program Level Undergraduate (UG)
Program Type Minor
Program Name
French Minor

Approval Path

1. 03/30/16 11:57 pm
Michele Magnin (mmagnin):
Approved for LANG Chair
2. 03/31/16 1:22 pm
Annie O'Brien (aobrien):
Approved for Catalog Editor Setup

Program Description

Number of Units

Program Requirements and Courses

The Minor

Two options are **available**. ~~available~~: **The recommended upper-division courses for both are FREN 301, FREN 302, FREN 303, and FREN 310.**

- **Option 1:** 18 units: at least nine of the 18 units must be in upper-division **courses.**
~~courses:~~

- **Option 2:** ~~FREN 301, FREN 302, FREN 303, and FREN 310 are recommended.~~ 12 upper-division units. Prerequisites: Fourth-semester competency in French and approval by the department chair.

A minimum of six upper-division units must be taken on the USD campus. The experience of living and studying in a Francophone country is most highly recommended.

Enter the vote of the Department on this program:

Yes: No: Abstain:

Supporting
Documents

Course Reviewer
Comments

Key: 166

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ 3/29/2016 _____

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)

Stud Mediev Renaissance Italy

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

Studies in Medieval and Renaissance Italy

c. New Course Information

Department Code ___ITAL___

Lecture Contact Hours 3 hours weekly

Credit Hours ___3___

Lab Contact Hours _____

Course Number ___410___

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy.

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

- Standard
- P/F Only
- Audit

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

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

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

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

6. **Faculty Course Workload**

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

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

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

Prerequisites? (Y/N); If Y, list prerequisite courses ITAL 320 or 321

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

If Y, with what course? _____

Will the linked course be deleted? NA

Core curriculum requirement met, if any (D, W): Literature (submitted to ATF)

Has this course been approved as a D or W course already? NA

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

8. **Department vote** (# Yes/ # No/ # Abstentions) 14 / 0 / 1

Approvals (Curriculum Committee Use Only)

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

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.

This is a minor change to make the course repeatable in order to have more flexibility within the topics of Studies in Medieval and Renaissance Literature.

No other changes were made.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. NONE
 - 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.

Course Proposal (new or changes) Action Sheet

1. Today's Date _____ March 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)
Special Topics

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

c. Course Information

Subject Code _MATH_
Credit Hours _1-4_
Course Number _494_

Lecture Contact Hours __various__
Lab Contact Hours __various__
Other Contact Hours __various__

d. Catalog Course Description

No change to course description

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

5. Course Designation (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Core (include Core proposal form) | <input type="checkbox"/> Diversity (include D course proposal form) |
| <input type="checkbox"/> Honors | <input type="checkbox"/> 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) __ Various __

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): __ None __

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 changes.

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

Approvals (Curriculum Committee Use Only)

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

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.

We are changing the options for the number of units that our Special Topics course can count for in order to introduce flexibility into the types of courses that faculty may offer. In particular we want to be able to teach courses with labs.

2. Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. **None.**
 - 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. **N/A**

Course Proposal (new or changes) Action Sheet

1. **Today's Date** February 18, 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) : beginning Fall 2016, every semester (Fall and Spring)

3. Basic Information

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

Making Music

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

Making Music – Integrating Theory and Practice

c. New Course Information

Department Code MUSC

Credit Hours 3

Course Number 121

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. Topics include common Western music notation, rhythm and meter, major and minor scales, transpositions, interval and inversions, triadic and dominant 7th chords and their inversions, and common Italian terminology for music. The community service-learning component of the course provides a creative channel for the students to use their gains from theoretical concepts in actual music making.

This course welcomes all students with some musical background. It is a prerequisite for Harmony I (MUSC 220) and Aural and Keyboard Skills I (MUSC 210) for music majors and minors.

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

- Standard
- P/F Only
- Audit

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

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

5. Course Designation (check all that apply)

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

6. Faculty Course Workload

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

7. Course Details (circle Y/N)

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

Prerequisites? (Y/N); If Y, list prerequisite courses: some musical background

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

If Y, with what course? _____ N _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

Department Vote; Date March 3, 2016

- Department Chair; Date 3/3/16
- 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 _____

Fall 2016
Music 121: Making Music – Integrating Theory and Practice
Dr. Angela Yeung, Instructor

Class time = MW, 2:30 to 3:50 p.m. in C154

Office: C161C
Telephone: (619) 260-4106
E-mail: ayeung@sandiego.edu
Office Hours: Monday and Wednesdays from 1 to 2:30 p.m.
Tuesdays and Thursdays from 4 to 5 p.m.
Additional appointment outside office hours can be made via e-mail

Practice Facilities

1. Piano Lab (C154) – Hours will be posted at C154. Please bring a set of *headphones* for use (i-pod ear-buds or larger will be sufficient, adapters will be provided in the lab).
2. Practice rooms in C142 – sign up at the door of each of the practice room.

Course Materials

Textbook

Hard copy: Earl Henry, Fundamentals of Music, 6th Edition. Prentice Hall, 2013.
E-text is available.

You must have for each class:

1. textbook
2. three-ring binder (to collect hand-outs, tests, dictation etc)
3. manuscript paper
4. sharp pencil and a good eraser

Course Description and Student Learning Objectives

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. Topics include common Western music notation, rhythm and meter, major and minor scales, transpositions, interval and inversions, triadic and dominant 7th chords and their inversions, and common Italian terminology for music. The community service-learning component of the course, for which students as a group produce a 30-minute musical project and perform it at the Ronald MacDonald House towards the end of the semester, provides a creative channel for the students to use their gains from theoretical concepts in actual music making.

This course welcomes all students with some musical background. It is a prerequisite for Harmony I (MUSC 220) and Aural and Keyboard Skills I (MUSC 210) for music majors and minors.

Artistic Inquiry (AI) Outcomes

This course fulfills the three AI Outcomes, with Outcome 2 as the primary outcome and Outcomes 1 and 3 as secondary.

AI Outcome 1 – Creative, Performative, or Receptive Practice – through the Community Service-Learning project, for which the students will perform as a team for a diverse audience at the Ronald McDonald House towards the end of the semester. A reflection paper will be submitted after the performance.

AI Outcome 2 – Engagement with Theoretical Principles – through weekly assignments on rhythm and melodic exercises, both aural and in dictation, keyboard exercises, and written assignments, as well as monthly aural and keyboard and written tests.

AI Outcome 3 – Historic and Cultural Contextualization – through discussion in class on the history of Western music notation and a research project on the Italian terminology on speed and expressions commonly used in music.

Course Expectations

Regular completion of written assignments, and even more importantly, regular practice of singing and dictation-taking is imperative for the improvement of aural (hearing) proficiency; this is a skill that can only be acquired gradually and with prolonged practice. Students will be graded on their cumulative knowledge and understanding of written elements (correct music notation and spelling) and applied skills (ability to sing, hear and notate rhythmic and melodic dictation). The final test will cover materials from the entire course. Homework (written and practical) will be assigned at the end of most classes.

Summary of Grades

60% Tests

Monthly tests are paired, Individual Aural & Keyboard (AK) Test and Written Test (in class):

Test ONE (10% total)

AK 1 (5%), [*end of September*], 10 min. individual

Written 1 (5%), [*first week of October*], 30 min. in class

Test TWO (20% total)

AK 2 (10%), [*end of October*], 20 min. individual

Written 2 (10%), [*first week of November*], 1 hour in class

Final (30% total)

AK 3 (15%), [*final schedule*], 30 min., individual

Written 3 (15%), [*final schedule*], May 16, 2-3pm

20% Community Service-Learning Project

Performance at Ronald MacDonal House on [*week before Thanksgiving*], 6pm

20% Attendance, Class Participation, Assignments, Pop Quizzes

Summary of Class Schedule on Theoretical Concepts

(Chapter corresponds to Textbook)

By Test One (October)

1. Basic notation (Ch. 1, 2, 4, 7)
2. Basic keyboard skills (Ch. 3)
3. Major scales and key signatures (Ch. 5)
4. Rhythm and melody in Simple and Compound Duple meters (Ch. 4, 7)
5. Transposition of melody (Ch. 5, 8)

By Test Two (November)

Test One materials +

1. Rhythm and melody in Simple and Compound Triple meters
2. Minor scales and key signatures (Ch. 8)
3. Major and minor key relations (Ch. 8)
4. Triad and its inversions (Ch. 10)
5. Diatonic triads and inversions within major keys *only* (Ch. 11 up to p. 326)

By Test Three (December)

Test One and Two materials +

1. Rhythm and Melody in Simple and Compound Quadruple meters
2. Dominant Seventh Chord and its inversions (Ch. 12, pp. 356-359)
3. Diatonic triads and inversions within minor keys (Ch. 11)
4. Interval and its inversion (Ch. 6)
5. Italian terminology (class hand-out)

Community Service-Learning Project (20%)

Prepare a 30-minute music presentation to be performed at the Ronald MacDonald House on [week before Thanksgiving]

Project must include:

- a story
- music that includes voice (singing) and instrument (playing)
- at least two people for each piece
- at least one piece of original music that is performed by the entire group
- at least one piece of music that is performed in two or more parts
- no more than 1 minute of non-music between "scenes"

[end of September]: Project proposal due

1. a brief summary of the story
2. list of music

[beginning of October]:

1. confirm the list of music with performers for each piece
2. a copy of all the music.

[end of October]: First run-through (in-class presentation).

[week of Outreach]: Final run-through (in-class presentation); poster due for the MacDonald House.

[week before Thanksgiving]: Presentation at Ronald MacDonald House. Car pool leaves USD at 6pm; on-site dinner after the presentation.

[week after Outreach]:

1. a written **group** report that includes a copy of all the music
2. an **individual** report that includes (1) your role in the project, (2) a one-page reflection and (3) a simple analysis of the chords in one of the pieces.

Cover Sheet for Faculty Applicants

Faculty Name: Angela Yeung

Faculty Email: ayeung@sandiego.edu

Department, Course #, Course Title: MUSC 121 Making Music – Integrating Theory and Practice

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. Topics include common Western music notation, rhythm and meter, major and minor scales, transpositions, interval and inversions, triadic and dominant 7th chords and their inversions, and common Italian terminology for music. The community service-learning component of the course, for which students as a group produce a 30-minute musical project and perform it at the Ronald MacDonald House towards the end of the semester, provides a creative channel for the students to use their gains from theoretical concepts in actual music making.

This course welcomes all students with some musical background. It is a prerequisite for Harmony I (MUSC 220) and Aural and Keyboard Skills I (MUSC 210) for music majors and minors.

1. Please designate which of the Artistic Inquiry Learning Outcomes will be the primary and secondary emphases in your course:

Primary: AI Outcome 2

Secondary: AI Outcomes 1 and 3

2. In the table below, please describe how your course aligns with each of the Artistic Inquiry Learning Outcomes. Your description should show a strong engagement with LO(s) designated as primary in your course, and some engagement with the LO(s) designated as secondary. Please include examples of activities and assignments that contribute to each Outcome.

	Description of course alignment with AI SLOs	Examples of contributing activities or assignments
AI Outcome 1: Creative, Performative, or Receptive Practice	<ul style="list-style-type: none">- production of a creative work as composer, story-teller, performer, and participation in a group performance.- reflection on the project after the performance that evaluate both the performance and the process leading to it.	<ul style="list-style-type: none">- team performance for a diverse audience at the Ronald McDonald House towards the end of the semester.
AI Outcome 2: Engagement with Theoretical Principles	<ul style="list-style-type: none">- mastering and applying basic musical vocabulary in (1) singing, (2) playing, (3) reading and (4) notating music.- applying the basic music vocabulary in a simple analysis of basic harmonic structure of one piece of music from the project.	<ul style="list-style-type: none">- weekly assignments on rhythm and melodic exercises, both aural and in dictation.- weekly assignments on keyboard exercises.- regular written assignments.- monthly aural and keyboard and written tests
AI Outcome 3: Historic and Cultural Contextualization	<ul style="list-style-type: none">- history of Western music notation.- applying knowledge of the evolution of the Italian terminology from its original Italian meaning to music.	<ul style="list-style-type: none">- class discussion on the history of Western music notation- research report on the Italian terminology on speed and expressions commonly used in music.

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).

Music 121: Making Music – Integrating Theory and Practice

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

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. The community service-learning component of the course provides a creative channel for the students to use their gains from theoretical concepts in actual music making. Every semester.

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

AI Outcome 2 as the primary outcome and Outcomes 1 and 3 as secondary:

AI Outcome 1 – Community Service-Learning project, for which the students will perform as a team for a diverse audience. A reflection paper will be submitted after the performance.

AI Outcome 2 – weekly assignments on rhythm and melodic exercises, both aural and in dictation, keyboard exercises, and written assignments, as well as monthly aural and keyboard and written tests.

AI Outcome 3 – Discussion in class on the history of Western music notation and a research project on the Italian terminology on speed and expressions commonly used in music.

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

AI Outcome 1 – Community Service-Learning project (see syllabus)

AI Outcome 2 – Aural and Keyboard Sample Test (see attached)

AI Outcome 3 – Research project on the Italian terminology on speed and expressions commonly used in music (see attached)

5. Submit this completed form, syllabus, and assignment as a single pdf document to core@san Diego.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 $5/0/0$ (Yes/No/Abstain) of the department/program on 3/3/16 (Date). If approved, the department will ensure that all scheduled sections of the approved course will include the outcomes as described above.



Signature of Chair/Director

Fall 2016
Music 121: Making Music – Integrating Theory and Practice
Dr. Angela Yeung, Instructor

Class time = MW, 2:30 to 3:50 p.m. in C154

Office: C161C
Telephone: (619) 260-4106
E-mail: ayeung@sandiego.edu
Office Hours: Monday and Wednesdays from 1 to 2:30 p.m.
Tuesdays and Thursdays from 4 to 5 p.m.
Additional appointment outside office hours can be made via e-mail

Practice Facilities

1. Piano Lab (C154) – Hours will be posted at C154. Please bring a set of *headphones* for use (i-pod ear-buds or larger will be sufficient, adapters will be provided in the lab).
2. Practice rooms in C142 – sign up at the door of each of the practice room.

Course Materials

Textbook

Hard copy: Earl Henry, Fundamentals of Music, 6th Edition. Prentice Hall, 2013.
E-text is available.

You must have for each class:

1. textbook
2. three-ring binder (to collect hand-outs, tests, dictation etc)
3. manuscript paper
4. sharp pencil and a good eraser

Course Description and Student Learning Objectives

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. Topics include common Western music notation, rhythm and meter, major and minor scales, transpositions, interval and inversions, triadic and dominant 7th chords and their inversions, and common Italian terminology for music. The community service-learning component of the course, for which students as a group produce a 30-minute musical project and perform it at the Ronald MacDonald House towards the end of the semester, provides a creative channel for the students to use their gains from theoretical concepts in actual music making.

This course welcomes all students with some musical background. It is a prerequisite for Harmony I (MUSC 220) and Aural and Keyboard Skills I (MUSC 210) for music majors and minors.

Artistic Inquiry (AI) Outcomes

This course fulfills the three AI Outcomes, with Outcome 2 as the primary outcome and Outcomes 1 and 3 as secondary.

AI Outcome 1 – Creative, Performative, or Receptive Practice – through the Community Service-Learning project, for which the students will perform as a team for a diverse audience at the Ronald McDonald House towards the end of the semester. A reflection paper will be submitted after the performance.

AI Outcome 2 – Engagement with Theoretical Principles – through weekly assignments on rhythm and melodic exercises, both aural and in dictation, keyboard exercises, and written assignments, as well as monthly aural and keyboard and written tests.

AI Outcome 3 – Historic and Cultural Contextualization – through discussion in class on the history of Western music notation and a research project on the Italian terminology on speed and expressions commonly used in music.

Course Expectations

Regular completion of written assignments, and even more importantly, regular practice of singing and dictation-taking is imperative for the improvement of aural (hearing) proficiency; this is a skill that can only be acquired gradually and with prolonged practice. Students will be graded on their cumulative knowledge and understanding of written elements (correct music notation and spelling) and applied skills (ability to sing, hear and notate rhythmic and melodic dictation). The final test will cover materials from the entire course. Homework (written and practical) will be assigned at the end of most classes.

Summary of Grades

60% Tests

Monthly tests are paired, Individual Aural & Keyboard (AK) Test and Written Test (in class):

Test ONE (10% total)

AK 1 (5%), [end of September], 10 min. individual

Written 1 (5%), [first week of October], 30 min. in class

Test TWO (20% total)

AK 2 (10%), [end of October], 20 min. individual

Written 2 (10%), [first week of November], 1 hour in class

Final (30% total)

AK 3 (15%), [final schedule], 30 min., individual

Written 3 (15%), [final schedule], May 16, 2-3pm

20% Community Service-Learning Project

Performance at Ronald MacDonal House on [week before Thanksgiving], 6pm

20% Attendance, Class Participation, Assignments, Pop Quizzes

Summary of Class Schedule on Theoretical Concepts

(Chapter corresponds to Textbook)

By Test One (October)

1. Basic notation (Ch. 1, 2, 4, 7)
2. Basic keyboard skills (Ch. 3)
3. Major scales and key signatures (Ch. 5)
4. Rhythm and melody in Simple and Compound Duple meters (Ch. 4, 7)
5. Transposition of melody (Ch. 5, 8)

By Test Two (November)

Test One materials +

1. Rhythm and melody in Simple and Compound Triple meters
2. Minor scales and key signatures (Ch. 8)
3. Major and minor key relations (Ch. 8)
4. Triad and its inversions (Ch. 10)
5. Diatonic triads and inversions within major keys *only* (Ch. 11 up to p. 326)

By Test Three (December)

Test One and Two materials +

1. Rhythm and Melody in Simple and Compound Quadruple meters
2. Dominant Seventh Chord and its inversions (Ch. 12, pp. 356-359)
3. Diatonic triads and inversions within minor keys (Ch. 11)
4. Interval and its inversion (Ch. 6)
5. Italian terminology (class hand-out)

Community Service-Learning Project (20%)

Prepare a 30-minute music presentation to be performed at the Ronald MacDonald House on [week before Thanksgiving]

Project must include:

- a story
- music that includes voice (singing) and instrument (playing)
- at least two people for each piece
- at least one piece of original music that is performed by the entire group
- at least one piece of music that is performed in two or more parts
- no more than 1 minute of non-music between "scenes"

[end of September]: Project proposal due

1. a brief summary of the story
2. list of music

[beginning of October]:

1. confirm the list of music with performers for each piece
2. a copy of all the music.

