

000034



Curriculum and Course Change System - Print Major Form

Change Major Name: Construction Science and Mgt

Degree: BS

Effective Catalog Year: 2012

..Change Major Name to:

..Change Degree to: (CHE approval required)

XChange Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

..Change General Education Requirements

(Must also submit a General Education Checklist)

..Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

..Add, Change or Delete Emphasis Area(s)

Explanation: Switching MGT 218 from second semester freshman year to first semester freshman year with AAH 210. AAH 210 is only taught 100% online and first semester freshman students complain they have a difficult time adapting to a 100% online course their first semester at Clemson.

Form Originator: CPIPER, Christine Piper **Date Form Created:** 9/14/2011

Form Last Updated by: CPIPER, Christine Piper **Date Form Last Updated:** 9/14/2011

Form Number: 4307

Approval

	9/14/11		11/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/15/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/12/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

CURRICULUM
BACHELOR OF SCIENCE IN CONSTRUCTION SCIENCE AND MANAGEMENT
 (for students entering the curriculum in 2012-2013)

000035

NAME: _____

ID#: _____

<u>First Year</u>	<u>Cr. Comp.</u>		<u>Cr. Comp.</u>
AAH 210 Intro to Art & Architecture	(3)	→ CSM 150 Construction Problem Solving	(3)
ENGL 103 Accelerated Composition	(3)	COMM 150 or COMM 250	(3)
MTHSC 106 Calculus of One Variable ¹	(4)	MTHSC 309 Intro Bus Statistics	(3)
PHYS 207 General Physics I	(3)	PHYS 208 General Physics II	(3)
PHYS 209 General Physics Lab I	(1)	PHYS 210 General Physics Lab II	(1)
CSM 100 Intro to Construction Science	(3)	MGT 218 Mgt Applications of Microcomputers	(3)
	(17)		(16)
Second Year			
CSM 201 Structures I	(3)	CSM 202 Structures II	(4)
CSM 203 Mats & Methods/Const I	(3)	CSM 205 Mats & Methods/Const II	(3)
AGM 221 Surveying	(3)	CSM 204 Contract Documents	(3)
ECON 211 Principles of Microeconomics	(3)	ECON 212 Principles of Macroeconomics	(3)
Literature Requirement ²	(3)	ACCT 201 Financial Accounting	(3)
	(15)		(16)
Third Year			
CSM 304 Environmental Systems I	(3)	CSM 305 Environmental Systems II	(3)
CSM 351 Construction Estimating I	(3)	CSM 353 Construction Estimating II	(3)
CSM 303 Soils & Foundations	(3)	CSM 352 Construction Scheduling	(3)
ENGL 304 or ENGL 314	(3)	LAW 322 Legal Env of Business	(3)
Social Science Elective ²	(3)	MGT 307 Personnel Management	(3)
	(15)		(15)
Fourth Year			
CSM 411 Safety in Building Const	(3)	CSM 454 Construction Capstone	(6)
CSM 453 Const Project Management	(3)	Major Requirement ³	(6)
CSM 461 Const Economics Seminar	(3)	Science and Technology in Society Elect ²	(3)
CSM 450 Construction Internship	(1)		
Major Requirement ³	(6)		
	(16)		(15)

125 TOTAL SEMESTER HOURS

1. A sequence of MTHSC 102, 207 and 309 will be accepted in lieu of MTHSC 106 and 309
2. See general education requirements
3. Select from approved departmental list or as approved in writing by advisor & Dept. Chair (6 cr. hrs. must be in Business)

NOTES: A minimum of 800 hours of construction experience will be required prior to graduation.
 ENGL 103 must be completed Freshman Year



Curriculum and Course Change System - Print Change/Delete Course Form

000036

XChange a Course - Abbrev & Number: C S M-454

Corresponding Lab Course: C S M-L-454

Corresponding Honors course: --

..Add Honors course: --

Corresponding Graduate course: --

..Add Graduate course: --**Course Title: CONST CAPSTONE****Brief Statement of Change:**

Redistributing lecture and lab hours to align with department faculty teaching loads and student contact hours as well as eliminate course scheduling and classroom conflicts. The 12 lab contact hours are placing a burden on scheduling other CSM courses for faculty and finding room availability to accommodate these long hours.

Last Term taught: 1101

..Change Abbrev to:

Effective Term: 01/2012

..Change Number to:**..Change Catalog Title:** **..Change Transcript Title:**

from:

from: CONST CAPSTONE

to:

to:

X | From: Fixed Credit: 6 (3,12) | To: Fixed Credit: 6 (5,3)

Change of Credit: Variable Credit: -(-), (-) | Variable Credit: -(-), (-)**.. Add cross-listing with the following child course(s):****.. Delete cross-listing with the following child course(s):****.. Reverse Parent/Child relationship with:**

..Change Method of Instruction	..Change Course Modifier	..Change General Education Designation
from:	to:	from: to:
..A-Lecture Only	..Pass/Fail Only	..English Composition
..B-Lab (w/fee)	XGraded	..Oral Communication
..D-Seminar	..Variable Title	..Mathematics
..E-Independent Study	..Creative Inquiry	..Natural Science w/Lab
..F-Tutorial (w/fee)	..Repeatable	..Math or Science
..G-Studio	maximum credits	..A&H (Literature)
..H-Field course	from:	..A&H (Non-Literature)
..I-Study Abroad	to:	..Social Science
..L-Lab (no/fee)		..CCA
XN/B-Lecture/Lab(w/fee)		..STS
..N/L-Lecture/Lab(no fee)		

..Change Catalog Description:**from:****to:****..Change Prerequisite(s):****from:****to:**

Learning Objectives: The objective is to give the student an opportunity to culminate his/her studies with a comprehensive project that is realistic and at the same time allow for creative solutions to the complex problems of construction management. Upon completion of this course, the student should be able to:

1. Develop a primary construction company that includes financial data, bonding capacity, company history, how the company is organized, roles and responsibilities of company employees, company mission statement, and the company's business strategic plan for the next five years.
2. Show the relationship between the contractor's project team and the client organization.
3. Develop a detailed estimate and schedule. This includes cash flow and manpower histograms (resource allocation) and discussing ethics in bidding.
4. Develop a project-specific safety plan, quality control program and project start-up procedures.
5. Explain project-specific document control procedures including record keeping, processing submittals, shop drawings, pay requests, requests for information and change order procedures.
6. Explain your procedures for handling subcontractor back-charges, pay requests, subcontractor coordination and scheduling, subcontractor safety and waste management, and quality control of subcontract work.
7. Explain job site discipline and dispute resolution procedures among the various project parties.
8. Explain the project closeout process by providing a complete list of closeout items (client, vendor and subcontractor) required by the contract documents.
9. Provide a written narrative on the progress of the project in the form of a monthly cost and schedule status report including project statistics such as percent complete, number and dollar amount of change orders, project and ethical concerns, and proposed solutions.

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Topical Outline: 3-4 weeks - Request for Proposal
 9-10 weeks - Construction Progress
 1-2 weeks - Oral Presentations

Evaluation: Request for Proposal 40%
 Construction Progress Assignments 40%
 Oral Presentation 15%
 AIC Exam Pass/Fail 5%

Grading Scale:
 A = 90 - 100; B = 80 - 89; C = 70 - 79; D = 60 - 69; F = 59 and below

Form Originator: CPIPER, Christine Piper **Date Form Created:** 9/13/2011
Form Last Updated by: CPIPER, Christine Piper **Date Form Last Updated:** 9/13/2011
Form Number: 4303

Approval

<i>Christine Piper</i>	9/14/11	<i>Carice W. Michael</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Don John</i>	9/15/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Self</i>	10/12/11	<i>David R. Helms</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>Harmon</i>	10/13/11	<i>James O. [Signature]</i>	12/20/11
College Dean	Date	President	Date
			12/21/11
Director, Calhoun Honors College	Date		

000038



Curriculum and Course Change System - Print Major Form

Change Major Name: History

Degree: BA

Effective Catalog Year: 2012

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

.. Change Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

.. Change General Education Requirements

(Must also submit a General Education Checklist)

.. Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

X Add, Change or Delete Emphasis Area(s)

Explanation: The History Department wishes to add a new emphasis area in Public History to the B.A. degree in History. A growing field within the historical profession, Public History seeks to conceptualize and practice historical activities with a public audience foremost in mind. Public historians work outside of academe and the traditional classroom in collaboration with museums, historical societies, historic sites and other public entities which both present history to the public and shape historical understanding.