[end of October]: First run-through (in-class presentation).

[week of Outreach]: Final run-through (in-class presentation); poster due for the MacDonald House.

[week before Thanksgiving]: Presentation at Ronald MacDonald House. Car pool leaves USD at 6pm; on-site dinner after the presentation.

[week after Outreach]:

1. a written **group** report that includes a copy of all the music
2. an **individual** report that includes (1) your role in the project, (2) a one-page reflection and (3) a simple analysis of the chords in one of the pieces.

**AI Outcome 2:
Sample of Aural and Keyboard Test One Materials**

Drills

1. Mastering musical alphabets

Recite each letter of the musical alphabet in sequence, up and down an octave in ONE breath. Repeat the top note before descending. Conduct in two while reciting (4 letters per beat = simple duple meter)

e.g. A - B - C - D; E - F - G - A || A - G - F - E; D - C - B - A

2. Mastering musical alphabets in thirds

Recite every other letter (skipping) of the musical alphabet up and down (ascending and descending) until returning to the same note. Conduct in two while reciting (3 letters per beat = compound duple meter):

e.g. A - C - E; E - G - B; B - D - F; F - A - C; C - E - G; G - B - D; D - F - A ||

A - F - D; D - B - G; G - E - C; C - A - F; F - D - B; B - G - E; E - C - A

Sing in solfege while playing or conducting

3. One-octave major scale ascending and descending; repeat top note before descending. Use AY fingering when playing.

4. Feb. 3 hand-out – use right or left hand only when playing.

5. Play and sing intervals from the tonic to each note of a major scale. Choose a pitch that you can sing the entire gamut.

Keyboard -

6. circle of fifths (in major scales only), from left to right (#) and from right to left (b), both begins with C major – AY fingering.

7. **Rhythm in Simple and Compound Duple Meters** – conduct and recite with rhythmic syllables:

Musical staff with a 2/4 time signature. The exercise consists of four measures. The first measure has a quarter rest followed by two eighth notes. The second measure has four eighth notes. The third measure has a quarter note followed by an eighth note and a quarter rest. The fourth measure has a quarter note, an eighth note, a quarter note, and an eighth rest.

Musical staff with a 2/4 time signature. The exercise consists of four measures. The first measure has a quarter note followed by an eighth note and a quarter rest. The second measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The third measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The fourth measure has a quarter note, an eighth note, a quarter note, and an eighth rest.

Musical staff with a 6/8 time signature. The exercise consists of four measures. The first measure has a quarter note followed by an eighth note and a quarter rest. The second measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The third measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The fourth measure has a quarter note, an eighth note, a quarter note, and an eighth rest.

Musical staff with a 6/8 time signature. The exercise consists of four measures. The first measure has a quarter note followed by an eighth note and a quarter rest. The second measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The third measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The fourth measure has a quarter note, an eighth note, a quarter note, and an eighth rest.

8. **Melody in Simple and Compound Duple Meters**– conduct and sing with solfege syllables:

Musical staff with a 6/8 time signature. The exercise consists of four measures. The first measure has a quarter note followed by an eighth note and a quarter rest. The second measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The third measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The fourth measure has a quarter note, an eighth note, a quarter note, and an eighth rest.

Musical staff with a 6/8 time signature. The exercise consists of four measures. The first measure has a quarter note followed by an eighth note and a quarter rest. The second measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The third measure has a quarter note, an eighth note, a quarter note, and an eighth rest. The fourth measure has a quarter note, an eighth note, a quarter note, and an eighth rest.

9. **Unknown rhythm and melody** – given 5 minutes before test time.

**AI Outcome 3:
Sample of Project on Italian Terminology for Speed and Expression**

For each word in the following list, find the original Italian meaning and the customary musical application from both the Harvard Dictionary of Music and Collins Italian Dictionary. Other references are not allowed for this exercise.

Procedures – from the Copley Library:

- Reference section (hard copy)
- Sally on-line (e-book)

Preparation for Final - you are ready for the test if you are able to:

- compare the musical term with its original Italian meaning;
- list dynamic markings from the softest to the loudest, and vice versa;
- list tempi from the slowest to the fastest, and vice versa;
- identify the slowest of the tempi – Adagio, Grave, Largo, Lento – and explain why according to their respective Italian root;
- identify the musical symbol or spell the complete term from abbreviation (in []).

List of Musical terms

- | | |
|--|---|
| 1. Accelerando (It. <i>acceleratore</i>) [accel.] | 13. Lento |
| 2. Adagio (It. <i>adagiare</i>) | 14. Meno mosso |
| 3. Allegro / Allegretto | 15. Mezzo-forte [mf] / Mezzo-piano [mp] |
| 4. Andante (It. <i>andare</i>) / Andantino | 16. Moderato |
| 5. Crescendo [cresc.; <] | 17. Molto |
| 6. Da Capo [D.C.] | 18. Piano [p] / Pianissimo [pp] |
| 7. Diminuendo [dim.; >] | 19. Poco a poco |
| 8. Fermata (It. <i>fermare</i>) [ | 20. Presto / Prestissimo |
| 9. Forte [f] / Fortissimo [ff] | 21. Ritardando [rit.] |
| 10. Fortepiano [fp] | 22. Sforzando (<i>sforzare</i>) [fz] |
| 11. Grave | 23. Tempo primo [Tempo I] |
| 12. Larghetto / Largo | 24. Vivace (It. <i>vivere</i>) |

Department Report Form

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

1. Rationale

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

This course is both an entry-level music theory experience – engaging students in integrating their musical practice with basic theoretical concepts and helping them to be efficient in reading musical notions and executing music – and a community service experience. Students as a group produce a 30-minute musical project and perform it at the Ronald MacDonald House toward the end of the semester, thus integrating both music learning and service/giving. The Music Department has no other course embracing a community project.

2. Impact

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

This course is designed to function as both an introductory music theory experience and as a preceptorial or a community service-oriented experience. Prospective music majors or minors can take the course as a substitute for MUSC 120 in the sequence of music theory curricula. It does not have a negative impact on MUSC 120 (which will run concurrently for other students), however, and has 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, see the above. The course can be used to substitute for MUSC 120. But, for the Preparation for the Major - the lower-division courses that are required for all Majors (With Emphasis and General) and the Comprehensive Music Minor - the following component of the requirements is amended:

*Theory/Composition: MUSC 120, **121**, 205, 210, 211, 220, 221.*

In the Recommended Program of Study, Music, the modification should be:

*First Year (note, it states “freshman year online,” which should be changed)
MUSC 120 or **MUSC 121**; 100-level History/Culture; 1 Ensemble; 1 Individual Lesson;
CC or electives*

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

No.

d. Might this change have an impact on any other departments? If Y, what majors and/or minors might be affected by this change?

No.

e. Will this change impact student enrollment numbers? If Y, in what courses and in what ways?

No.

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

Included.

Memorandum

To: The Undergraduate Curriculum Committee

From: Political Science/International Relations

Re: Minor course changes

We are submitting several new courses. Some of these are being introduced by new members of our faculty. Others are formalization of courses previously taught as special topics courses.

1. We are adding:

POLS 303: Liberal Political Thought
POLS 304: American Political Thought
POLS 305: Black Political Thought
POLS 306: Conservative Political Thought

POLS 318: Black Politics
POLS 319: Politics of Race and Ethnicity
POLS 320: War Powers in the American Constitutional System

POLS 379: International Political Boundaries and Border Policies

2. We are changing the title and slightly changing the content of one course:

POLS 300: Democratic Theory

3. We are also deleting some courses to make room for courses our new faculty want to teach.

POLS 304: American Political Development
POLS 306: Political Ideology

4. We are also slightly revising the requirements for the Political Science Major. Two years ago, the PS/IR department revised its major requirements to reduce the number of required upper division Political Theory courses from two to one, and required that POLS 300 be that one required course. At the same time, we increased from zero to one the number of required upper division courses in American Politics (to be chosen from a range of options).

Several of our new courses should count for the upper division American Politics requirement.

The Current Bulletin reads:

“27 units of upper division coursework to include: American Politics (choose one of the courses from POLS 310-323)”

The new bulletin language should remain the same. The new courses, POLS 318, POLS 319, and POLS 320 will count towards the Upper Division American Politics requirement.

We would like to make the Political Theory requirement more flexible for students, and parallel to the upper division American politics requirement. This will give students more choice and will avoid creating a bottleneck at POLS 300.

The current bulletin language reads:

“27 units of upper division coursework to include: POLS 300 Political Thought”

The new bulletin language should read:

“27 units of upper division coursework to include: Political Theory (choose one of the courses from POLS 300 – 306)”

Select one of the following:

- POLS 300: Democratic Political Theory
- POLS 301: Political Thought: Ancient to Medieval
- POLS 302: Political Thought: Modern and Contemporary
- POLS 303: Liberal Political Thought
- POLS 304: American Political Thought
- POLS 305: Black Political Thought
- POLS 306: Conservative Political Thought”

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/24/16

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)

Democratic Theory

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

Democratic Theory

c. New Course Information

Department Code POLS

Credit Hours 3

Course Number 300

Lecture Contact Hours 3

Lab Contact Hours _____

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This class is an investigation of the virtues and vices of democracy. Course texts will be comprised of works in Ancient political thought, modern and contemporary democratic theory, and works of literature, By working to interrogate and analyze such texts, we will, hopefully come to a greater understanding of the attractions, harms, shortcomings, and potential of democracy in new and more fully developed ways.

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

- Standard
- P/F Only
- Audit

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

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

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

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

6. **Faculty Course Workload**

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

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

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

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- x Department Vote; Date 3/28/16
- X Department Chair; Date 3/28/16
- 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 _____

POLS 300

DEMOCRATIC THEORY

PROFESSOR TIMOTHY WYMAN McCARTY
TMCCARTY@SANDIEGO.EDU
OFFICE: IPJ 282; PHONE: (619) 260-4246
OFFICE HOURS: TUES 1-3; WED 1-3 (& BY APPT)

Over the course of the past two centuries, democracy has shaken off the poor reputation it had acquired following its flourishing and decline in the Ancient Western world. In fact, it has not only repaired its reputation, but it has also emerged—especially in the years following the end of the Second World War—as the primary, if not only, contender for a legitimate political order. Claims for the superiority of regime types no longer feature arguments for and against democracy, but instead tend to revolve around competing claims to “true” democracy. Even the most despotic orders seek to claim legitimacy on the basis of democratic principles of popular support and representation of the will of the people. Against this backdrop, it is easy to become theoretically and morally complacent, especially as citizens of such a well-functioning and powerful democracy as ours. This class is an attempt to shake us out of such complacency by critically exploring the virtues and vices of democratic politics. It does so primarily by putting ancient thinkers and texts in conversation with contemporary sources and ideas.

There are innumerable ways to approach the serious study of democracy, from investigations of constitutional design or institutional structures, to analyses of what it is to be a “people” and for the people to have a will. The focus of this class will be on democratic modes of discourse and decision-making, from ancient texts on rhetorical persuasion to contemporary analyses of deliberative democratic ideals. Democracy is, among other things, the practice of trying to persuade one another publicly on matters of common interest, and we will be looking at the variety of ways that citizens of democratic orders go about trying to get through to each other.

For these reasons, our course texts will be comprised of works in Ancient political thought, contemporary democratic theory, and dramatic works of literature, which is to say, plays. Theatre has traditionally been seen as the most democratic art form, both because it is a form that is structured for a collective audience and because it features discourse in its purest form—uninterrupted dialogue. By working together to interrogate and analyze these texts, we will, hopefully come to a greater understanding of the attractions, harms, shortcomings, and potential of democracy in new and more fully developed ways. And perhaps, in the process of working through the course in the classroom together, we will learn a thing or two about our own tendencies toward—or aversions against—democratic modes of deliberation and decision-making.

BOOKS:

All of the following books are available for purchase at the Torero Bookstore. They will also be available on reserve at the library. It is highly recommended that you purchase all of the books, though it is not necessary to purchase the particular edition carried in the bookstore. Many of the texts are widely available in used bookstores and online. The coursepack will soon be available online.

1. Plato and Aristophanes, *Four Texts on Socrates* (Cornell)
2. Henrik Ibsen, *An Enemy of the People*, trans Rebecca Lenkiewicz (Farber)
3. Plato *Gorgias* and Aristotle *Rhetoric* (Focus Philosophical Library)
4. Reginald Rose, *12 Angry Men* (Penguin Classics)
5. Thoreau, *Walden and Other Writings* (Modern Library)

COURSEPACK CONTENTS:

Note: All readings must be printed out and brought to class.

1. Thucydides, "Pericles Funeral Oration"
2. Abraham Lincoln, "The Gettysburg Address"
3. Plato, from *The Republic*
4. Alexis de Tocqueville, from *Democracy in America*
5. Jose Ortega y Gasset, from *The Revolt of the Masses*
6. Bryan Caplan, from *The Myth of the Rational Voter*
7. Jason Brennan, "The Right to a Competent Electorate"
8. Daniel Oppenheimer, *Democracy Despite Itself*
9. Helene Landemore, *Democratic Reason*
10. George Orwell, "Politics & the English Language"
11. David Foster Wallace, "Authority & American Usage"
12. William Shakespeare, *Julius Caesar*, Act III
13. John Rawls, "The Idea of Public Reason Revisited"
14. Charles Larmore, "Public Reason"
15. Amy Gutmann & Dennis Thompson, *Why Deliberative Democracy?*
16. Bruce Ackerman & James Fishkin, *Deliberation Day*
17. Chantal Mouffe, "Deliberative Democracy or Agonistic Pluralism?"
18. Bernard Yack, "Rhetoric & Public Reason"
19. Aristotle, from *The Politics*
20. Jeffrey Abramson, from *We, The Jury*
21. Lynn Sanders, "Against Deliberation"
22. Michael Walzer, from *Just and Unjust Wars*
23. Eric Beerbohm, from *In Our Name*
24. Martin Luther King, Jr. "Letter from a Birmingham Jail"
25. Anna Stilz, "Collective Responsibility & the State"
26. Avia Pasternak, "The Collective Responsibility of Democratic Publics"

In addition to these books and readings, there will periodically be further readings either handed out in class or posted online. These readings are meant to be supplementary, either for fuller understanding of the course materials or to serve as fodder for essays.

COURSE REQUIREMENTS:

In addition to mandatory attendance and participation (10% of grade), assignments for this course will consist of a series of short response papers, a point-counterpoint paper & presentation, an analysis of *12 Angry Men*, a group reconstruction & presentation of the accusation speeches against Socrates, and a take-home final.

What follows are brief descriptions of each assignment. More details will be forthcoming with the formal assignment. Also included is a rough grade breakdown, though such considerations as improvement over the course of the semester will be taken into account in the final grade assessment:

Response Papers (10%)

Periodically, throughout the semester, you will be asked to write short response papers to prompts handed out in class or to write responses to a set of questions. These papers are not meant to test your knowledge, but to engage you critically and creatively in some of the key issues of the course.

Point – Counterpoint (20%)

Every student will pair off with another student to prepare a point-counterpoint on one of the contemporary theorists of democracy (Sep. 24 – Oct 8), which will result in both a written and oral presentation of your arguments. It is up to you to determine the positions you take, but they must be directly opposing positions. They can take the form of two independent arguments defending opposing theses, or they may be written in light of one another. These opposing positions will be presented to the class in a manner of your choosing in order to engage the class in the critical discourse inaugurated by these opposing positions. You will sign up for your preferred dates on Tuesday, September 8.

12 Angry Men Analysis (20%)

To unpack and analyze *12 Angry Men*, you will draw up a character profile of each juror in the play. Next, you will write a paper in which you will defend the decision making process of one juror and critique the decision making process of another, doing so by drawing on ideals of democracy and deliberation.

Accusation Speech Reconstruction (20%)

You will write and present reconstructions of the speeches of Socrates' accusers, which have been lost to history. Each student will write the speech of one of Socrates' accusers, which will be presented to class in the last week of class in order to re-examine the verdict of the Athenians against their most famous citizen.

Final Exam (20%)

There will be a short take-home final exam that will be administered during exam week. It will draw on the entire breadth of the class.

In order to receive a passing grade, students must complete all assignments. Plagiarism or any other form of academic dishonesty will result in a failing grade in the course. Please refer to the Catalog for full information on academic integrity.

COURSE OUTLINE

Readings must be completed on the date assigned.