This new option for our majors will build upon existing faculty expertise and relationships which have been developed with local and regional museums and historical sites. There is growing interest in our undergraduate population for classes that can prepare them for work in the public history field. Students are increasingly interested in the "hands-on" approach to history, and they are looking for programs that offer ways of looking at history outside of traditional academe. Public history programs provide just that. Not only do they enable students to understand the larger importance of how and why Americans remember and commemorate historical people, issues, and events, but they also introduce students to ways of presenting history to the non-academic public.

Clemson is uniquely situated to provide this emphasis area for our undergraduate students. Few universities offer specialized public history programs for undergraduates. Our program will provide a diverse base of coursework to enable students to enter graduate programs in public history and to successfully seek employment in museums, historic sites and historical societies.

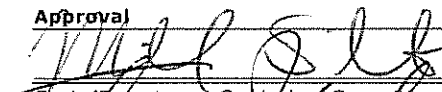
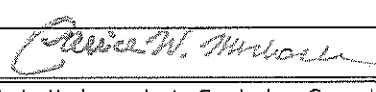
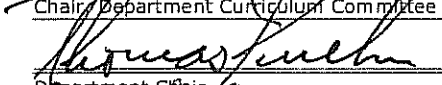
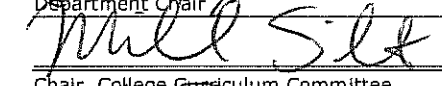
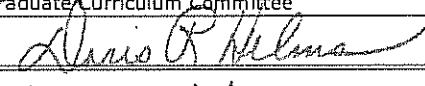
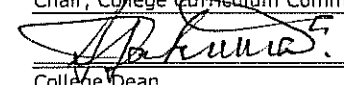
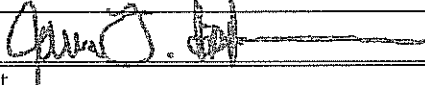
This emphasis area will be offered as a n option for undergraduate majors, along with the existing B.A. in History. No other changes are being made to the History major.

Form Originator: MSILVES, Michael Silvestri **Date Form Created:** 8/29/2011

Form Last Updated by: , **Date Form Last Updated:** 9/6/2011

Form Number: 4231

Approval

	9/23/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	7/23/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/12/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date

[Changes in Bold]

HISTORY

Bachelor of Arts

The History major provides students with flexibility to pursue their particular interests in history. The major includes 34 credit hours in history, in addition to HIST 172 and 173, as outlined below.

History Major—HIST 299, HIST 490 or HIST H498, and 27 additional credits in History. Students must take three hours each of U.S. history, European history, and non-Western history, in addition to three hours of history at the 400 level. No more than six hours of 100- and 200-level history courses (in addition to HIST 299) may be counted towards the Major Requirements.

History Major (Public History Emphasis Area)—HIST 299; HIST 490 or HIST H498; HIST 414; HIST 480; HIST 202; GEOG 440; HIST 415, 417, 418 or another course approved by the emphasis area coordinator; and 12 additional credits in History. Students must take three hours each of U.S. history, European history, and non-Western history, in addition to three hours of history at the 400 level. No more than six hours of 100- and 200-level history courses (in addition to HIST 299 and HIST 202) may be counted towards the Major Requirements.

Pre-law students majoring in History should consult their advisor for a recommended program.

Students who change majors into History must have completed at least 12 credit hours at Clemson and have either a minimum 2.0 cumulative grade-point ratio or have earned a *B* or better in HIST 172 or 173, taken at Clemson.

Double Major in History/Secondary Education—Social Studies (History)

The Bachelor of Arts Degree in History and Secondary Education—Social Studies (History) prepares students for teaching at the secondary school level and for graduate studies in History. See page 115 for the curriculum.

Freshman Year

First Semester

3 - ENGL 103 Accelerated Composition

3 - HIST 172 The West and the World I

4 - Foreign Language Requirement 1

4 - Natural Science Requirement 2

2 - Elective

16

Second Semester

3 - HIST 173 The West and the World II

4 - Foreign Language Requirement 1

3 - Geography Requirement 3

3 - Mathematics Requirement 2

3 - Mathematics or Natural Science Requirement 2

16

Sophomore Year**First Semester**

3 - Arts and Humanities (Literature) Requirement2
 3 - Arts and Humanities (Non-Lit.) Requirement2
 3 - Foreign Language Requirement1
 3 - Major Requirement4
 3 - Elective
 15

Second Semester

4 - HIST 299 Seminar: The Historian's Craft
 3 - Advanced Humanities Requirement5
 3 - Foreign Language Requirement1
 3 - Major Requirement4
 3 - Minor Requirement
 16

Junior Year**First Semester**

3 - Advanced Humanities Requirement5
 6 - Major Requirement4
 3 - Minor Requirement
 3 - Elective
 15

Second Semester

3 - Literature Requirement6
 6 - Major Requirement4
 3 - Minor Requirement
 3 - Elective
 15

Senior Year**First Semester**

3 - 400-Level History Requirement4
 3 - Advanced Humanities Requirement5
 3 - Major Requirement4
 3 - Minor Requirement
 3 - Elective
 15

Second Semester

3 - HIST 490 Senior Seminar *or*
 3 - HIST H498 Senior Honors Thesis
 3 - Major Requirement4
 3 - Minor Requirement
 3 - Elective
 12

120 Total Semester Hours

1The foreign language requirement is a proficiency requirement. Students must complete through 202 in American Sign Language, Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

2See General Education Requirements. Three of these credit hours must also satisfy the Science and Technology in Society Requirement.

3GEOG 101, 103, or 106

4See advisor. Students must take three hours each of U.S. history, European history, and non-Western history, in addition to three hours of history at the 400 level. No more than six hours of 100- and 200-level history courses (in addition to HIST 299 (or HIST 202 and 299 for students majoring in the **Public History emphasis area**)) may be counted towards the Major Requirements.

5A A H 210, MUSIC 210, THEA 210, or any humanities course numbered 300 or higher. The humanities for this purpose include A A H, COMM (except 364, 368), ENGL (except 304, 312, 314, 316, 333, 334, 335, 485, 490, 495), HUM, MUSIC, PHIL, REL, THEA (except 377, 487, 497), W S, and foreign language courses.

6Select from General Education Arts and Humanities (Literature) courses.

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Curriculum and Course Change System - General Education Checklist

Major Name: History

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	X
Academic & Professional Development			..	X
Mathematics	X
Natural Science with lab	X
Math or Natural Science	X
Arts & Humanities (Literature)	X
Arts & Humanities (Non-Literature)	X
Social Sciences	X
Cross-Cultural Awareness	X
Science and Tech. in Society	X

*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: No change.

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

Ethical Judgement Integration Plan - Address competencies, implementation, and assessment: No change.

Communication Integration Plan - Address competencies, implementation, and assessment: No change.

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: No change.

Form Originator: MSILVES, Michael Silvestri Date Form Created: 9/22/2011

Form Last Updated by: MSILVES, Michael Silvestri Date Form Last Updated: 9/22/2011 Form Number: 4384

Approval

	9/23/11		11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	9/23/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/12/11		12/20/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/13/11		12/21/11
College Dean	Date	President	Date



Curriculum and Course Change System - Print New Course Form

000043

Course Abbreviation & Number:
X New Undergraduate Course: HIST- 414
.. New Honors Course: --
.. New Graduate Course: -

the study of history

Effective Term: 01/2012

Catalog Title: Introduction to Museum Studies

Transcript Title: Intro Museum Studies

Fixed Credit Course: 3 (3,0)

Variable Credit Course: - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
X A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits: 3	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: An introduction to the field of museology, covering the history, philosophy, and ethics of the profession; various types of museums, and different aspects of museum work; the museum's role in the community; and the effects of philanthropy and government on museums.