I. THE IDEAL OF DEMOCRACY

- Sep 3: Thucydides, "Pericles Funeral Oration" (CP)
Abraham Lincoln, "Gettysburg Address" (CP)

II. THE ORIGINAL DEMOCRATIC SIN?

- Sep 8: Plato, *Euthyphro*, *Apology*, and *Crito* (in *4 Texts on Socrates*)
Sep 10: Plato, from *The Republic* (CP)
Sep 15: Aristophanes, *Clouds* (in *4 Texts on Socrates*)

III. THE PROBLEM WITH MASS DEMOCRACY

- Sep 17: Henrik Ibsen, *An Enemy of the People* (in *Four Great Plays*)
Sep 22: Alexis de Tocqueville, "The Omnipotence of the Majority," (CP)
Jose Ortega y Gasset, *The Revolt of the Masses* (CP)
Sep 24*: Bryan Caplan *The Myth of the Rational Voter* (CP)
Jason Brennan, "The Right to a Competent Electorate" (CP)
Sep 29*: Daniel Oppenheimer, *Democracy Despite Itself* (CP)
Helene Landemore, *Democratic Reason* (CP)

IV. CONTEMPORARY THEORIES OF DEMOCRATIC DISCOURSE

- Oct 1*: George Orwell, "Politics & the English Language" (CP)
David Foster Wallace, "Authority & American Usage" (CP)
Oct 6*: John Rawls, "The Idea of Public Reason Revisited" (CP)
Charles Larmore, "Public Reason" (CP)
Oct 8*: Amy Guttmann & Dennis Thompson, *Why Deliberative Democracy?* (CP)
Bruce Ackerman & James Fishkin, *Deliberation Day* (CP)
Chantal Mouffe, "Deliberative Democracy or Agonistic Pluralism?" (CP)

V. ANCIENT THEORIES OF DEMOCRATIC DISCOURSE

- Oct 15: Plato, *Gorgias*, 447A – 481B
Oct 17: Plato, *Gorgias*, 481B – 527E
Oct 22: Aristotle, *Rhetoric*, Books I - II
Oct 27: Aristotle, *Rhetoric*, Book III
Aristotle, from *The Politics* (CP)
Oct 29: Bernard Yack, “Rhetoric & Public Reason” (CP)
William Shakespeare, *Julius Caesar*, Act III (CP)

VI. THE JURY AS DEMOCRATIC DELIBERATION

- Nov 3 Reginald Rose, *12 Angry Men*
Nov 5: Jeffrey Abramson, *We, The Jury* (CP)
Alexis de Tocqueville, “The Jury in the United States” (CP)
Nov 10: Lynn Sanders, “Against Deliberation”

VII. RESPONSIBILITY & THE GADFLY

- Nov 12: Michael Walzer, *Just & Unjust Wars* (CP)
Eric Beerbohm, *In Our Name* (CP)
Nov 17: Henry David Thoreau, Resistance to Civil Government
Martin Luther King, Jr. “Letter from a Birmingham Jail”
Henry David Thoreau, *Walden*, Ch. 1-2 [skim]
Nov 19: Thoreau, Slavery in Massachusetts & A Plea for Captain John Brown
Nov 24: Anna Stilz, “Collective Responsibility & the State”
Avia Pasternak, “The Collective Responsibility of Democratic Publics”

VIII. REVISITING THE TRIAL OF SOCRATES

- Dec 1: Review *4 Texts on Socrates*
Dec 3: [Readings on Athenian Democracy, TBD]
Dec 8: Socrates Accusation Presentations
Dec 10: Socrates Accusation Presentations

COMPUTERS

This class is a text-focused class that leans heavily on discussion. For these and many more reasons, the use of laptop computers in class is highly discouraged. You may choose to use a computer to take notes in class, but it is only fair to warn you of three considerations. First, it has been my experience that the presence of computers in the classroom significantly diminishes the quality of individual engagement and class discussion as a whole; this is likely to lessen both your enjoyment of the class and your participation grade. Second, if you are caught doing things other than taking notes on your computer, you will be ejected from the class. Third, if you have a laptop in class, I will almost certainly assume you are surfing the internet, which is probably not entirely fair, but it is the truth. With these considerations in mind, I leave it to your discretion whether or not to bring a laptop to class. Obviously, your cell phone should remain on silent. Better yet, you could leave it at home.

GRADE AND PAPER STUFF

1. In order to receive a passing grade, you must complete all assignments.
2. There is no extra credit offered in this course.
3. I am happy to discuss your paper with you in office hours and will look over drafts that you bring with you, but I will not read drafts delivered electronically or placed in my office mailbox.
4. I do not grant paper re-writes, so please do not ask.
5. I fully expect that your work and thought will improve over the course of the semester, and positive trajectories will be taken into serious account in assessing your course grade.

ACADEMIC INTEGRITY

Plagiarism or any other form of academic dishonesty will result in a failing grade in the course. Please refer to the Course Catalog for full information on academic integrity. It is your responsibility to familiarize yourself with the standards of academic integrity. In other words, don't cheat, and if you think something might be cheating, don't do it. If you have any questions about plagiarism or academic integrity, please speak to me or to an academic advisor.

LEARNING OUTCOMES

So long as (almost) everything goes according to plan, by the end of this course, you should all be well-prepared to:

- Give an account of the core ideas and arguments of the course texts
- Craft and defend both normative and interpretive arguments in written and oral communication
- Utilize a variety of interpretive methodologies to read and interpret primary source texts in the history of democratic thought
- Articulate both defenses and critiques of democracy
- Put the ideas and arguments drawn from the course texts into productive and critical conversation with contemporary political practices and ideas.
- Develop an understanding of the importance of engaging in politics and a realization of political competence.
- Understand both theoretically and practically the values of citizenship and its beneficial consequences.
- Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.
- Construct and evaluate analytical arguments and write clear logical prose.

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/24/16

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)

Liberal Political Thought

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

Liberal Political Thought

c. New Course Information

Department Code POLS Lecture Contact Hours 3

Credit Hours 3 Lab Contact Hours

Course Number 303 Other Contact Hours

d. Catalog Course Description (if new or changed)

This course investigates the history of liberalism, its foundational principles, its changing features, and the contemporary criticisms of and alternatives to liberalism from the likes of communitarians, republicans, and feminists.

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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- X Department Vote; Date 3/28/16
- X Department Chair; Date 3/28/16
- 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 _____

POLS 303
LIBERAL POLITICAL THOUGHT

PROFESSOR TIMOTHY WYMAN MCCARTY
TMCCARTY@SANDIEGO.EDU
OFFICE: IPJ 282; PHONE: (619) 260-4246
OFFICE HOURS: TUES 1-3; WED 1-3 (& BY APPT)

Liberalism has long been considered the closest thing to a reigning public philosophy of American politics, yet most Americans have difficulty giving an account of its guiding principles, intellectual history, or fundamental values. In addition, critics of liberalism have questioned its place of prominence in modern Western politics, both as a matter of historical accuracy and of moral and theoretical legitimacy. For the most part, the term liberal has come to be synonymous in contemporary political discourse with the policy preferences of moderate left-leaning parties such as the Democratic Party in the United States. Despite this, however, liberalism refers to a broad set of theories and principles, to which nearly all mainstream parties in the United States, whether progressive or conservative, subscribe.

In order to understand whether or not it is accurate to call the United States a liberal polity, citizens must step back from the familiar features of contemporary politics in order to get a better look at liberalism itself. This course investigates the history of liberalism, its foundational principles, its changing features, and the contemporary criticisms of and alternatives to liberalism from the likes of communitarians, republicans, and feminists.

COURSE REQUIREMENTS:

In addition to mandatory attendance and participation, assignments for this course will consist of two medium-length papers (6-8 and 8-10 pgs), two short papers focused on the readings (3-4 pgs). The first paper will be an essay written on a suggested topic. The second paper will be an essay written on a topic of your choice, which must be approved by me. A short paper topic will be assigned for each of the four units in the course, of which you must write two. Details on the requirements for each of the papers will be forthcoming. In order to receive a passing grade, students must complete all assignments. There is no extra credit. The rough grade breakdown is as follows, though such considerations as improvement over the course of the semester will be taken into account in the final grade assessment:

First Paper:	25%
Short Paper 1:	15%
Short Paper 2:	15%
Final Paper:	35%
Attendance/Participation:	10 %

BOOKS:

All of the following books are available for purchase at the Torero Store. They will also be available on reserve at the library. It is highly recommended that you purchase all of the books, though it is not necessary to purchase the particular edition carried in the bookstore. In particular, the three novels (Nabokov, Pynchon, and Morrison) are widely available in used bookstores and online. The coursepack will soon be available on the course Blackboard page.

1. John Locke, *A Letter Concerning Toleration* (Hackett)
2. John Stuart Mill, *On Liberty and The Subjection of Women* (Penguin Classics)
3. Thomas Pynchon, *The Crying of Lot 49* (Harper Perennial)
4. Jean-Jacques Rousseau, *The Basic Political Writings* (Hackett)
5. Toni Morrison, *Sula* (Vintage)
6. Vladimir Nabokov, *Invitation to a Beheading* (Vintage)

COURSEPACK CONTENTS:

Note: All readings must be printed out and brought to class.

1. Immanuel Kant, "Theory and Practice"
2. Alexis De Tocqueville, *Democracy in America*, selections
3. Alasdair MacIntyre, *After Virtue*, selections
4. Marion Tapper, "Can a Feminist be a Liberal?"
5. Carole Pateman, "Feminist Critiques of the Public/Private Dichotomy"
6. Susan Moller Okin, *Justice, Gender, and the Family*, selections
7. Susan Glaspell, "A Jury of Her Peers"
8. Susan Moller Okin, "Is Multiculturalism Bad for Women?"
9. bell hooks, *Feminist Theory*, selections
10. Judith Shklar, "The Liberalism of Fear"
11. Steven Kautz, *Liberalism & Community*, selections

In addition to these books and readings, there will periodically be further readings either handed out in class or posted online. These readings are meant to be supplementary, either for fuller understanding of the course materials or to serve as fodder for essays. These readings are not required, but are recommended for anyone who desires to explore the arguments and ideas of liberal political thought more fully.

READING SCHEDULE

I. FOUNDATIONS OF LIBERALISM

- Jan 14: Course Introduction
Jan 16 – 21: John Locke, *A Letter Concerning Toleration*
Jan 23 – 30: John Stuart Mill, *On Liberty* and *The Subjection of Women*
Feb 4 – 6: Immanuel Kant, “Theory & Practice” (CP)

First Paper due February 13

II. REPUBLICAN AND COMMUNITARIAN CRITICS OF LIBERALISM

- Feb 11 - 13: Thomas Pynchon, *The Crying of Lot 49*
Feb 18 – 20: Alexis de Tocqueville, *Democracy in America* (CP)
Feb 25 – 27: Jean-Jacques Rousseau, *Discourse on the Arts and Sciences* and
Discourse on the Origins of Inequality
Mar 4 – 6: Alasdair MacIntyre, *After Virtue* (CP)

III. FEMINIST AND CRITICAL RACE CRITIQUES OF LIBERALISM

- Mar 18 – 20: Toni Morrison, *Sula*
Mar 25 – 27: Carole Pateman, “Feminist Critiques of Public/Private Dichotomy” (CP)
Marion Tapper, “Can a Feminist be a Liberal?” (CP)
Susan Moller Okin, *Justice, Gender, and the Family* (CP)
Susan Glaspell, “A Jury of Her Peers” (CP)
Apr 1 - 3: bell hooks, *Feminist Theory* (CP)
Susan Moller Okin, “Is Multiculturalism Bad for Women?” (CP)

IV. A LIBERAL REJOINDER

- Apr 8 – 10: Vladimir Nabokov, *Invitation to a Beheading*
Apr 15 – 17: Judith Shklar, “The Liberalism of Fear” (CP)
Apr 22 – 24: Steven Kautz, *Liberalism & Community* (CP)

Final Paper due May 1

ACADEMIC INTEGRITY

Plagiarism or any other form of academic dishonesty will result in a failing grade in the course. Under certain circumstances, academic dishonesty may be grounds for expulsion from school. Please refer to the “Academic Integrity” section of USD Policy Manual (Section 4.8) for more information. It is your responsibility to familiarize yourself with the standards of academic integrity. If you have any questions about plagiarism or academic integrity, please speak to me or to an academic advisor.

ATTENDANCE & PARTICIPATION:

Presence in class is essential for success in the course for a variety of reasons, not least of which is your participation grade. You must come to class having read the assigned sections of the text and be prepared to answer questions and offer interpretations. You will be graded on participation, but you will not be compelled to speak. Your participation may come in the form of discussions after class or during office hours, e-mail correspondence, and attentiveness in class. Your participation grade depends upon active engagement with the course, and I am fully aware that in many cases the most engaged students are those who are saying the least.

A NOTE ON COMPUTERS

This is a text-focused class that leans heavily on discussion. For these and many more reasons, the use of computers in class is highly discouraged. You may choose to use one to take notes in class, but it is only fair to warn you of three considerations. First, it has been my experience that the presence of computers in the classroom significantly diminishes the quality of individual engagement and class discussion as a whole; this is likely to lessen both your enjoyment of the class and your participation grade. Second, you may be ejected from the class for doing things other than taking notes. Third, if you have a laptop, I will probably assume you are on the internet, which is not entirely fair, but it is the truth. With these considerations in mind, I leave it to your discretion whether or not to bring a laptop to class. Obviously, your cell phone should be silenced or turned off. Or you could leave it at home. You can actually do that.

ANOTHER DISCLAIMER OF SORTS

In this class, I am not (consciously) advocating for any particular ideology or interpretation. I am instead seeking to be an advocate for a serious consideration of the texts as I, to the best of my ability, understand them. My goal is simply to persuade you that the books we are reading and the kinds of questions we are pursuing are worth taking seriously. With that in mind, you are encouraged to challenge the arguments and interpretations I present as well as those of your classmates. I encourage you to argue in defense of your positions both boldly and respectfully. I also expect you to be open to having your mind changed.

LEARNING OUTCOMES

So long as (almost) everything goes according to plan, by the end of this course, you should all be well-prepared to:

- Give an account of the core ideas and arguments of the course texts
- Craft and defend both normative and interpretive arguments in written and oral communication
- Utilize a variety of interpretive methodologies to read and interpret primary source texts in the history of democratic thought
- Articulate both defenses and critiques of democracy
- Put the ideas and arguments drawn from the course texts into productive and critical conversation with contemporary political practices and ideas.
- Develop an understanding of the importance of engaging in politics and a realization of political competence.
- Understand both theoretically and practically the values of citizenship and its beneficial consequences.
- Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.
- Construct and evaluate analytical arguments and write clear logical prose.

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/24/16

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)

American Political Thought

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

American Political Thought

c. New Course Information

Department Code <u>POLS</u>	Lecture Contact Hours <u>3</u>
Credit Hours <u>3</u>	Lab Contact Hours _____
Course Number <u>304</u>	Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Through self-conscious interaction with the history of political thought, concern for practical solutions, and attentiveness to particularities of their own circumstances, Americans have crafted a tradition of political thought distinct in both form and content from that of their European forbearers. This course explores the varieties of political thought in the United States, highlighting the diversity of perspectives on political life and institutional design throughout American history.

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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- X Department Vote; Date 3/28/16
- X Department Chair; Date 3/28/16
- 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 _____

POLS 304
AMERICAN POLITICAL THOUGHT

PROFESSOR TIMOTHY WYMAN MCCARTY
TMCCARTY@SANDIEGO.EDU
OFFICE: IPJ 282; PHONE: (619) 260-4246
OFFICE HOURS: TUES 1-3; WED 1-3 (& BY APPT)

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

COURSE REQUIREMENTS:

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

First Paper:	30%
Second Paper:	30%
Final Paper:	30%
Attendance/Participation:	10%

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

BOOKS:

The following books are available for purchase at the Torero Store. They are also available on reserve at the library:

John Dewey, *The Political Writings of John Dewey* (Hackett)
Reinhold Niebuhr, *The Children of Light and the Children of Darkness* (Chicago)
Milton Friedman, *Capitalism and Freedom* (Chicago)
Wendell Berry, *Citizenship Papers* (Counterpoint)
Henry David Thoreau, *Walden and Other Writings* (Modern Library)
WEB DuBois, *The Souls of Black Folk* (Dover Thrift Editions)
Don DeLillo, *Libra* (Penguin)
David Foster Wallace, *Consider the Lobster and Other Essays* (Little Brown)

If you choose, you may purchase these books at another local bookstore or on the internet, where it is much more likely that you can obtain a used or discounted copy of the text. All other reading will be posted on Blackboard.

READING SCHEDULE

Assigned readings must be completed by the date indicated on the syllabus.

I. STRUCTURING AMERICAN POLITICS (JANUARY 17 – FEBRUARY 16)

1. The Founding As Groundwork (Jan 17-19)
 - Thomas Jefferson, *The Declaration of Independence* (Blackboard)
 - Abraham Lincoln, *The Gettysburg Address* (Blackboard)
 - Martin Luther King, Jr. "I Have a Dream" (Blackboard)
 - Barack Obama, "A More Perfect Union" (Blackboard)
 - James Madison, *Federalist 10, 39, 51* (Blackboard)
2. Progressive Visions of American Democracy (Jan 24 – Feb 2)
 - John Dewey, *The Political Writings of John Dewey*
 - Reinhold Niebuhr, *The Children of Light and the Children of Darkness*
3. Conservative Views on Liberty and Economics (Feb 7 – 16)
 - Milton Friedman, *Capitalism and Freedom*
 - Wendell Berry, *Citizenship Papers* & "Damage" (Blackboard)

II. SITUATING THE SELF IN AMERICAN POLITICS AND SOCIETY (FEBRUARY 28 – APRIL 5)

4. Classic Individualism (Feb 28 – March 8)
 - Henry David Thoreau, *Walden* & “Walking” & “Life without Principle”
 - Ralph Waldo Emerson, “Self-Reliance” & “Politics” & “Experience” (Blackboard)
 - Henry Hazlitt, “In Defense of Conformity” (Blackboard)
5. Confronting Exclusion (March 13 – 20)
 - WEB DuBois, *Souls of Black Folk*
 - Booker T. Washington, “Atlanta Exposition Speech” & *Up From Slavery* (Blackboard)
 - Charlotte Perkins Gilman, “The Yellow Wall-Paper” & *Man Made World* (Blackboard)
 - Susan Glaspell, “A Jury of Her Peers” (Blackboard)
 - Toure, “The Portable Promised Land” (Blackboard)
6. Resistance and Reform (March 22 – 27)
 - Martin Luther King, Jr., “Letter from Birmingham Jail” (Blackboard)
 - Thoreau, “Civil Disobedience” & “Slavery in Massachusetts” & “John Brown”
 - Herman Melville, “Bartleby the Scrivener” (Blackboard)
7. The Individual Adrift (March 29 – April 5)
 - Richard Hofstadter, “The Paranoid Style in American Politics” (Blackboard)
 - Don DeLillo, *Libra*

III. HOW TO STOP WORRYING AND LEARN TO LOVE DEMOCRACY (APRIL 17 – APRIL 26)

8. Putting the D’oh in Democracy (April 17)
 - The Simpsons*, “Lisa the Iconoclast” & “Marge vs. the Monorail”
9. Deliberation & Public Reason (April 17 - 19)
 - John Rawls, “The Idea of Public Reason” (Blackboard)
 - Bruce Ackerman, “Deliberation Day” (Blackboard)
10. Attentiveness & Rhetoric (April 24 – 26)
 - David Foster Wallace, *Consider the Lobster* & “This is Water” (Blackboard)

ACADEMIC INTEGRITY

Plagiarism or any other form of academic dishonesty will result in a failing grade in the course. Under certain circumstances, academic dishonesty may be grounds for expulsion from school. Please refer to the “Academic Integrity” section of USD Policy Manual (Section 4.8) for more information. It is your responsibility to familiarize yourself with the standards of academic integrity. If you have any questions about plagiarism or academic integrity, please speak to me or to an academic advisor.