Prerequisite(s): Any 300-level history course

Projected Enrollment:

Year 1 - 15 Year 2 - 15 Year 3 - 15 Year 4 - 15

Required course for students in: History Major (Public History Emphasis Area)

Statement of need and justification based on assessment results of student learning outcomes: This class is required for any student who wants to major in the public history emphasis area and is required for some of our museum internships. Past experience with students involved in museum internships suggests that this class is needed to prepare them for the tasks required of them. It is also essential for any student desiring to learn more about how museums work, employment options in public history, and how to gain entrance into MA programs in public history.

Textbook(s): Brand, Stewart, How Buildings Learn: What Happens after They're Built (1995).
Dubin, Steven, Displays of Power: Memory and Amnesia in the American Museum (2001).
Wallace, Mike, Mickey Mouse History and Other Essays on American Memory (1996).
Yuhl, Stephanie, A Golden Haze of Memory: The Making of Historic Charleston (2006).

Learning Objectives: In this class, students will learn about the various ways in which museums present history to public audiences. Students will understand the problems facing museum curators and educators and discuss dilemmas of authenticity, funding, and ethics in the construction of museum exhibits. In addition, they will learn about the tools and methodologies that make history tangible. Students will experience museum problems and solutions first-hand as they tour museums, and they will present their own research analyzing how public history venues interpret academic history for the public.

Topical Outline: Week 1: Introduction (history of museums)
Week 2: The Politics of Public Memory
Week 3: Authenticity and Education/Real and Virtual
Week 4: Museum visit: Anderson County Museum
Week 5: Living History
Week 6: Ethics and American Indian Culture
Week 7: Museum visit: Museum of the New South (Charlotte)
Week 8: Landscapes, Tourism, and Memory
Week 9: Preservation: History and Method
Week 10: Spring Break
Week 11: Museum visit: Upcountry History Museum (Greenville)
Week 12: Looking at the profession: MAs, Ph.D.s, and review of readings
Week 13: Material Culture
Week 14: Museum visit: Lunney Museum (Seneca)
Week 15: Presentation of final projects

Evaluation: Exhibit Reviews: 25%
Research Paper: 25%
Participation: 15%
Final Exam: 35%

Form Originator: MSHOCKL,Mega Taylorshockley **Date Form Created:** 3/21/2011

Form Last Updated by: , **Date Form Last Updated:** 9/13/2011

Form Number: 3980

Approval

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000044

		<i>Paricia W. Williams</i>	11/14/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Will Silt</i>	9/23/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Thomas Kuehn</i>	9/23/11		
Chair, College Curriculum Committee	Date	Provost	Date
<i>Will Silt</i>	10/12/11	<i>David R. Helms</i>	2/20/11
College Dean	Date	President	Date
<i>Hakuma</i>	10/13/11	<i>James O. ...</i>	12/21/11
Director, Calhoun Honors College	Date		

000045

CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: HIST- 415

.. New Honors Course: --

X New Graduate Course: HIST- ⁶/~~4~~15**Effective Term:** 01/2012**Catalog Title:** Introduction to Digital History**Transcript Title:** Intro Digital Hist**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits: 3	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: This course will introduce students to the philosophy and practice of the emerging field of History and New Media with a particular focus on how public historians can use technology to enhance their archival/museum/center's visibility with the general public.

Prerequisite(s): Any 300-level history course

Projected Enrollment:

Year 1 - 15 Year 2 - 15 Year 3 - 15 Year 4 - 15

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: The field of digital history is expanding and changing every day. History enthusiasts, from genealogists to endowed chairs at research institutions, are going to the web to look for primary sources and secondary-source information. Because digital history has opened up research and museums to a new population, public historians must be aware of the issues inherent in "going" digital and must comprehend the positive and negative effects digitization has on their public history sites. This course will deal some of the many issues facing public historians seeking to digitize museums and collections. It will also introduce students to practical aspects of digital history, including how to create historically-focused websites and podcasts.

Textbook(s): Robin Williams and John Tollett, *The Non-Designer's Web Book*, 3rd. Ed. (2005)
Daniel Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2005)

Learning Objectives: Students will learn to understand and communicate the ways in which historians are currently using computer and database resources for research and presentation. Students will also learn how to find and evaluate history-focused websites, including museum sites (bricks-and-mortar and virtual sites), digital archives, and GIS mapping projects. Students will learn how to create their own historical website using podcasting, GIS layering, and visual web design.

Topical Outline: Week 1: What IS digital history?

Week 2: New Media and the Worldwide Web

000045

Week 3: Democratizing History: Scholarship on the Web
 Week 4: Scholarship on the Web
 Week 5: Digital Databases
 Week 6: Digitizing Oral History
 Week 7: Commemoration on the Web: Tackling Tough Issues in the Digital Age
 Week 9: Process: Creating Websites
 Week 10: Teaching With Digital Sources
 Week 11: Local Historical Sites and Tourism on the Web
 Week 12: Copyright Issues
 Week 13: GIS
 Weeks 14-15: Working on, testing, launching, and presenting student websites.

Evaluation: UNDERGRADUATE STUDENTS:

Class Participation/Attendance: 20%
 Bi-Weekly Blog Posts: 20%
 Website: 35%
 Final Exam: 25%

GRADUATE STUDENTS:

Class Participation/Attendance: 20%
 Bi-Weekly Blog Posts: 10%
 Website: 40%
 Final Exam: 30%

Graduate students will be expected to produce a website capable of launching immediately by a historical society/museum. It must be of high professional quality. In addition, graduate students' final "exam" will consist of comprehensive-style questions that would normally be encountered as a student approaches the final set of comprehensive Ph.D. exam questions before embarking on a dissertation.

Add course requirements for honors and/or 600-level courses (if applicable): Although the evaluation percentages are the same, the amount of work differs.

Grad students must post weekly blogs based on their additional readings.

600-level students will have significant additional readings (see syllabus for specific readings), as well as an additional question on the final based on those readings.



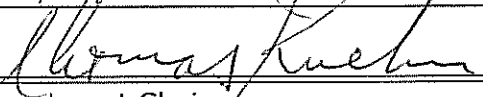
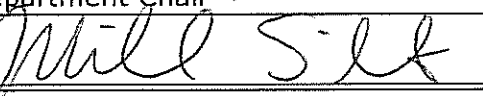
Graduate students will be given a grouping of buildings as their topics for historic site building, thus requiring them to analyze broader historical subject matter than a single historic site requires.

Form Originator: MSHOCKL, Mega Taylorshockley **Date Form Created:** 3/21/2011

Form Last Updated by: , **Date Form Last Updated:** 10/7/2011

Form Number: 3981

Approval

	10/7/11	 11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	10/7/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
	10/12/11	

000047

Chair, College Curriculum Committee	Date	Provost
<i>[Signature]</i>	10/13/11	<i>[Signature]</i> 12/20/11
College Dean	Date	President
		<i>[Signature]</i> 12/21/11
Director, Calhoun Honors College	Date	



000048

Curriculum and Course Change System - Print New Course Form
Course Abbreviation & Number:

 X **New Undergraduate Course:** HIST- 417

 .. **New Honors Course:** --

 X **New Graduate Course:** HIST- 417

Effective Term: 01/2012

Catalog Title: History and Tourism

Transcript Title: Hist and Tourism

Fixed Credit Course: 3 (3,0)

Variable Credit Course: - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: Introduces students to important scholarship in the heritage tourism field. Examines the origins and objectives of heritage tourism, and case studies of how professionals employ heritage tourism.

Prerequisite(s): Any History 300-level course

Projected Enrollment:

Year 1 - 20 Year 2 - 20 Year 3 - 20 Year 4 - 20

Required course for students in:
Statement of need and justification based on assessment results of student learning

outcomes: Students need to be increasingly aware of opportunities to utilize their history degree outside of academe and secondary education. Heritage tourism is one of the growing fields in public history, and it is an important economic driver for states. After taking this class, students will understand what heritage tourism is, critical issues in the field, and how to undertake a heritage tourism project.