ATTENDANCE & PARTICIPATION:

Presence in class is essential for success in the course for a variety of reasons, not least of which is your participation grade. You must come to class having read the assigned sections of the text and be prepared to answer questions and offer interpretations. You will be graded on participation, but you will not be compelled to speak. Your participation may come in the form of discussions after class or during office hours, e-mail correspondence, and attentiveness in class. Your participation grade depends upon active engagement with the course, and I am fully aware that in many cases the most engaged students are those who are saying the least.

A NOTE ON COMPUTERS

This is a text-focused class that leans heavily on discussion. For these and many more reasons, the use of computers in class is highly discouraged. You may choose to use one to take notes in class, but it is only fair to warn you of three considerations. First, it has been my experience that the presence of computers in the classroom significantly diminishes the quality of individual engagement and class discussion as a whole; this is likely to lessen both your enjoyment of the class and your participation grade. Second, you may be ejected from the class for doing things other than taking notes. Third, if you have a laptop, I will probably assume you are on the internet, which is not entirely fair, but it is the truth. With these considerations in mind, I leave it to your discretion whether or not to bring a laptop to class. Obviously, your cell phone should be silenced or turned off. Or you could leave it at home. You can actually do that.

ANOTHER DISCLAIMER OF SORTS

In this class, I am not (consciously) advocating for any particular ideology or interpretation. I am instead seeking to be an advocate for a serious consideration of the texts as I, to the best of my ability, understand them. My goal is simply to persuade you that the books we are reading and the kinds of questions we are pursuing are worth taking seriously. With that in mind, you are encouraged to challenge the arguments and interpretations I present as well as those of your classmates. I encourage you to argue in defense of your positions both boldly and respectfully. I also expect you to be open to having your mind changed.

LEARNING OUTCOMES

So long as (almost) everything goes according to plan, by the end of this course, you should all be well-prepared to:

- Give an account of the core ideas and arguments of the course texts
- Craft and defend both normative and interpretive arguments in written and oral communication
- Utilize a variety of interpretive methodologies to read and interpret primary source texts in the history of democratic thought
- Articulate both defenses and critiques of democracy
- Put the ideas and arguments drawn from the course texts into productive and critical conversation with contemporary political practices and ideas.
- Develop an understanding of the importance of engaging in politics and a realization of political competence.
- Understand both theoretically and practically the values of citizenship and its beneficial consequences.
- Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.
- Construct and evaluate analytical arguments and write clear logical prose.

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/24/16

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)

Black Political Thought

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

Black Political Thought

c. New Course Information

Department Code POLS Lecture Contact Hours 3

Credit Hours 3 Lab Contact Hours _____

Course Number 305 Other Contact Hours _____

d. Catalog Course Description (if new or changed)

The course traces and examines how black political thinkers and activists have responded to central political questions in the United States and their relationship to the broader African Diaspora. We will explore major ideological trends and political philosophies, as they have been interpreted and applied by black thinkers. Key themes include the relationship between racial identity and questions of liberation, faith, and national belonging.

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): _____

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

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

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

Approvals (Curriculum Committee Use Only)

- X Department Vote; Date 3/28/16
- X Department Chair; Date 3/28/16
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Department of Political Science and International Relations
POLS 305: Black Political Thought

Instructor: Cory Charles Gooding

Office: 258 KIPJ

Office Hours: Tues. 10am –12pm or by appt.

Email: cgooding@sandiego.edu

Course Description

The course traces and examines how black political thinkers and activists have responded to central political questions in the United States and their relationship to the broader African Diaspora. We will explore major ideological trends and political philosophies, as they have been interpreted and applied by black thinkers. Key themes include the relationship between racial identity and questions of liberation, faith, and national belonging.

Learning Outcomes

In this class, we will consider these questions as we examine how politics and government in America work. At the end of this class, you will be able to:

- identify and gather information from credible primary and secondary sources.
- construct and evaluate analytical arguments and write clear logical prose.
- articulate and compare social scientific theories as they apply to American politics.
- state a conclusion that is a logical extrapolation from the inquiry process.
- develop an understanding of the importance of engaging in politics and a realization of political competence.
- be able to understand both theoretically and practically the values of citizenship and its beneficial consequences.
- critically reflect on and describe how you and others have experienced privilege and oppression
- analyze how social constructions are produced historically and reproduced in contemporary contexts.
- describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes.
- critically examine the intersections of categories such as race, ethnicity, class, gender and sexuality---from the local to the global---within the contexts of unequal power relationships and social justice.

Course Expectations

- Please do your best to attend, and be on time for every class meeting. Your physical and mental presence is important for collective development and enrichment.
- Mutual respect is a critical component of the course. As we are dealing with concepts and issues that do not have one correct answer, discussions aim to gain an understanding of multiple interpretations of a given text, not for you to prove to me that you've found "the point." You are under no obligation to agree with any interpretation of a text offered, including mine. Of course, should you be inclined to reject all of those represented, you'll want to construct your own. Please ensure that your comments are supportive of others,

and refrain from demeaning or hurtful commentary. All students should feel comfortable expressing themselves and expect to be heard.

- Texting, Instant Messaging, Tweeting, Facebooking and emailing will not be permitted in the classroom.
- Writing: This course requires that you complete written assignments. Be conscious of spelling, grammar, organizational clarity and other aspects of good composition. Please be sure to proofread (not just spell-check) your work.
- Plagiarism policy: There is a zero tolerance policy towards cheating and plagiarism. Every case will be reported to the relevant university authorities.
- Email correspondence: I will often send updates and class material via email. Please update your email so that you can receive all relevant class emails. I prefer to discuss substantive questions in person during office hours, but please feel free to use email to ask logistic questions and to provide updates.
- Social Media: The course encourages you to examine themes from the news and current events. As such, the course will use **#blackpoliticalthought** to highlight key stories in the media. You are under no obligation to use social media or the aforementioned hashtag if you are not so inclined.

Requirements and Grading

All exams and assignments must be completed to receive a passing grade.

15% Attendance and Participation: Students are expected to attend each class and demonstrate mastery of the reading content through participation in classroom discussions.

20% Reading Reviewers and Discussants: Each student is required to write a review (not a summary) of the readings for at least one week's meeting. The review should engage the reading, place it in critical conversation with other ideas and concepts in the course and identify its relevance to the current racial and political climate. Reviews are due by Sunday at 5pm. Reviewers will present their analytical review, providing comments to help motivate the class discussion. Students must write at least one review during the semester.

25% Short Essay: The midterm will take place in class on October 20 and will cover important themes and concepts from opening weeks of class.

40% Final Paper: The final assignment of the course is a 10 page paper (12 point font: 1 inch margins: Times New Roman font).

Course Texts

James Baldwin, *The Fire Next Time*

Coates, Ta-Nehisi. *Between the World and Me*.

Michael Dawson, *Black Visions*

W.E.B. DuBois, *Souls of Black Folk*

Paget Henry, *Caliban's Reason: Introducing Afro-Caribbean Philosophy*

Tommie Shelby, *We Who Are Dark: The Philosophical Foundations of Black Solidarity*

Reading Schedule and Course Outline

Week 1

Course Introduction

Race and Political Thought

- Charles W. Mills, *The Racial Contract*, Introduction & Ch. 1
- Hanes Walton Black Political Thought: The Problem Of Characterization

Week 2

The Contours of Black Political Thought

- Michael Dawson---Preface And Chapter 1 “The Contours Of Black Political Thought & Chapter “Black Ideologies And Black Public Opinion”
- Paget Henry, Introduction
- Bernard Boxill, “Two Traditions in African-American Political Philosophy”

Week 3

Black Liberalism I: Radical Egalitarianism and Disillusioned Liberalism

- Michael Dawson Chap. 6
- Frederick Douglass, Oration Delivered In Corinthian Hall, Rochester, (1882)
- Barack Obama, A More Perfect Union (2008)
- W. E. B. DuBois Close Ranks (1918)

Black Liberalism II: Black Conservativism

- Booker T. Washington, Atlanta Exposition Address
- Clarence Thomas, Views on Affirmative Action (1986)
- Glenn Loury, Beyond Civil Rights (1986)

Week 4

Black Nationalism

- Michael Dawson Chapter 3
- Martin Delaney, *from* The Political Destiny of the Colored Race on the American Continent (1854)
- David Walker *from* Walker’s Appeal (1829, 1830)
- Marcus Garvey, Address to the Second UNIA Convention (1921)
- Newton, Huey and Bobby Seale “The Black Panther Party for Self-Defense Ten-Point Platform and Program” *Farther to Go: Readings and Cases in African American Politics*. Pgs. 135-137
- Tommie Shelby, *from* *We Who Are Dark: The Philosophical Foundations of Black Solidarity*
- Todd Shaw, Separate Nations: Two Attitudinal Dimensions of Black Nationalism

Week 5

Black Marxism

- Michael Dawson Chapter 5
- A. Phillip Randolph and Chandler Owen *from* The Crisis (1919)
- W. E. B. Du Bois Labor Omnia Vincit (1919)
- Adolph Reed, Jr., *from* Class Notes: Posing as Politics

Week 6

Black Feminism/Womanism

- Michael Dawson Chapter 4
- Sojourner Truth, Address to the First Annual Meeting of the American Equal Rights Association (1867)
- Francis M. Beal, Double Jeopardy: To Be Black and Female
- In the Headlines: The Hill/Thomas Hearings
- Alice Walker, *from* In Search of Our Mother's Garden's: Womanist Prose

Week 7

The Public and Counter-Public Sphere

- Dawson Chapter 2
- Henry Louis Gates, Jr. The Black Person in Art: How Should S/He/Be Portrayed? (1987)
- Spence, Lester. "In this Journey, You're the Journalist: Rap Lyrics, Neoliberalism, and the Black Parallel Public" *Stare in the Darkness: The Limits of Hip Hop and Black Politics* pgs. 19-54

Week 8

Political Thought in the Diaspora

Paget Henry, TBA

Week 9

On Freedom, Faith and Nation

W.E.B. Dubois, The Souls of Black Folk

Week 10

On Freedom, Faith and Nation

James Baldwin – The Fire Next Time Part I

Week 11

On Freedom, Faith and Nation

James Baldwin – The Fire Next Time Part II

Week 12

On Freedom, Faith and Nation

Tanahesi Coates – Between the World and Me Part I

Week 13

On Freedom, Faith and Nation

Tanahesi Coates – Between the World and Me Part II

Week 14

Conclusion

TBA

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/24/16

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)

Conservative Political Thought

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

Conservative Political Thought

c. New Course Information

Department Code POLS Lecture Contact Hours 3

Credit Hours 3 Lab Contact Hours _____

Course Number 306 Other Contact Hours _____

d. Catalog Course Description (if new or changed)

Through the careful critical study of some of the most thoughtful and influential works of conservative political thought over the past two centuries, this class will explore the idea of conservatism and the varieties of conservative thought. The texts have been chosen primarily for the high quality of their writing and argument, rather than for any particular relevance to the most familiar manifestations of conservative ideology. Our goal in this class will be to take conservatism seriously as an idea—rather than merely an ideology—and expand our conceptions of what conservatism can mean far beyond the reductive picture we get in contemporary politics.

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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- X Department Vote; Date 3/28/16 _____
- X Department Chair; Date 3/28/16 _____
- 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 _____

POLS 306
CONSERVATIVE POLITICAL THOUGHT

PROFESSOR TIMOTHY WYMAN MCCARTY
TMCCARTY@SANDIEGO.EDU
OFFICE: IPJ 282; PHONE: (619) 260-4246
OFFICE HOURS: TUES 1-3; WED 1-3 (& BY APPT)

What does it mean to be conservative? Is conservatism really an ideology of its own or does it serve as a catch-all for a wide-ranging set of ideas? What is the relationship between a conservative ideology and a conservative temperament? How does the history of conservative thought relate to contemporary political figures and movements that seek to adopt the mantle of conservatism (i.e. Ted Cruz's promises to govern as a "true conservative" or Mitt Romney's unfortunate self-identification as "severely conservative")?

Through the careful critical study of some of the most thoughtful and influential works of conservative political thought over the past two centuries, this class will explore the idea of conservatism and the varieties of conservative thought. The texts have been chosen primarily for the high quality of their writing and argument, rather than for any particular relevance to the most familiar manifestations of conservative ideology. Our goal in this class will be to take conservatism seriously as an idea—rather than merely an ideology—and expand our conceptions of what conservatism can mean far beyond the reductive picture we get in contemporary politics.

REQUIREMENTS:

Students will write two papers of around 8 pages each plus either a final examination or a third paper on topic devised on a topic of your choice. Details will be forthcoming on all assignments. A rough grade breakdown is as follows:

Paper 1:	30%
Paper 2:	30%
Final:	25%
Participation:	15%

BOOKS:

All of the following books are available for purchase at the Torero Store. They will also be available on reserve at the library. It is highly recommended that you purchase all of the books, though it is not necessary to purchase the particular edition carried in the bookstore. The coursepack will soon be available on the course Blackboard page.

1. Edmund Burke, *Reflections on the Revolution in France*
2. Giuseppe di Lampudesa, *The Leopard*
3. Simone Weil, *The Need for Roots*
4. Wendell Berry, *What Are People For?*
5. FA Hayek, *The Road to Serfdom*
6. Saul Bellow, *Ravelstein*
7. Allan Bloom, *The Closing of the American Mind*

Reading Schedule

~All Readings Must Be Completed Before Class~

1. Defining Conservatism (Week 1)
Michael Oakeschott, "On Being Conservative"
Russell Kirk, *The Conservative Mind*
2. The Birth of Modern Conservative Thought (Weeks 2 – 4)
Edmund Burke, *Reflections on the Revolution in France*
Samuel Taylor Coleridge, selections
3. The Conservative Temperament (Week 5)
Giuseppe di Lampudesa, *The Leopard*
4. Earth & Community (Weeks 6 – 7)
Simone Weil, *The Need for Roots*
Wendell Berry, *What Are People For*
5. Economic Matters (Weeks 8 – 9)
Milton Friedman, *Capitalism & Freedom*
FA Hayek, *The Road to Serfdom*
Hillaire Belloc, *The Servile State*
GK Chesterton, "Utopia of Usurers"
Daniel Bell, *The Cultural Contradictions of Capitalism*
EF Schumacher, *Small is Beautiful*
6. Gender, Marriage, and Family (Week 10)
Jean Elshtain, "The Family & Civic Life"
Christina Hoff Sommers, *Who Stole Feminism?*
Andrew Sullivan, "The Debate on the Right"
Roger Scruton "Meaningful Marriage"
7. The Problems of Modernism (Weeks 11 – 12)
Michael Oakeschott, "Rationalism in Politics"
Leo Strauss, "The Three Waves of Modernity"
Alasdair MacIntyre, *After Virtue*
8. Education & the Souls of the Young (Weeks 13 – 14)
Allan Bloom, *The Closing of the American Mind*
Leo Strauss, "On Liberal Education"
Saul Bellow, *Ravelstein*

ACADEMIC INTEGRITY

Plagiarism or any other form of academic dishonesty will result in a failing grade in the course. Under certain circumstances, academic dishonesty may be grounds for expulsion from school. Please refer to the “Academic Integrity” section of USD Policy Manual (Section 4.8) for more information. It is your responsibility to familiarize yourself with the standards of academic integrity. If you have any questions about plagiarism or academic integrity, please speak to me or to an academic advisor.

ATTENDANCE & PARTICIPATION:

Presence in class is essential for success in the course for a variety of reasons, not least of which is your participation grade. You must come to class having read the assigned sections of the text and be prepared to answer questions and offer interpretations. You will be graded on participation, but you will not be compelled to speak. Your participation may come in the form of discussions after class or during office hours, e-mail correspondence, and attentiveness in class. Your participation grade depends upon active engagement with the course, and I am fully aware that in many cases the most engaged students are those who are saying the least.

A NOTE ON COMPUTERS

This is a text-focused class that leans heavily on discussion. For these and many more reasons, the use of computers in class is highly discouraged. You may choose to use one to take notes in class, but it is only fair to warn you of three considerations. First, it has been my experience that the presence of computers in the classroom significantly diminishes the quality of individual engagement and class discussion as a whole; this is likely to lessen both your enjoyment of the class and your participation grade. Second, you may be ejected from the class for doing things other than taking notes. Third, if you have a laptop, I will probably assume you are on the internet, which is not entirely fair, but it is the truth. With these considerations in mind, I leave it to your discretion whether or not to bring a laptop to class. Obviously, your cell phone should be silenced or turned off. Or you could leave it at home. You can actually do that.

ANOTHER DISCLAIMER OF SORTS

In this class, I am not (consciously) advocating for any particular ideology or interpretation. I am instead seeking to be an advocate for a serious consideration of the texts as I, to the best of my ability, understand them. My goal is simply to persuade you that the books we are reading and the kinds of questions we are pursuing are worth taking seriously. With that in mind, you are encouraged to challenge the arguments and interpretations I present as well as those of your classmates. I encourage you to argue in defense of your positions both boldly and respectfully. I also expect you to be open to having your mind changed.