Textbook(s): Dona Brown, *Inventing New England: Regional Tourism in the Nineteenth Century* (1997)

 Kenneth Foote, *Shadowed Ground: America's Landscapes of Violence and Tragedy* (2003)

 David Glassberg, *Sense of History: The Place of the Past in American Life* (2001)

 Marguerite Schaffer, *See America First: Tourism and National Identity, 1880-1940* (2001)

 John Sears, *Sacred Places: American Tourist Attractions in the Nineteenth Century* (1999)

 Anthony Stanonis, ed., *Dixie Emporium: Tourism, Foodways, and Culture in the American South* (2008)

 David Wrobel, et. al., *Seeing and Being Seen: Tourism in the American West* (2001)

Learning Objectives: Students will learn about the history and uses of heritage tourism, as well as how to analyze heritage tourism sites. Students will learn to successfully converse about the critical issues in the field of heritage tourism. Students will be also able to recognize successful practices in heritage tourism and engage in their own local heritage tourism project.

000049

Topical Outline: Week 1: Introduction to the Course

Week 2: Americans and the Past

Week 3: The Development of Public Heritage Centers in the US

Week 4: Tourism and Nationalism at the Turn of the Twentieth Century

Week 5: Women and the Making of America's House Museums

Week 6: Heritage Tourism: Complexities of New England

Week 7: Complexities of the South

Week 8: The South, Continued

Week 9: Complexities of the West

Week 10: Touring Places of Trouble

Week 11: Appalachia's Heritage Tourism: Environment as Heritage

Week 12: Indigenous(?) Heritage: Marketing "Indians": Case Study Cherokees

Week 13: Heritage Tourism in the Upstate

Weeks 14-15: On Your Own: Work to Produce Heritage Tourism Study

Evaluation: UNDERGRADUATE STUDENTS:

Short Papers: 25%

Heritage Tourism Project: 30%

Participation: 20%

Final Exam: 25%

90-100: A, 80-89.5: B, 70-79.5: C, 60-69.5-D, 0-59.5: F

GRADUATE STUDENTS:

Short Papers: 10%

Heritage Tourism Project: 40%

Participation: 20%

Final Exam: 30%

GRADUATE STUDENTS WILL BE EXPECTED TO PRODUCE A PROFESSIONAL-QUALITY HERITAGE TOURISM FINAL PROJECT, CAPABLE OF IMMEDIATE EMPLOYMENT/LAUNCHING BY THE SITE'S BOARD OF DIRECTORS. THE GRADUATE LEVEL "FINAL" WILL CONSIST OF A SERIES OF COMPREHENSIVE-STYLE EXAM QUESTIONS DESIGNED TO SIMULATE WHAT THE STUDENT WILL ENCOUNTER IN A FINAL SERIES OF EXAMS BEFORE EMBARKING ON WRITING THE DISSERTATION.

Duplication (if applicable): This class is not a duplicate of the PRTM heritage tourism class, which is sociologically based. It offers an historical approach, focused specifically on the history of the development of tourism related to a specific geographic area. In that way it is meant to complement the PRTM offering.

Add course requirements for honors and/or 600-level courses (if applicable): Although the evaluation percentages are the same, graduate students will be responsible for the following work:

- FOUR 4-5 page papers on the week's readings
- WRITTEN CASE STUDY ASSIGNMENTS—see course schedule for dates
- SIX sets of discussion questions based on the week's readings—INCLUDING ADDITIONAL READINGS
- THREE weeks serving as discussion leader
- ONE 20 page heritage tourism project.
- ONE final take-home exam

Assignments build on the readings through analytical case studies. For additional readings, see the syllabus.

Form Originator: MSHOCKL, Mega Taylorshockley **Date Form Created:** 3/22/2011

000080

Form Last Updated by: , **Date Form Last Updated:** 10/7/2011

Form Number: 3986

Approval

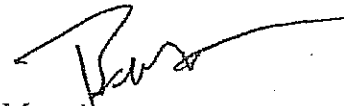
<i>Mill Silt</i>	10/7/11	<i>Carice W. Mulrow</i> 11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
<i>Thomas Kuehn</i>	10/7/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
<i>Mill Silt</i>	10/12/11	<i>David R. Nelson</i>
Chair, College Curriculum Committee	Date	Provost
<i>Thomas Kuehn</i>	10/13/11	<i>James T. Holt</i> 12/20/11
College Dean	Date	President
		12/21/11
Director, Calhoun Honors College	Date	

Date: October 7, 2011

Memo: To University Curriculum Committee

From: Brett Wright, Chair of Parks, Recreation, and Tourism Management

Subject: History and Tourism Course Approval



Dear Curriculum Committee:

I have reviewed the course proposed by the history department titled "History and Tourism," and I support the approval of this course for adoption into the permanent catalog. This course was designed to complement our existing offerings in heritage tourism studies, and as such it is focused on the history of the industry in order to provide the context for the courses that we teach, which explore current issues in the field. While this course explores the work of historians on the topic, our classes focus more on analyses provided by social science researchers. In this way, we hope that students interested in both tourism and public history in both of our departments will be able to benefit from these cross-curricular offerings.