LEARNING OUTCOMES

So long as (almost) everything goes according to plan, by the end of this course, you should all be well-prepared to:

- Give an account of the core ideas and arguments of the course texts
- Craft and defend both normative and interpretive arguments in written and oral communication
- Utilize a variety of interpretive methodologies to read and interpret primary source texts in the history of democratic thought
- Articulate both defenses and critiques of democracy
- Put the ideas and arguments drawn from the course texts into productive and critical conversation with contemporary political practices and ideas.
- Develop an understanding of the importance of engaging in politics and a realization of political competence.
- Understand both theoretically and practically the values of citizenship and its beneficial consequences.
- Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.
- Construct and evaluate analytical arguments and write clear logical prose.

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/28/16

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)

Black Politics

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

Black Politics

c. New Course Information

Department Code <u>POLS</u>	Lecture Contact Hours <u>3</u>
Credit Hours <u>3</u>	Lab Contact Hours _____
Course Number <u>318</u>	Other Contact Hours _____

d. Catalog Course Description (if new or changed)

The course traces and examines the political efforts of Black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy.

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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- Department Vote; Date 3/28/16
- Department Chair; Date 3/28/16
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Department of Political Science and International Relations
POLS 318: Black Politics

Instructor: Cory Charles Gooding
Class Meetings: Tues. 1:00pm - 3:55pm
Classroom:

Office Hours: Tues. 10am –12pm or by appt.
Office: 248 KIPJ
Email: cgooding@sandiego.edu

Course Description

The course traces and examines the political efforts of Black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy.

Learning Outcomes

In this class, we will consider these questions as we examine how politics and government in America work. At the end of this class, you will be able to:

- identify the structure and operation of the U.S. and other political systems.
- identify and gather information from credible primary and secondary sources.
- construct and evaluate analytical arguments and write clear logical prose.
- articulate and compare social scientific theories as they apply to American politics.
- state a conclusion that is a logical extrapolation from the inquiry process.
- develop an understanding of the importance of engaging in politics and a realization of political competence.
- be able to understand both theoretically and practically the values of citizenship and its beneficial consequences.
- critically reflect on and describe how you and others have experienced privilege and oppression
- Analyze how social constructions are produced historically and reproduced in contemporary contexts.
- Describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes.
- Critically examine the intersections of categories such as race, ethnicity, class, gender and sexuality---from the local to the global---within the contexts of unequal power relationships and social justice.

Course Expectations

- Please do your best to attend, and be on time for every class meeting. Your physical and mental presence is important for collective development and enrichment.
- Mutual respect is a critical component of the course. As we are dealing with concepts and issues that do not have one correct answer, discussions aim to gain an understanding of multiple interpretations of a given text, not for you to prove to me that you've found "the point." You are under no obligation to agree with any interpretation of a text offered, including mine. Of course, should you be inclined to reject all of those represented, you'll want to construct your own. Please ensure that your comments are supportive of others,

and refrain from demeaning or hurtful commentary. All students should feel comfortable expressing themselves and expect to be heard.

- Texting, Instant Messaging, Tweeting, Facebooking and emailing will not be permitted in the classroom.
- Writing: This course requires that you complete written assignments. Be conscious of spelling, grammar, organizational clarity and other aspects of good composition. Please be sure to proofread (not just spell-check) your work.
- Plagiarism policy: There is a zero tolerance policy towards cheating and plagiarism. Every case will be reported to the relevant university authorities.
- Email correspondence: I will often send updates and class material via email. Please update your email so that you can receive all relevant class emails. I prefer to discuss substantive questions in person during office hours, but please feel free to use email to ask logistic questions and to provide updates.
- Social Media: The course encourages you to examine themes from the news and current events. As such, the course will use **#blackpolitics** to highlight key stories in the media. You are under no obligation to use social media or the aforementioned hashtag if you are not so inclined.

Requirements and Grading

All exams and assignments must be completed to receive a passing grade.

15% Attendance and Participation: Students are expected to attend each class and demonstrate mastery of the reading content through participation in classroom discussions.

15% Reading Reviewers and Discussants: Each student is required to write a review (not a summary) of the readings for at least one week's meeting. The review should engage the reading, place it in critical conversation with other ideas and concepts in the course and identify its relevance to the current racial and political climate. Reviews are due by Sunday at 5pm. Reviewers will present their analytical review, providing comments to help motivate the class discussion. Students must write at least one review during the semester.

30% Midterm: The midterm will take place in class on October 20 and will cover important themes and concepts from opening weeks of class.

40% Final Paper: The final assignment of the course is a 7 page paper (12 point font: 1 inch margins: Times New Roman font).

Course Texts

Coates, Ta-Nehisi. 2015. *Between the World and Me*. New York: Spiegel and Grau.

Harris, Frederick. 2012. *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics* New York: Oxford University Press

McAdam, Doug. 1999. *Political Process and the Development of Black Insurgency, 1930-1970, Second Edition*. Chicago: University of Chicago Press

Walton, Jr., Hanes and Robert C. Smith. 2015. *American Politics and the African American Quest for Universal Freedom, Seventh Edition*. Hoboken: Pearson.

Disclaimer

Elements of the syllabus are inclined to change once I get a sense of the pace of our progress and the reading preferences of the class. I will notify you of any changes to the syllabus during class.

Reading Schedule and Course Outline

Course Introduction

September 8: Course Introduction

History and Ideology

September 15: On Freedom and Citizenship 1776-1862

- Walton Jr., Hanes and Robert C. Smith. “Universal Freedom Declared, Universal Freedom Denied: Racism, Slavery, and the Ideology of White Supremacy in the Founding of the Republic” *American Politics and the African American Quest for Universal Freedom*. Pgs. 1-22
- “Thomas Jefferson from notes on the State of Virginia” *Call and Response: Key Debates in African American Studies*. Eds. Henry Louis Gates Jr. and Jennifer Burton Pgs. 17-21
- “Frederick Douglass Speech on the Dredd Scott Decision” *Call and Response: Key Debates in African American Studies*. Eds. Henry Louis Gates Jr. and Jennifer Burton Pgs. 120-130
- Finkelman, Paul. 1996. “Making a Covenant with Death: Slavery and the Constitutional Convention,” *Slavery and the Founders: Race and Liberty in the Age of Jefferson*. Pgs. 1-33.

September 22: Integration or Separation 1862-1953

- Walton Jr., Hanes and Robert C. Smith. “Federalism and the Limits of Universal Freedom” *American Politics and the African American Quest for Universal Freedom*. Pgs. 23-48

- McAdam, Doug. 1999. "The Historical Context of Black Insurgency, 1876-1954," *Political Process and the Development of Black Insurgency, 1930-1970, Second Edition*. Pgs. 65-116
- Justice Brown "Plessy v. Ferguson" *Farther to Go: Readings and Cases in African American Politics*. Pgs. 36-39
- Garvey, Marcus. "Declaration of the Rights of the Negro Peoples of the World": The Principles of the Universal Negro Improvement Association" *Farther to Go: Readings and Cases in African American Politics*. Pgs. 204-211
- Dubois, W.E.B. "The Talented Tenth" *Farther to Go: Readings and Cases in African American Politics*. Pgs. 217 - 220
- Washington, Booker T. "The Atlanta Exposition Address" *Farther to Go: Readings and Cases in African American Politics*. Pgs. 221- 224

September 29: Civil Rights and Black Power Movements 1953-1970

- Walton Jr., Hanes and Robert C. Smith. "Social Movements and a Theory of African American Coalition Politics" *American Politics and the African American Quest for Universal Freedom*. Pgs 91-119
- McAdam, Doug. 1999. "The Generation of Black Insurgency 1955-1960" and "The Decline of Black Insurgency 1966-1970," *Political Process and the Development of Black Insurgency, 1930-1970, Second Edition*. Pgs 117-228
- X, Malcolm and Bayard Rustin "A Choice of Two Roads" *Call and Response: Key Debates in African American Studies*. Eds. Henry Louis Gates Jr. and Jennifer Burton. Pgs 563-568
- "Student Nonviolent Coordinating Committee Position Paper: The Basis of Black Power" *Farther to Go: Readings and Cases in African American Politics*. Pgs. 129-135
- Newton, Huey and Bobby Seale "The Black Panther Party for Self-Defense Ten-Point Platform and Program" *Farther to Go: Readings and Cases in African American Politics*. Pgs. 135-137

- “Brother Outsider: The Life of Bayard Rustin” [Film]

October 6: Between Feminism and Womanism

- Higginbotham, Evelyn. 1993. “The Politics of Respectability” *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920* pgs 185-230
- Lorde, Audre. 1984. “Sexism: An American Disease in Blackface” *Sister Outsider*. Pgs 60-65
- Crenshaw, Kimberle. 1989. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” *The University of Chicago Legal Forum* 140, pgs139-167.
- Frances Beal. 1970. “Double Jeopardy: To Be Black and Female” *Call and Response: Key Debates in African American Studies*. Eds. Henry Louis Gates Jr. and Jennifer Burton. Pgs. 801-807
- Combahee River Collective. 1977. “A Black Feminist Statement” *Call and Response: Key Debates in African American Studies*. Eds. Henry Louis Gates Jr. and Jennifer Burton. Pgs. 807-813

How have gender and sexuality challenged existing black movements for a more inclusive society?

October 13: Fall Break

October 20: Midterm

From Protest to Politics

October 27: The New Black Politics

- Harris, Frederick “Chicago: The Political Capital of Black America” *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics* pgs. 3-34
- Coburn, Politics “Mayor Dinkins and the Politics of Race in New York City” and “Tom Bradley and the Politics of Race” *African American Mayors: Race, Politics and the American City* pgs. 130-177.

- Zengerle, Jason. “The New Racism: This is how the Civil Rights Movement Ends” <http://www.newrepublic.com/article/119019/civil-rights-movement-going-reverse-alabama>

What are the factors that inform the black elected campaign and governance strategies with respect to race?

November 3: Political Culture

- Walton Jr., Hanes and Robert C. Smith. “Political Culture and Socialization” *American Politics and the African American Quest for Universal Freedom*. pgs. 49-68
- King, Kendra. “The Politics of Hip-Hop,” *African American Politics*. Pgs. 188-204
- Spence, Lester. “In this Journey, You’re the Journalist: Rap Lyrics, Neoliberalism, and the Black Parallel Public” *Stare in the Darkness: The Limits of Hip Hop and Black Politics* pgs. 19-54
- Reed, Adolph *Class Notes: Posing As Politics and Other Thoughts on the American Scene* “Selection TBA”

November 10: Political Behavior and Public Policy

- Walton Jr., Hanes and Robert C. Smith. “Voting Behavior and Elections,” “Public Opinion,” and “Domestic Policy and the African American Quest for Social and Economic Justice” *American Politics and the African American Quest for Universal Freedom*. Pgs. 69-80, 170-193 and 296-332
- King, Kendra. 2010. “African Americans and Political Parties” *African American Politics*. Pgs. 114-133
- Dawson, Michael C. “Katrina and the Nadir of Black Politics” *Not in Our Lifetimes: The Future of Black Politics*. Pgs. 21 - 62

November 17: Black Immigrant Politics

- Waters, Mary “Immigrants and American Race Relations,” *Black Identities*. Pgs. 326-346

- Greer, Christina “A Theory of Black Elevated Minority Status” *Black Ethnics: Race, Immigration, and the Pursuit of the American Dream*. Pgs. 11-37
- Smith, Candis “Black on Black History” and “Diasporic Consciousness” *Black Mosaic: The Politics of Black Pan-Ethnic Diversity*. Pgs. 19-68

November 24: Congress and the Presidency

- Walton Jr., Hanes and Robert C. Smith. “The Congress and the African American Quest for Universal Freedom” *American Politics and the African American Quest for Universal Freedom*. Pgs. 195-217
- King, Kendra. 2010. “African Americans and the President” *African American Politics*. Pgs. 79-96
- Harris, Frederick. “The Clash of Ideas” *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics*. Pgs. 3-34
- Gooding, Cory. “President Obama and the Rhetoric of Race: Between Responsibility and Respectability”
- Obama, Barack. “A More Perfect Union” *Call and Response: Key Debates in African American Studies*. Eds. Henry Louis Gates Jr. and Jennifer Burton. Pgs. 874-880
- Obama, Barack “Morehouse Speech” <https://www.whitehouse.gov/the-press-office/2013/05/19/remarks-president-morehouse-college-commencement-ceremony>

Looking Forward

December 1: Perspectives on Black Life in the 21st Century

- Coates, Ta-Nehisi *Between the World and Me*
- Rogers, Melvin. “Between Pain and Despair: What Ta-Nehisi Coates Is Missing” http://www.dissentmagazine.org/online_articles/between-world-me-ta-nehisi-coates-review-despair-hope

December 8: 21st Century Challenges and Reparations

- Coates, Ta-Nehisi The Case for Reparations (2014)
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>
- Reed, Adolph “The Case against Reparations” (2000) Pgs. 995-998

Course Proposal (new or changes) Action Sheet

1. Today's Date _____3/27/16_____

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)
Politics of Race and Ethnicity

b. Catalog Title (**60 characters maximum**; appears only in Catalog)
Politics of Race and Ethnicity

c. New Course Information

Department Code POLS_

Lecture Contact Hours _3_

Credit Hours _3_

Lab Contact Hours _____

Course Number _319_

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the political experience and engagement of Native Americans, Black Americans, Latinos, Asian Americans, and White Americans in both a historical and contemporary context.

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? _____

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

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

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

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

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

Approvals (Curriculum Committee Use Only)

- X Department Vote; Date 3/28/16
- X Department Chair; Date 3/28/16
- Core Curriculum Committee; Core Designation _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Other Curriculum Committee; Name _____ Date _____ (if needed)
- Dean; Date _____

Department of Political Science and International Relations
POLS 319: Politics of Race and Ethnicity

Instructor: Cory Charles Gooding
Class: Tues. & Thurs. 2:30m - 3:50pm
Classroom: 327 Olin Hall

Office Hrs: Tues. & Thurs. 4pm – 5pm
Office: 258 Kroc Institute for Peace & Justice
Email: cgooding@sandiego.edu

Course Description

What is the role of race and ethnicity in U.S. politics? Are we post-racial yet? The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the political experience and engagement of Native Americans, Black Americans, Latinos, Asian Americans, and White Americans in both a historical and contemporary context. We will also investigate the potential for colorblindness as an approach to American politics.

Learning Outcomes

In this class, we will consider these questions as we examine how politics and government in America work. At the end of this class, you will be able to:

- identify the structure and operation of the U.S. and other political systems.
- identify and gather information from credible primary and secondary sources.
- construct and evaluate analytical arguments and write clear logical prose.
- articulate and compare social scientific theories as they apply to American politics.
- state a conclusion that is a logical extrapolation from the inquiry process.
- develop an understanding of the importance of engaging in politics and a realization of political competence.
- be able to understand both theoretically and practically the values of citizenship and its beneficial consequences.
- critically reflect on and describe how you and others have experienced privilege and oppression
- Analyze how social constructions are produced historically and reproduced in contemporary contexts.
- Describe struggles of marginalized peoples and their allies against forces such as racism, sexism, classism, or heterosexism to attain equitable outcomes.
- Critically Examine the intersections of categories such as race, ethnicity, class, gender and sexuality---from the local to the global---within the contexts of unequal power relationships and social justice.

Course Expectations

- Please do your best to attend, and be on time for every class meeting. Your physical and mental presence is important for collective development and enrichment.
- Mutual respect is a critical component of the course. As we are dealing with concepts and issues that do not have one correct answer, discussions aim to gain an understanding of

multiple interpretations of a given text, not for you to prove to me that you've found "the point." You are under no obligation to agree with any interpretation of a text offered, including mine. Of course, should you be inclined to reject all of those represented, you'll want to construct your own. Please ensure that your comments are supportive of others, and refrain from demeaning or hurtful commentary. All students should feel comfortable expressing themselves and expect to be heard.

- Texting, Instant Messaging, Instagramming, Tweeting, Facebooking and emailing will not be permitted in the classroom.
- Writing: This course requires that you complete written assignments. Be conscious of spelling, grammar, organizational clarity and other aspects of good composition. Please be sure to proofread (not just spell-check) your work.
- Plagiarism policy: There is a zero tolerance policy towards cheating and plagiarism. Every case will be reported to the relevant university authorities.
- Email correspondence: I will often send updates and class material via email. Please update your email so that you can receive all relevant class emails. I prefer to discuss substantive questions in person during office hours, but please feel free to use email to ask logistic questions and to provide updates.
- Social Media: The course encourages you to examine themes from the news and current events. As such, the course will use *#raceandpolitics* to highlight key stories in the media. You are under no obligation to use social media or the aforementioned hashtag if you are not so inclined.

Requirements and Grading

All exams and assignments must be completed to receive a passing grade.

15% Attendance and Participation: Students are expected to attend each class and demonstrate mastery of the reading content through participation in classroom discussions. Unauthorized absence from more than 2 class meetings will negatively impact the final grade.

15% Reading Reviewers and Discussants: Each student is required to write a 3-4 page review (not a summary) of the readings for at least one week's meeting. The review should engage the reading, place it in critical conversation with other ideas and concepts in the course and identify its relevance to the current racial and political climate. Reviews are due by Wednesday at 5pm. Reviewers will present their analytical review, providing comments to help motivate the class discussion. Students must write at least one review during the semester.

30% Midterm: The midterm will take place in class on March 8 and will cover important themes and concepts from opening weeks of class.

40% Final Paper: The final assignment of the course is a 10 page paper (12 point font: 1 inch margins: Times New Roman font).

Course Texts

Shaw, DeSipio, Pinderhughes, and Travis. *Uneven Roads: An Introduction to Race, Ethnicity and Politics*. Los Angeles: CQ Press, 2014. (SDPT)

Bonilla-Silva, Eduardo. *Racism without Racists: Color Blind Racism and the Persistence of Racial Inequality in America*. Lanham: Rowman and Littlefield, 2014.

Beltran, Cristina. *The Trouble with Unity*. New York: Oxford University Press, 2010.

Disclaimer

Elements of the syllabus are inclined to change once I get a sense of the pace of our progress and the reading preferences of the class. I will notify you of any changes to the syllabus during class.

Reading Schedule and Course Outline

Understanding Race

January 26: Course Introduction

January 28: Defining Race, Ethnicity and Racism I

- SDPT, “Introduction: Race as an Uneven Road,” 1-30.
- Mullainathan, Sendhil. “Racial Bias Even When We Have Good Intentions”

Historical Foundations

February 2: Native American Politics I

- SDPT, “Native Americans: The Road from Majority to Minority, 1500s-1970s,” 31-68.
- Transcript of President Andrew Jackson's Message to Congress 'On Indian Removal.' (1830)

February 4: Native American Politics II

- Cornell, Stephen “Remaking the Tools of Governance: Colonial Legacies, Indigenous Solutions” *Native American Voices*. New Jersey: Pearson, 2010, 352-363.

February 9: African American Politics I

- SDPT, “The African American Political Journey, 1500s-1965,” 69-109.
- Onwuachi-Willig, Angela. “A Beautiful Lie: Exploring Rhinelander v. Rhinelander as a Formative Lesson on Race, Identity, Marriage, and Family

February 11: African American Politics II

- Douglass, Frederick. “What to the Slave Is the Fourth of July?”
- King Jr, Martin Luther, “Letter from Birmingham Jail”
- Jefferson, Thomas, “On the African Race,” Excerpt from *Notes on the State of Virginia*

February 16: Latino Politics I

- SDPT, “The Road toward Contemporary Latino Politics, 1500s-1970s,” 111-140

February 18: Latino Politics II

- Beltran, Cristina. “Introduction: Sleeping Giants and Demographic Floods: Latinos and the Politics of Emergence,” and “El Pueblo: Visions of Unity in the Chicano and Puerto Rican Movements. *The Trouble with Unity*. New York: Oxford University Press, 2010. 3-55.

February 23: Asian American Politics

- SDPT, “Different and Common Asian Roads.” Pgs. 141-171.

- Petersen, William. "Success Story, Japanese-American Style." *New York Times Magazine* (January 9, 1966): 20-21, 33, 36, 38, 40-41, 43.

February 25: Whiteness and Politics

- SDPT. "Whiteness and the Shifting Roads of Immigrant America, 1780s-1960s," 173-198.
- Harris, Cheryl I. "Whiteness as Property," *Harvard Law Review*. June 1993 Volume 106, Number 8. 1710-1756.

Political Engagement

March 1: Group Consciousness

- SDPT, "Group Identity, Ideology, and Activism," 235 – 264.
- Paula D. McClain, Jessica D. Johnson Carew, Eugene Walton, Jr., and Candis S. Watts. "Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics?" *Annual Review of Political Science*, Volume 12, 2009. 471- 485.

March 3: Political Behavior and Representation

- SDPT, "Voting Rights in American Life," and "Political Behavior and Representation: Minorities' Growing Voice," 199 – 234 and 265-292
- Jason Zengerle, "The New Racism: This is how the Civil Rights Movement Ends" <http://www.newrepublic.com/article/119019/civil-rights-movement-going-reverse-alabama> [Link available on Blackboard]

March 8: Midterm

In-Class Exam

Colorblindness, Policy and the Public

March 10: Colorblindness and Racial Privilege

- BCCDOSW, "Introduction: Race Preferences and Race Privileges" and "Of Fish and Water: Perspectives on Racism and Privilege," 1-65.
- Bonilla-Silva, Eduardo. "The Central Frames of Color-Blind Racism," *Racism without Racists: Color Blind Racism and the Persistence of Racial Inequality in America*. Lanham: Rowman and Littlefield, 2014. 73-99.

March 15: Education and Criminal Justice I

- SDPT, "Education and Criminal Justice Policies: Opportunity and Alienation," 293 – 327.
- Department of Justice Findings Regarding Department of Justice Investigation of Lauderdale County Youth Court, Meridian Police Department and Mississippi Division of Youth Services, Friday August 10, 2012.[SKIM]

March 17: Education and Criminal Justice II

- Alexander, Michelle. "The Color of Justice," *The New Jim Crow*. New York: New Press, 2012. 97-139.
- United States Department of Justice Civil Rights Division Investigation of Ferguson Police Department, March 4, 2015. [SKIM]

March 29: Employment and Housing I

- Bonilla-Silva, Eduardo. "I Did Not Get That Job Because of a Black Man..." *Racism without Racists: Color Blind Racism and the Persistence of Racial Inequality in America*. Lanham: Rowman and Littlefield, 2014. Pgs. 73-99.
- Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *The University of Chicago Legal Forum* 140 (1989), 139-167.

March 31: Employment and Housing II

- Rothstein, R. "Why Did Ferguson and Baltimore Erupt? Look to the Government-Backed History of Housing Segregation: The recent African-American uprisings aren't just about police brutality." In *These Times*. April 30, 2015
- Purnell, Brian "Operation Clean Sweep: The Movement to Create a "First Class Bedford Stuyvesant" *Fighting Jim Crow in the County of Kings: The Congress of Racial Equality in Brooklyn*. Lexington: University Press of Kentucky, 2015.

April 5: Health Care and the Environment I

- Brandt, Allan M. "Racism and Research: The Case of the Tuskegee Syphilis Study." *The Hastings Center Report*, 1978. 8(6): 21-29.
- Tesler, M. "The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race." *American Journal of Political Science*, 2012, 56(3), 690–704.

April 7: Health Care and the Environment II

- Cole, Luke W. and Sheila R. Foster, "Environmental Racism: Beyond the Distributive Paradigm," *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*
- Seamster, Luoise and Jessica Welburn "How a Racist System Has Poisoned the Water in Flint, Mich." *The Root*.

April 12: Gender, Class and Sexuality

- SDPT, "Beyond Race: Intersections of Race, Class, Gender, and Sexual Orientation," 383-401.
- Hill-Collins, Patricia. "It's All in the Family: Intersections of Gender, Race, and Nation" *Hypatia*. Vol. 13, No. 3, *Border Crossings: Multicultural and Postcolonial Feminist Challenges to Philosophy (Part 2)* (Summer, 1998), 62-82.

April 14: Illuminated Individualism

- Wise, Tim. “Illuminated Individualism: A Paradigm for Progressive Color Consciousness,” *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*. San Francisco: City Lights Books, 2010. 153-194.

Defining and Nation

April 19: Immigration, Diasporic Politics and Foreign Affairs I

- SDPT, “Immigration Policy: The Road to Settlement and Citizenship,” 329 – 357.
- Massey, Douglas S. “Five Myths About Immigration: Common Misconceptions Underlying US Border-Enforcement Policy.”

April 21: Immigration, Diasporic Politics and Foreign Affairs II

- SDPT, “Diasporic Politics and Foreign Affairs,” 359 – 382.

April 26: Between the Individual and the International I

- Levitt, Peggy. “Transnational Villagers” *Race and Ethnicity: Comparative and Theoretical Approaches*. Malden: Blackwell Publishers, 2003. 260-273.
- Minter, William and Hill, Sylvia. “Anti-Apartheid Solidarity in United States–South Africa Relations: From the Margins to the Mainstream” *The Road to Democracy in South Africa, Volume 3*, International Solidarity. 745 – 822.

April 28: Between the Individual and the International II

- Huntington, Samuel. “Mexican Immigration and Hispanization,” *Who Are We? The Challenges to America's National Identity*. New York: Simon & Schuster, 2004. 221-256.
- Beltran, Christina. “The Incomplete and Agnostic ‘We’: Reading Latinidad into Democratic Theory,” *The Trouble with Unity*. New York: Oxford University Press, 2010. 56-74.

May 3: Who are We?

- Schlesinger, Arthur. “E Pluribus Unum?” and “Epilogue” *The Disuniting of America*. New York: Norton, 1998. 125-166.
- Takaki, Ronald. “We Will All be Minorities,” *A Different Mirror: A History of Multicultural America*. New York: Back Bay Books, 2008. 434-440.

May 5: Conclusion

- Obama, Barack. “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches”

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/14/16

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)

War Powers & the Constitution

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

War Powers in the American Constitutional System

c. New Course Information

Department Code POLS

Credit Hours 3

Course Number 320

Lecture Contact Hours 3

Lab Contact Hours

Other Contact Hours

d. Catalog Course Description (if new or changed)

This course focuses on the war powers that the Constitution grants to the Congress and the president. Particular attention will be paid to the ways in which that balance has evolved over time from the founding to the present day.

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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input checked="" type="checkbox"/> Department Vote; Date <u>3/28/16</u> _____ |
| <input checked="" type="checkbox"/> Department Chair; Date <u>3/28/16</u> _____ |
| <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 _____ |

POLS 320
War Powers and the American Constitution
Dr. Casey B. K. Dominguez

This class will deal with the issues of authority over war and peace in the American constitution. The United States Constitution seems, on paper, and seemed, to the founding generation, to clearly delineate the boundaries between Congress' powers over war and peace and the president's. The Congress was to initiate all conflicts, large and small, to fund them, and to define their scope. The President was to wage those wars once authorized. However, over time there has been a monumental shift in the way Americans, including presidents and members of Congress, understand those boundaries. In this class, we will look closely at the operation of the Constitution in conflicts throughout American history, and try to understand whether, when, and why, the powers over war and peace have shifted from the Congress to the president.

Your own research about two conflicts, presented to the class, will form the backbone of the course. From primary source material, you will learn about how the Constitution operated during two conflicts from two different periods in history. As we walk through time from the founding to the present day, you and your classmates will present your research to the class. At the end of the semester, you will take the research from those two conflicts and integrate them into one final paper that makes an argument about what your two examples teach us about the broader trends in American Constitutional Development.

Learning objectives:

1. To improve your ability to identify the structure and operation of the U.S. and other political systems.
2. To better understand the way rules and laws affect war, peace, and the use of force by the United States.
3. To improve your ability to identify and gather information from credible primary and secondary sources.
4. To develop the ability to independently evaluate news about war and peace.
5. To critically analyze and be able to identify weaknesses in the American Constitutional system.

The texts for the course are as follows:

Louis Fisher. 2010. *Presidential War Power*, 2nd edition. (Lawrence, KS: University Press of Kansas).

Other readings are on E-reserve.

Grades

Constitutional Convention delegate introduction	5%
Basic research on conflict #1	10%
Presentation on conflict #1	10%
Basic research on conflict #2	10%
Presentation on conflict #2	10%
Paper outline	5%
Final Paper	20%
Final Exam	20%
Attendance and Active Participation	10%

Readings and Assignments

Day 1: Introduction

Day 2: Overview of the puzzle.

Louis Fisher, “What is the Appropriate Role of Congress in National Security Policy?” in George C. Edwards III, ed., *Readings in Presidential Politics* (Belmont, CA: Thomson Wadsworth, 2006), pp. 263-290.

John Yoo, Memorandum from the Deputy Legal Counsel to the President, September 25, 2001.

Day 3: The king, the parliament, and prerogative power.

(ER) John Locke, *Second Treatise on Government* CHAPTER. XII.

(ER) Blackstone's Commentaries on the Laws of England, Book the First : Chapter the Second - Of the Parliament , Chapter 7.

Day 4: The colonies and the Revolutionary War.

(ER) December 22, 1776: Congress confers powers upon George Washington, as commander-in-chief of the Continental army. From memory.loc.gov

(ER) In Congress, May 2, 1780 : Instructions to the captains and commanders of private armed vessels which shall have commissions or letters of marque and reprisal. United States. Continental Congress. From memory.loc.gov

Day 5: The Articles of Confederation.

(ER) The Articles of Confederation. March 1, 1781.

Day 6-7. The Constitutional Convention.

You have been assigned to represent a delegate to the Constitutional Convention. Write a one-page summary of this person’s life and prepare to introduce yourself to the class in character.

(ER) Richard J. Ellis, *Founding the American Presidency*, (Lanham, MD: Rowman & Littlefield) 1999; pp. 154-180. Please bring the reading with you to class on Wednesday.

Day 8-9. What does the Constitution mean? How were war powers used in the early 19th century?

Fisher, pages 1-26.

(ER) James Madison and Alexander Hamilton, *The Pacificus-Helvidius letters*.

(ER) Joseph Story, *Commentaries on the US Constitution*, Chapter 21.

Day 10-12. 19th century uses of war powers: War of 1812, Indian Wars, Mexican War.

Fisher, 26-36. Additional readings TBA.

RESEARCH DUE ON CONFLICTS FROM 1789-1859

PRESENTATIONS ON CONFLICTS FROM 1789-1859

Day 13-14. 19th century uses of war powers: The Civil War

(ER) “Abraham Lincoln’s Letter to Albert G. Hodges (1864)”, “The Gettysburg Address,” and “Ex Parte Milligan” excerpts from *The Evolving Presidency*, ed. Michael Nelson (Washington: CQ Press 1999).

Additional readings TBA.

RESEARCH DUE ON THE CIVIL WAR

PRESENTATIONS ON THE CIVIL WAR

Day 15-16. The imperialist period.

Fisher, 45-54. Additional readings TBA.

RESEARCH DUE ON CONFLICTS FROM 1866-1913

PRESENTATIONS ON CONFLICTS FROM 1866-1913

Day 17. World War I Abroad and at home.

Fisher, 54-57. Additional readings TBA.

RESEARCH DUE ON WORLD WAR I.

Day 18. The *Curtiss-Wright* case.

(ER) *United States v. Curtiss Wright Export Corp. (1936)*

Day 19. World War II Abroad.

Fisher, 61-63. Additional readings TBA.

RESEARCH DUE ON WORLD WAR II.

PRESENTATIONS ON WORLD WAR II.

Day 20, World War II at home.

(ER) *Korematsu vs. United States*

Day 21. The United Nations

Fisher Chapter 4.

(ER) The United Nations Participation Act.

Day 22. The Korean War.

(ER) *Youngstown Sheet and Tube Co. v. Sawyer (1952)* excerpts from *The Evolving Presidency*, ed. Michael Nelson (Washington: CQ Press 1999).

RESEARCH ON THE KOREAN WAR DUE.

PRESENTATIONS ON THE KOREAN WAR.

Day 23. The CIA and Covert Operations.

Fisher, chapter 8.

RESEARCH ON COVERT OPERATIONS, 1950-1990 DUE

PRESENTATIONS ON COVERT OPERATIONS, 1950-1990 DUE

Day 24-25. The Vietnam War.

Fisher, chapter 6

RESEARCH ON THE VIETNAM WAR DUE

PRESENTATIONS ON THE VIETNAM WAR

Day 26. The War Powers Resolution.

(ER). The War Powers Resolution.

Day 27-28. Interventions from Ford to Clinton.

Fisher, chapter 7.

RESEARCH ON CONFLICTS FROM 1974-2000 DUE

PRESENTATIONS ON CONFLICTS FROM 1974-2000

Day 29-30. Interventions from Bush to Obama.

Fisher, chapter 10.

RESEARCH ON CONFLICTS FROM 2000-PRESENT DAY

PRESENTATIONS ON CONFLICTS FROM 2000-PRESENT DAY

All outlines of final papers due.

Day 31. Political Science and Constitutional War Powers.

(ER) Chapter 1, Howell and Pevehouse, 2007. *While Dangers Gather: Congressional Checks on Presidential War Powers* (Princeton: Princeton University Press).

(ER) Chapter 7, Kriner, Douglas L. 2010. *After the Rubicon*. Chicago: University of Chicago Press.

Day 32. Political Science and Constitutional War Powers.

Moe, Terry and William Howell. 1999. "Unilateral Action and Presidential power: A Theory." *Presidential Studies Quarterly* 29, no. 4 (December) 850-873.

(ER) Dominguez, excerpts from work in progress, *Implied Authority: The Political Evolution of the Commander in Chief Clause*.

Day 33. Restoring Checks and Balances.

Fisher, chapter 9.

(ER) Gordon Silverstein. 1994. "Judicial Enhancement of Executive Power" in Paul E. Peterson, ed., *The President, the Congress, and the Making of Foreign Policy*. (Norman: University of Oklahoma Press), 23:48.

Day 34. Review for Final exam. **All final papers due.**

Final Exam.

The final examination will consist of several short answer questions and one essay question. Information from your fellow students' projects is fair game for the exam.

Projects.

You will compare two conflicts from different time periods in American history, and write a major paper that evaluates the similarities and differences between them. You will do the research for this paper in a sequence of short assignments that you will both write and present to the class each day.

Choose two conflicts that are as similar as possible from two different time periods..(For the purposes of comparison, choose two conflicts that are similar on at least one dimension. For example, choose two major declared wars or two major wars on American soil or two minor interventions abroad or two

conflicts involving the National Guard, or two conflicts involving terrorism/piracy, or two interventions in another country's affairs or two conflicts in Latin America....etc.) Here is a list to get you started:

Time period 1: Founding to the Civil War

Undeclared Naval War with France

Barbary Wars

Naval conflicts with privateers and pirates in Gulf of Mexico and Caribbean

War of 1812

First and Second Seminole Wars

Mexican War

Civil War

Time period 2: Civil War to World War II

Boxer Rebellion intervention

Spanish American War

Intervention in the Panama/Colombia

Occupation of the Philippines

Interventions in Honduras, Nicaragua, Turkey, and the Dominican Republic

World War I

Interventions in China 1912-1941

Interventions in Mexico 1918-19

Time period 3: World War II to the War Powers Resolution

World War II

Korean War

Cuban Missile Crisis

Interventions in the Congo/Egypt/Caribbean/China

Vietnam War

Time period 4: Post-War Powers Resolution

Interventions in Iran, Zaire

Lebanon

Grenada

First Gulf War

Iraq War

War in Afghanistan

Interventions in Yemen, Pakistan

Basic research on each of your two conflicts:

When we get to each conflict in the syllabus, your own research on that conflict is due to Professor Dominguez, and you should present to the class an oral summary of what you find in answer to each of the following four questions:

- Part 1: 1-3 page summary of each conflict. What is the basic information about each conflict? When and why did the conflict take place? What political, economic, and security concerns prompted the conflict? How and when did the fighting start, how long did it last, how many people casualties did each side experience, and how and when did it end?

Acceptable sources: for basic info, like dates and casualty numbers, online encyclopedia-type sources are an okay place to start. Understanding the causes of the conflicts in more detail requires the use of books and other authoritative sources.

- Party 2: 1-3 page summary of what Congress did in each conflict. What did Congress do to support the conflict? Did members speak in favor or against it? Did Congress explicitly authorize the fighting? How much did Congress authorize to be spent on the conflict? Was Congress divided about the merits of the conflict?

Acceptable sources: *The Congressional Record*, *Congressional Quarterly*, books.

- Part 3: a brief 1-3 page summary of what the president did in each conflict. What did the president say and do about the conflict before it began, as it began, during its course, and as it concluded?

Acceptable sources: Presidential papers and speeches available at the University of California Santa Barbara's online American Presidency Project. Books are also a necessary source.

- Part 4: a brief summary of any court cases that arose that were important to the progress of the conflicts you studied. Did the courts rule on any part of the conflict? Were there issues surrounding property, damages, pensions, civil liberties, or balance of power issues that stemmed from the conflict? How did the courts' ruling(s) reflect on the political processes that gave rise to the conflict?

Sources: Gordon Silverstein, Clinton Rossiter, Louis Fisher and others have written about the courts and war powers; books about the conflicts themselves will also have some information. Reading in depth about the conflicts you are studying should bring relevant court cases to your attention.

Outline of your paper. Make an outline of your paper that is organized around a thesis statement that answers the following questions: How did the political and constitutional processes governing war operate in the cases you have studied? Were there important changes between them? What accounts for those differences?

Final paper. Integrate the information you have gathered into a single paper and final powerpoint for the class. Pasting together your three page papers will NOT suffice, although it is acceptable for you to use information and text from these papers in your integrated document.

Grading rubric for paper

	A/A-	B+/B	B-/C+	C or below
Student's position perspective, thesis/hypothesis	First paragraph clearly states a thesis that encompasses the entire argument. Specific answer to prompt/thesis is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged.	Thesis statement previews the topics that will be covered in the paper, and takes into account some of the complexities of an issue.	First paragraph states what the paper will be about, but does not encompass the main points of the paper.	Specific answer/thesis is not stated, or is simplistic and obvious.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation /evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation /evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation /evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/ evaluation.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Writing is organized and coherent.	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates to readers with clarity and fluency and is virtually error-free	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Grade and comments:

Oral Presentation Rubric

	A A-	B+ B	B- C+	C-F
Central Message	Central message is compelling, precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
Organization	Organizational pattern (specific introduction and conclusion, sequenced material, transitions) is clearly and consistently observable and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Evidence	A variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the presentation and establishes the presenter's credibility.	Supporting materials make appropriate reference to information that generally supports the presentation or establishes the speaker's credibility.	Supporting materials make appropriate reference to information that partially supports the presentation or establishes the speaker's credibility.	Insufficient supporting materials make appropriate reference to information that minimally supports the presentation or establishes the speaker's credibility.
Connection to the audience	Amount of information presented informs the audience without overwhelming it with detail. Language is appropriate to the audience and jargon is clearly defined and appropriately used.	Amount of information presented informs the audience though too much or too little detail comes across at times. Language is appropriate to the audience.	Amount of information presented informs the audience though too much or too little detail comes across at times. Language choices are mundane and commonplace and partially support the effectiveness of the presentation.	Amount of information presented is inappropriate. It lacks detail or includes too much detail. Language choices are unclear and minimally support the effectiveness of the presentation.
Directing and holding the audience's attention	Visual Aids add value to the presentation, draw the audience's attention to the most important points, communicate information clearly, and are clearly coordinated with the spoken part of the presentation.	Visual Aids draw attention to some important points, communicate information clearly and are mostly coordinated with the spoken presentation.	Visual Aids communicate some information related to the oral presentation, but do not add much value, lack coordination and distract from the spoken presentation.	Visual Aids are distracting and uncoordinated. They detract from what is being communicated orally.
Delivery	Delivery techniques (posture, gesture, eye contact, vocal expressiveness) make the presentation compelling and the speaker appears enthusiastic, polished, and confident.	Delivery techniques (posture, eye contact, gesture, vocal expressiveness) make the presentation interesting, and the speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness) make the presentation understandable. The speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness) detract from the understandability of the presentation and the speaker appears uncomfortable.

Course Proposal (new or changes) Action Sheet

1. Today's Date 3/14/16

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)

International Political Boundaries

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

International Political Boundaries and Border Policies

c. New Course Information

Department Code POLS

Lecture Contact Hours 3

Credit Hours 3

Lab Contact Hours _____

Course Number 379

Other Contact Hours _____

d. Catalog Course Description (if new or changed)

This course provides an examination of the theoretical and empirical literature on international boundary dynamics and border policies related to diplomacy, migration, trade, economic development, crime, and terrorism. This course may also consider boundary negotiations over contested interstate borders.

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? _____

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

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

If Y, with what course? _____

Will the linked course be deleted? Y/N

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

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

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

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

Approvals (Curriculum Committee Use Only)

- | |
|---|
| <input checked="" type="checkbox"/> Department Vote; Date <u>3/28/16</u> |
| <input checked="" type="checkbox"/> Department Chair; Date <u>3/28/16</u> |
| <input type="checkbox"/> Core Curriculum Committee; Core Designation _____ Date _____ (if needed) |
| <input type="checkbox"/> Other Curriculum Committee; Name _____ Date _____ (if needed) |
| <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 _____ |

Vidya Nadkarni
Office: IPJ 259A

Tel: 619-260-4010
Email: nadkarni@sandiego.edu
Office Hours: T, TH 10:35 AM-12:05 PM
W 9:00 AM-11:00 AM

POLS 379

INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLICIES

Spring 2016

Class Meeting Time and Location:

T, TH 9:15 AM to 10:35 AM

KIPJ 214

Course materials for this class are available on Blackboard. All students registered for the class have automatic access to these materials. Go to <ole.sandiego.edu> and log in with your MySan Diego username and password and you should find a link to this course identified by number and section.

Course Scope and Objectives:

What do boundaries signify in twenty-first century international politics? Do they represent lines of political and legal division separating citizens from foreigners? Or have boundaries been rendered invisible by the movement of people and trade across borders? Transnational challenges dealing with the environment, drugs, human migration, and terrorism do not stop at borders. How may we conceptualize borders that serve as lines of division and points of exchange? This course will begin with a study of religious and ethical traditions on the making and unmaking of boundaries. Drawing on historical examples from around the world, we will examine boundary narratives, explore the causes of border conflicts that often spill over into violence, and investigate the conditions for the creation of zones of peace in border areas.

Course Learning Outcomes:

This course is designed to achieve several knowledge, skills and values outcomes.

- (1) Students will be able to identify assumptions and concepts relating to mainstream and alternative international relations theories and approaches used by scholars in the literature on political space.
- (2) Students will learn how viewing the empirical world through the assumptions of each of these approaches yield different interpretations of spatial boundaries.

(3) Students will be able to identify the ethical and cultural traditions related to boundary construction.

(4) Students will become familiar with the nature of research and writing in the discipline of international relations.

Books:

Alexander C. Diener and Joshua Hagen, ed. *Borderlines and Borderlands: Political Oddities at the Edge of the Nation-State*, Lanham, MA: Rowman & Littlefield, 2010.

Allen Buchanan and Margaret Moore, ed. *States, Nations, and Borders: The Ethics of Making Boundaries*, Cambridge: Cambridge University Press, 2003.

Assigned readings that are not in the texts above are available on Blackboard.

Course Requirements:

Class participation counts for an important part of your grade. Participation means more than regular attendance, which is both expected and required. It also means that students complete all assigned readings and participate actively in class discussions. During each class session, several students will be called upon to facilitate the discussion and analysis of the readings assigned for each class. Students will do this by analyzing the central arguments in each reading and generating questions for discussion. The instructor will also be actively engaged in guiding the discussion in order to ensure that all angles have been explored. All students will be expected to have read the material thoroughly so that we may have an active and thoughtful exchange of ideas (**5% for this component**).

There will be one **midterm test** and one **final exam**. In both exams, students will need to: identify important concepts/terms in Part I; write short answers testing mastery of course-related information in Part II; and write an analytical essay in Part III. Each exam will be worth 30% of your grade for the class for a total of **60%**.

Research Paper:

The research paper is an important component of the course work and students are urged to follow scrupulously the posted deadlines for all stages of the writing process. Late submissions at any stage of the process will incur a grade penalty. Students will select a topic (**topic selection to be cleared with the instructor by February 9**) dealing with a historical or contemporary border issue between two or more states anywhere in the world (**preliminary thesis and bibliography due on February 23**) and write a research paper (**first draft due on April 7 and final draft due on April 26**) of approximately 15-20 pages (**typed, double-spaced, and paginated, with proper citations and a bibliography**). First drafts of the paper

should be emailed to the instructor as a Word document. Final drafts of the paper will have to be submitted to a turnitin submission site on Blackboard and emailed to the instructor as a Word document.

For the paper, students will have to consult a minimum of **ten sources** besides the readings from the assigned books. These can be books, book chapters, articles from scholarly journals, primary sources, or materials from authoritative web sites, such as the official government web sites, the United Nations or NATO web site, etc. **Magazines such as *Time*, *Newsweek*, *Economist* may be consulted and cited, but should not be part of the count toward the count of ten minimum number of scholarly resources.** Proper citations must be provided for all your sources. You must also choose an appropriate title for each paper. Paper topics must be cleared with the instructor. Students will be required to submit a thesis statement, a bibliography, a first draft, and a final draft of the paper.

The thesis statement should posit a clear link between the dependent variable (that which is being explained) and the independent variable(s) (factors used to explain the dependent variable. The posited causal link should derive from an established body of theoretical literature. Students will get feedback at all stages of the paper-writing process.

The paper is worth 30% of your grade and will include a separate oral presentation component (see below).

Oral Presentations of Research Paper:

Students will present their research papers in class on May 3 and May 5. Students should prepare a **PowerPoint presentation outlining the thesis, main arguments, evidence, and conclusions reached in the paper, along with relevant visuals.** Presentations will be graded on cogency of argument, presentation style, and response to questions asked following the presentation (**5% for this component**).

Course Policies:

Please note that the following Reading Assignment Schedule may be subject to change. In this event, changes will be announced in class in a timely fashion and students will be responsible for keeping themselves informed of these changes. Students are expected to abide by ethical standards and exercise responsibility concerning principles of scholastic integrity.

Reading Assignment Schedule

(This schedule may be adjusted by the instructor)

Introduction

January 26

Theoretical and Conceptual Underpinnings

January 28

Diener and Hagen, Chapter 1

Buchanan and Moore, Chapter 1

February 2

Roland Axtmann, "The State of the State: The Model of the Modern State and its Contemporary Transformation," *International Political Science Review* Vol. 25, No. 3, (2004): 259-279.

Oscar J. Martinez, "Borderlands and Borderlanders," Chapter 1, pp. 5-25, in Martinez, *Border People: Life and Society in the U.S.-Mexico Borderlands*, (Tucson: The University of Arizona Press, 1994)

Rahul Rao, "Introduction," (Chapter 1) in *Third World Protest: Between Home and the World*, Oxford University Press, 2010: 1-31.

Recommended: Charles Maier, "Territory, Statehood, and Sovereignty from Westphalia to Globalization." YouTube Video

Borders in the Context of Religious and Cultural Traditions: Judaism and Islam

February 4

Buchanan and Moore, *The Jewish Tradition* (Chapters 2 & 3)

February 9

Buchanan and Moore, *The Islamic Tradition* (Chapters 10 & 11)

The topic selection is due today and students should indicate in writing the topic on which they intend to write the research paper.

Case Study: The Israel-Palestine Conflict

February 11

Diener and Hagen, Chapter 6: The Green Line Between Israel and Palestine

Roundtable Discussion, "Religion and the Conflict," *Palestine-Israel Journal of Politics, Economics & Culture*. 2015, Vol. 20/21 Issue 4/1, p129-144.

Borders in the Context of Religious and Cultural Traditions: The Christian and Natural Law Traditions

February 16

Buchanan and Moore, *The Christian Tradition* (Chapters 6 & 7)

February 18 and 23

Buchanan and Moore, *The Natural Law Tradition* (Chapters 8 & 9)

Robert Greene, "Colonial Becomes Postcolonial," *Modern Language Quarterly* 65:3 (September 2004): 423-41.

Thesis for research paper and preliminary bibliography with complete citations due on February 23

Case Studies: Misiones Province, Argentina and Europe's Migrant Crisis

February 25

Diener and Hagen, Misiones Province, Argentina: How Borders Shape Political Identity (Chapter 10)

Europe's Migrant Crisis, <http://www.cfr.org/migration/europes-migration-crisis/p32874>

Borders in the Context of Religious and Cultural Traditions: The Confucian Tradition

March 1

Buchanan and Moore, The Confucian Tradition (Chapters 4 and 5)

Case Study: China

March 3

June Teufel Dreyer, "The 'Tianxia' Trope: Will China Change the International System?" *Journal of Contemporary China*, Vol. 24, No. 96 (2015): 1015-1031.

Karin Dean, "The Sites of Sino-Burmese and Thai-Burmese Boundaries: Transpositions Between the Conceptual and Life Worlds," (Chapter 8) in Prem Kumar Rajaram and Carl Grundy-Warr, Ed. *Borderscapes: Hidden Geographies and politics at Territory's Edge*, Minneapolis: University of Minnesota Press, 2007: 183-200.

March 8
Midterm Test

Borders in the Context of Religious and Cultural Traditions: The Liberal and International Law Traditions

March 10

Buchanan and Moore, *The Liberal Tradition* (Chapters 12 & 13)

March 15 and 17

Buchanan and Moore, *The International Law Tradition* (Chapters 14 & 15)

Steven R. Ratner, "Drawing a Better Line: UTI Possidetis and the Borders of New States," *The American Journal of International Law*, Vol. 90. No. 4 (October 1996): 590-624.

March 21-28 Spring/Easter Break

Case Studies: The United States and Mexico

March 29 and 31

Diener and Hagen, *Point Roberts, Washington: Boundary Problems of an American Enclave* (Chapter 11)

David Thelan, "Rethinking History and the Nation-State: Mexico and the United States," *Journal of American History* Vol. 86, No. 2, (1999): 439-452.

Fazila Bhimji, "Contesting/Negotiating Power and Domination on the US-Mexico Border," *Cultural Dynamics*, Vol. 29, No. 2, (June 2009): 107-132.

Pablo Vila, "Constructing Social Identities in Transnational Contexts: The Case of the US-Mexico Border," *International Social Science Journal*, Vol. 51, No. 159, (March 1999): 75-87.

Case Studies: Asia

April 5 and 7

Diener and Hagan, The Uzbekistan-Kyrgyzstan Boundary (Chapter 3)

Diener and Hagan, Locating Kurdistan (Chapter 7)

Diener and Hagan The Wakhan Corridor (Chapter 4)

Diener and Hagan, The Border Enclaves of India and Bangladesh (Chapter 2)

First draft of research paper due on April 7.

Case Studies: Africa and Europe

April 12 and 14

Ray Hudson, "One Europe or Many? Reflections on becoming European," *Transactions of the Institute of British Geographers, New Series* (2000), Vol. 25, No. 4, pp. 409-442.

Guntram Herb, "Double Vision: Territorial Strategies in the Construction of National Identities in Germany, 1949-1979," *Annals of the American Association of Geographers*, Vol. 94, No. 1(March 2004): 140-164.

April 19 and 21

Diener and Hagan, Russia's Kaliningrad Enclave (Chapter 8)

Diener and Hagan, Defining Liechtenstein (Chapter 9)

Research Papers due on April 23

April 26

Ieuan Griffiths, "The Scramble for Africa: Inherited Political Boundaries," *The Geographical Journal*, Vol. 152, No. 2 (July 1986): 204-216.

Diener and Hagan, The Caprivi Strip of Namibia (Chapter 5)

Final Draft of Paper Due on April 26

Are Political Borders Relevant?

April 28

Diener and Hagan, Borders in a Changing Global Context (Chapter 12)

Buchanan and Moore, Chapter 16

Oral Presentations of Research Paper

May 3 and 5

Final Exam

May 12 8:00 AM-10:00 AM

Resources for Hypothesis Development

<http://politicalscience.truman.edu/researchdesignhandbook.pdf>

http://www.ehow.com/how_4450414_write-good-hypothesis.html

<http://writing2.richmond.edu/writing/wweb/polisci/hypothesis.html>

Seven Steps for Powerful Paper Writing

1. Brain Storm

Gather all the things you know about the question

2. Categorize

How can each of the pieces of information be grouped?

What questions or new ideas do these groupings suggest?

3. Critique

What are the strengths and limitations of each category or argument?

What are the advantages and disadvantages of each?

What would be the criticisms leveled by other theoretical perspectives?

4. Order

How could we order these categories or arguments?

5. Outline

Introduction

Tell the reader what the question you are addressing is and what main points you will be addressing. **Be sure to articulate your hypothesis.**

Body

Break your analysis into three to five main themes/points with a subsection for each.

Explain and critique each main theme/point.

Conclusion

Tell your reader what the question you addressed was and what main points you made and what you concluded about your subject. Did your analysis uphold your hypothesis? Why or why not?

6. Write

Turn your ideas into sentences and paragraphs.

Sentences should average ten words in length.

Paragraphs should be approximately five sentences.

Write in the active voice.

7. Edit

“Powerful papers are not written. They are rewritten.”

Check spelling.

Check grammar.

Cut everything not essential to the paper.

Create smooth transitions from idea to idea.

Bibliography

William Strunk, E. B White, *The Elements of Style*, 1995.
Annie Dillard, *The Writing Life*, 1990.

Use the format below to complete various phases of the research paper writing process

General Topic

- What is the topic in which you are interested?

Research or Analytical Question

- After reading material on the topic, can you formulate an interesting question or questions about the topic? This should be a "why" question and you should have a hypothesis about the "why?" What follows the "because" are your independent variables.

Hypothesis

- Formulate a hypothesis based on the question(s) that interest you. A hypothesis is an educated guess that posits a cause-effect relationship between two sets of variables.

Theoretical Perspective

- A hypothesis is generally informed by a theoretical perspective. This is the "educated" part of your guess. Identify the theory that informs your hypothesis.

POLS 494

Grading Rubric for Exam

Part I: This part of the exam is designed to test the student's skill at identifying important concepts in international relations.

Rubric for Part I

A= clearly, correctly and succinctly defines the term/concept, coherently explains the significance of the term/concept, where possible provides a historical example, and writes in complete sentences

B= correctly defines the term/concept, offers a good explanation of significance, where possible provides a historical example, and writes in complete sentences

C= identifies some but not all elements of the concept, provides a satisfactory explanation of significance, where possible provides an example, and writes mostly in complete sentences

D= is unclear in identifying the concept, offers a mediocre explanation of significance, historical example is off the mark, does not write in complete sentences

F= unable to identify the term/concept

Part II: This part of the exam is designed to test the student's understanding of the major theories of international relations, the important concepts, and the ways in which world politics has evolved.

Rubric for Part II

A= clearly, concisely, and thoroughly addresses the question

B= clear and concise but not very thorough

C= clear, but only partially addresses the question

D= unclear answer that is partially incorrect

F= incorrect answer

See next page for Part III rubric

Part III: This part of the exam is designed to test the student’s ability to construct and evaluate analytical arguments and write in clear prose about topics in international relations. The essay will be graded according to criteria listed in the rubric below:

Rubric for grading essays (4=A; 3=B; 2=C; 1=D; 0=F)

Writing Elements	Performance Descriptions	Performance Level
Follows Directions	<p>4= responds fully and appropriately to the question prompt 3= responds reasonably well to the question prompt 2= responds acceptably to the question prompt 1=significant failure to respond to the question prompt 0=wholly fails to respond to the question prompt</p>	
Thesis	<p>4=easily identifiable, clear, concise, and insightful 3= identifiable and clear 2= somewhat difficult to identify, unclear 1= very difficult to identify, unclear 0= unidentifiable and unclear</p>	
Use of historical evidence	<p>4=appropriate historical evidence used to support thesis and arguments; excellent integration of evidentiary material into writing 3= appropriate historical evidence used to support thesis and most arguments and good integration of evidentiary material into writing 2= sometimes weak use of historical evidence and weak integration of evidentiary material into writing 1= very weak use of historical evidence and very weak integration of evidentiary material into writing 0= failure to support argument with historical evidence</p>	
Analysis, Logic, and Argumentation	<p>4= all ideas progress logically from an identifiable thesis, compelling arguments are offered to support thesis, counter-arguments are anticipated and addressed, concepts and theories in international relations are incorporated appropriately 3= thesis is generally supported by logically</p>	

	<p>compelling assertions, counter-arguments are partially addressed, concepts and theories are somewhat incorporated into the argument</p> <p>2= insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential, or repetitive, concepts and theories are barely addressed</p> <p>1= lacks support for arguments, unfocused, uses irrelevant material to support thesis</p> <p>0=wholly fails to relate evidence to thesis statement</p>	
Organization	<p>4= coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions</p> <p>3= mostly coherent, generally supports thesis, good transitions</p> <p>2= often lacks coherence, mixed support for thesis, transitions lacking or weak</p> <p>1= incoherent, lacks support for thesis, transitions weak and often missing</p> <p>0= wholly incoherent, unsupportive of thesis and lacking in transitions</p>	
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure)	<p>4= excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure</p> <p>3= good command of language, generally proper use of grammar/writing conventions, minimal misspellings, largely good word choice, some variety and complexity in sentence structure</p> <p>2=generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in sentence structure</p> <p>1=weak use of language, poor grammar, numerous mechanical errors undermine coherence</p> <p>0= extremely weak use of language/poor grammar, and pervasive errors seriously undermine coherence</p>	

Understanding Letter Grades on Analytical/Research Papers

“A” papers excel in each of the following categories:

<p>Follows Directions:</p> <ul style="list-style-type: none"> • responds fully and appropriately to the assignment in timely fashion
<p>Thesis</p> <ul style="list-style-type: none"> • easily identifiable, clear and concise, insightful, and appropriate for assignment
<p>Use of Evidence</p> <ul style="list-style-type: none"> • appropriate source information (primary and secondary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing.
<p>Analysis, Logic and Argumentation</p> <ul style="list-style-type: none"> • all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material
<p>Organization</p> <ul style="list-style-type: none"> • coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions
<p>Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)</p> <ul style="list-style-type: none"> • excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure, uses proper citation format

“B” papers do a generally good job in each of the following categories:

<p>Follows Directions</p> <ul style="list-style-type: none"> • responds reasonably well to assignment in timely fashion
<p>Thesis</p> <ul style="list-style-type: none"> • identifiable, clear, and appropriate
<p>Use of Evidence</p> <ul style="list-style-type: none"> • appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing
<p>Analysis, Logic and Argumentation</p> <ul style="list-style-type: none"> • thesis is generally supported by logically compelling assertions and appropriate connections
<p>Organization</p> <ul style="list-style-type: none"> • mostly coherent, generally supports thesis, good transitions
<p>Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)</p> <ul style="list-style-type: none"> • good command of language, generally proper use of grammar/writing conventions, minimal misspelled words, largely good word choice, some variety and complexity in sentence structure, generally uses proper citation format

“C” papers are acceptable, but lack strength, in each of the following categories:

<p>Follows Directions</p> <ul style="list-style-type: none"> • responds acceptably to assignment in a timely fashion
<p>Thesis</p> <ul style="list-style-type: none"> • somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment
<p>Use of Evidence</p> <ul style="list-style-type: none"> • sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing

<p>Analysis, Logic and Argumentation</p> <ul style="list-style-type: none"> insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential or repetitive
<p>Organization</p> <ul style="list-style-type: none"> often lacks coherence, mixed support for thesis, transitions often missing or weak
<p>Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)</p> <ul style="list-style-type: none"> generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in structure, acceptable citation format

“D” papers are weak in each of the following categories:

<p>Follows Directions</p> <ul style="list-style-type: none"> some significant failure to respond to assignment or untimely
<p>Thesis</p> <ul style="list-style-type: none"> very difficult to identify, unclear, and/or inappropriate for assignment
<p>Use of Evidence</p> <ul style="list-style-type: none"> very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing
<p>Analysis, Logic and Argumentation</p> <ul style="list-style-type: none"> lacks support for arguments, unfocused, uses irrelevant information to support thesis
<p>Organization</p> <ul style="list-style-type: none"> incoherent, lacks support for thesis, transitions weak and often missing
<p>Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)</p> <ul style="list-style-type: none"> weak use of language, poor grammar, and numerous mechanical errors undermine coherence, weak citation format

F papers are unacceptable, failing in each of the following categories:

<p>Follows Directions</p> <ul style="list-style-type: none"> wholly fails to respond to assignment given, and/or untimely
<p>Thesis</p> <ul style="list-style-type: none"> unidentifiably, unclear, and/or wholly inappropriate for assignment
<p>Use of Evidence</p> <ul style="list-style-type: none"> wholly failures to use sources appropriately
<p>Analysis, Logic and Argumentation</p> <ul style="list-style-type: none"> wholly fails to related evidence to thesis statement
<p>Organization</p> <ul style="list-style-type: none"> wholly incoherent, unsupportive of thesis and lacking in transitions
<p>Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)</p> <ul style="list-style-type: none"> extremely weak use of language/poor grammar, and pervasive errors seriously undermine coherence, improper citation format

SOCI 425: The Black Atlantic

Print to PDF

In Workflow

1. SOCI Chair (erikf@sandiego.edu)
2. AS Associate Dean (kaufmann@sandiego.edu)
3. Registrar (registrar@sandiego.edu, chingfang@sandiego.edu)
4. Banner (Banner@sandiego.edu)

Approval Path

1. Sun, 03 Apr 2016 00:39:36 GMT
Erik Fritsvold (erikf): Approved for SOCI Chair

New Course Proposal

Date Submitted: Sun, 03 Apr 2016 00:38:29 GMT

Viewing: SOCI 425 : The Black Atlantic

Changes proposed by: erikf

Contact Person(s)

Name:

Erik Fritsvold

E-mail:

erikf@sandiego.edu

Campus Phone:

x4026

Effective Term

Summer 2016

Subject Code

SOCI

Course Level

Undergraduate

Course Number

425

Department

Sociology (SOCI)

College

College of Arts & Sciences

Title of Course

The Black Atlantic

Catalog Title

The Black Atlantic

Credit Hours

3

Weekly Contact Hours

Lecture:

3

Lab:

Other:

Catalog Course Description

With a particular emphasis on Jamaica, this course provides an overview of Caribbean society and culture from the beginning of the trans-Atlantic slave trade to the present. Specific attention will be given to the themes of colonization, slavery, culture, and resistance. This course seeks to engender cultural competence in students and have them use Caribbean cultures as a lens through which they critically evaluate their racial, ethnic, gendered, national, and socioeconomic selves.(Abroad only)

Primary Grading Mode

Standard Grading System- Final

Other Grading Mode(s) (Check all that apply)

Auditing Permitted

Other Grading Mode(s) (Check all that apply)

Pass/Fail Grading System

Primary method of delivery

Lecture

Other method(s) of delivery
(Check all that apply)

Journal

Seminar

Exam

Exam/Paper

Paper

Faculty Course Workload

Same as course credit

Please specify:

Is this course cross-listed?

No

With which course(s)?

Prerequisites?

Does this course have concurrent Prerequisites?

No

Please list them in the box below.

Are there 1 or more Co-Requisites?

No

With which course?

Is this course a topics course?

No

Is this course repeatable for credit?

No

Total completions allowed:

and/or

Total credits allowed:

Does this meet any of the following Undergraduate Core Curriculum Requirements?

Writing

Course attributes

This Course Change/Course Proposal will be sent to the Dept Chairs for the Majors/Minors/Concentrations selected below:

This Course can apply to the following Majors/Minors/Concentrations:

Majors/Minors/Concentrations:

Sociology - SOCI

Department Restrictions:

Department Codes:

Major Restrictions:

Major Codes:

Class Restrictions:

Class Codes:

Level Restrictions:

Level Codes:

Degree Restrictions:

Degree Codes:

Program Restrictions:

Program Codes:

Campus Restrictions:

Campus Codes:

College Restrictions:

College Codes:

Student Attribute Restrictions:

Student Attribute Codes:

Enter the vote of the Department on this course:

Yes:

5

No:

1

Abstain:

0

Rationale:

This course has been a long time feature of the Jamaica study abroad program. As a result, many of our requirements (bulletin, W etc.) have changed. We are simply updating the committee approvals for a longstanding course. Two notes

1. Course Description: If possible the last sentence should read "Please note that this course is only offered via the USD Jamaica Study Abroad Program". Instead of (abroad only) I ran out of characters allowed
2. The dissenting vote argued that we should not put courses on the books that are highly specialized and only taught by one person. Unfortunately they missed the faculty meeting when we discussed this proposal in particular.

Supporting documents

Impact

Discuss the likely effects on both department curriculum and curricula of other departments/units

None. Special session abroad course only

Will this change have any staffing/budgetary impact?

No

Provide a brief explanation (include commentary on personnel, facilities, library holdings and academic computing)

Will this change impact student enrollment numbers?

No

In what courses and in what ways?

Course Reviewer Comments

Key: 2480

Course Proposal (new or changes) Action Sheet

1. Today's Date _____

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) ____ Summer 2016 ____

3. Basic Information

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

Summer Undergraduate Research

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

Summer Undergraduate Research

c. Course Information

Subject Code _UGRS_
Credit Hours __0.5__
Course Number _496_

Lecture Contact Hours ____
Lab Contact Hours __Various__
Other Contact Hours __Various__

d. Catalog Course Description

Undergraduates engage in student-driven research projects, scholarly activities and creative work during the summer under the mentorship of a USD faculty member.

Eligibility: A student must be registered as a Research Scholar during the summer as part of a research program (e.g., SURE, PURE, REU) whose primary purpose is providing the student with research training and experience.

The course is taught on a pass/fail basis only and may be repeated with the approval of the Director of the Office of Undergraduate Research.

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

- Standard
- P/F Only
- Audit

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

- | | |
|---|---|
| <input type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Independent Study |
| <input checked="" type="checkbox"/> Lab | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Lecture/Lab | <input checked="" type="checkbox"/> Field Experience |
| <input type="checkbox"/> Seminar | <input checked="" 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? _____

Prerequisites? (Y/N); If Y, list prerequisite courses _____ Approval of the Director of the Office of Undergraduate Research _____

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): None

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) _____ / _____ / _____

Approvals (Curriculum Committee Use Only)

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

Department Report Form

***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.

Student researchers in some summer programs are provided with a scholarship, as opposed to being hired as hourly employees. Part of this distinction is that they are participating in research as part of their education and training. To participate in one of these programs and receive a scholarship, students must enroll in a half-unit research course (UGRS 496), complete the online CITI Responsible Conduct in Research training (if not already certified), register as a researcher with the Office of Undergraduate Research and submit a research report and/or present at Creative Collaborations Undergraduate Research Conference. Recipients of summer research program scholarships will be asked to enroll in this course when they receive their award letter.

Impact

- a. Discuss the likely effects on both department curriculum and curricula of other departments. None
- b. Will this change impact the requirements for a major or minor? If Y provide a summary of the changes. No. This course can not be used to satisfy the requirements of any major or minor.
- 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. This course carries no teaching unit credit for faculty who supervise these students.
- 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

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

As a summer undergraduate research experience, there is no syllabus for the course. However, the student submits a research agreement form to the Office of Undergraduate Research (signed by the research mentor), and this form is included with this application.



Pre-Undergraduate Research Experience Agreement 2015

Name of PURE Scholar: _____

Name of Faculty Mentor: _____

Please review this document carefully and complete any pre-program requirements before June 22, 2015. Once on-campus, you will need to go over the agreement with your faculty research mentor and initial/sign/date the form before submitting it to the Office of Undergraduate Research (Maher Hall 280). The deadline to submit the contract is Friday, June 26, 2015.

Pre-Program Requirements:

_____ I will complete the online CITI Research Ethics and Integrity tutorial and send the certificate of completion to ugresearch@sandiego.edu BEFORE the first day I begin research for the summer*. If I am working with animal subjects, I also agree to complete the corresponding online CITI tutorials and will send the certificate of completion to ugresearch@sandiego.edu BEFORE the first day I begin research for the summer*. I will email my research mentor to ask if I need to take any addition trainings.

Guidelines on how to access the CITI tutorial can be found at:
<http://www.sandiego.edu/ugresearch/courses-and-workshops/workshops.php>

_____ I will register as a Research Scholar on the mySanDiego portal. I can access the registration form by clicking the red "researcher registration" button at the top right corner of the Office of Undergraduate Research Homepage (sandiego.edu/ugresearch).

_____ I will complete a pre- online survey about my experience in the program (10 minutes) as soon as the link to access the electronic survey is sent to me. If I do not have access to Internet, I agree to work with the Office of Undergraduate Research to make an alternative plan.

Program Requirements:

_____ I will participate fully in approximately 8 weeks of full-time (40 hours per week) research. I understand that these hours are an arrangement between me and my faculty research mentor and not the Office of Undergraduate Research.

_____ I will honor all meetings I make with my faculty research mentor and agree to come to our meetings prepared to discuss my research project.

_____ I will submit a picture of myself along with a biography that includes the following to ugresearch@sandiego.edu by July 1, 2015. I acknowledge and grant permission for the photo and biography to be highlighted on the Office of Undergraduate Research webpage and other media materials. Name, Major, Class, Faculty Mentor and 1-2 sentences about your project. For examples visit:
<http://www.sandiego.edu/ugresearch/profiles/index.php>

_____ I will attend and participate fully in all PURE meetings; they are every other week and listed on my calendar. If I cannot attend, I agree to email the Office of Undergraduate Research and my faculty mentor *in advance* explaining why I cannot attend.

_____ I will attend all PURE networking/ community building activities; they are listed on my calendar.

Post-Program Requirements:

_____ I will complete a post online survey about my experience in the program (10 minutes) as soon as the link to access the electronic survey is sent to me. If I do not have access to Internet, I agree to work with the Office of Undergraduate Research to make an alternative plan.

_____ I will submit a summary/statement of my research by September 1, 2015 to ugresearch@sandiego.edu. I understand that while my research summary is student driven, I am expected to seek out and incorporate feedback from my research mentor BEFORE submitting it to the Office of Undergraduate Research. I also understand that the research summary/statement is discipline-specific and that I will ask my research mentor for guidelines as to the correct formatting. Generally, the research summary/statement should be ~2-5 pages in length **not including** literature cited and figures/images.

_____ I will submit a PowerPoint slide/poster draft of my research by September 1, 2015 to ugresearch@sandiego.edu. I understand that while my poster draft is student driven, I am expected to seek out and incorporate feedback from my research mentor BEFORE submitting it to the Office of Undergraduate Research. Additionally, depending on the advice of my research mentor, I will attend the poster design workshop on June 29th from 11-12pm in KIPJ 218 or will receive guidance about poster design from them. Regardless of which option we chose, I understand that the poster size must be exactly 36" height X 42" width to accommodate the Creative Collaborations poster boards.

_____ I will acknowledge my funding source on all of my presentations and publications; my funding source is the "Doheny Family Foundation".

_____ I will present my research at Creative Collaborations on April 14, 2016 (12-2:15pm). I understand that I will work with my faculty research mentor on the abstract and on updating my PowerPoint slide/poster.

By signing, I, the scholar understand what is expected of me as an undergraduate researcher and commit to the research training program. I also acknowledge that the Office of Undergraduate Research will be archiving information about my experience as a way to report to the funding sources, share best practices and to improve the program.

Scholar Signature: _____

Date _____

By signing I, the mentor, understand what is expected of my undergraduate researcher and commit to training the PURE Scholar. Additionally, I agree to participate in the professional development and/or community building activities as much as my schedule allows. I also acknowledge that the Office of Undergraduate Research will be archiving information about my experience as a way to report to the funding sources, share best practices and to improve the program.

Faculty Mentor Signature: _____

Date _____