000052

CLEMSON

UNIVERSITY Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: HIST- 418

.. New Honors Course: --

X New Graduate Course: HIST-418

Effective Term: 01/2012**Catalog Title:** Oral History and Local History**Transcript Title:** Oral/Local History**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: This course introduces students to the most recent work in oral history and methodology with a focus on the history on the Upstate and Appalachia from the colonial era to the present. Students will engage in their own local oral history project and produce a research paper based on their findings.

Prerequisite(s): History 300-level course

Projected Enrollment:

Year 1 - 10 Year 2 - 20 Year 3 - 20 Year 4 - 20

Required course for students in:**Statement of need and justification based on assessment results of student learning**

outcomes: Explores recent work in local history and orla history. Students will engage with oral history methodology, a growing field in both scholarly and public history projects. Students who desire positions in MA in public history programs, and students seeking jobs in the public history field in general, must understand both how to search for and use local histories and how to conduct their own oral histories.

Textbook(s): John Williams, Appalachia: A History (2001)

Melissa Walker, Southern Farmers and Their Stories (2009)

Laura Edwards, The People and Their Peace: Legal Culture and the Transformation of Inequality in the Post-Revolutionary South (2009)

Bryant Simon, A Fabric of Defeat: The Politics of South Caorlina Millhands, 1910-1945 (1998)

W. Scott Poole, Never Surrender: Memory and Conservatism in the South Carolina Upcountry (2004)

Della Pollock and Jacquelyn Dowd Hall, Remembering: Oral History Performance (2005)

Donna DeBlasio et. al., Catching Stories: A Practical Guide to Oral History (2009)

Learning Objectives: Students will learn about how to place our local Upstate history in a larger regional and national context as well as how to conduct oral histories to get to some of the richest base of local history primary sources. Students will produce two research papers

based on primary sources that deal with any aspect of local history based on oral history sources.

-
- Topical Outline:** Week 1: Guidelines and Expectations; the Upstate as Appalachia
 Week 2: Doing Local History
 Week 3: American Indians and Whites in Appalachia, from pre-contact to the 1800s
 Week 4: Legal Culture in the Upstate from the post-Revolutionary period to the Civil War
 Week 5: The Civil War and its Aftermath
 Week 6: The Upstate in the 1930s
 Week 7: Mills and Militancy
 Week 8: Appalachia in the late 19th and early 20th Centuries: Synthesis
 Week 9: Introduction to Oral History
 Week 10: Practicing Oral History
 Week 11: Oral History Case Studies
 Week 12: Finding and Using Archived Oral Histories
 Week 13: Using Archived Oral Histories
 Weeks 14-15: Collecting and Analyzing Your Own Interviews
-

Evaluation: UNDERGRADUATES:

- Short weekly papers: 25%
 Participation and discussion questions: 20%
 Archived oral history research paper: 20%
 Final oral History research paper based on your interviews: 35%

GRADUATES:

- Short weekly papers: 15%
 Participation and discussion questions: 15%
 Archived oral history research paper: 30%
 Final oral History research paper based on your interviews: 40%

GRADUATE STUDENTS WILL BE EXPECTED TO PRODUCE A FINAL PAPER THAT IS CAPABLE OF PUBLISHING IN A PEER-REVIEWED JOURNAL.

Add course requirements for honors and/or 600-level courses (if applicable):

Evaluation percentages are the same. Extra work is as follows;

1. Bi-weekly papers based on the readings of the week, including additional readings..
2. Participation and attendance in class, including bi-weekly questions based on the readings and two rounds as discussion leader.
3. 15 page Oral History Research Paper based on archived histories.
4. 20 page Oral History Research Paper based on your own interviews.


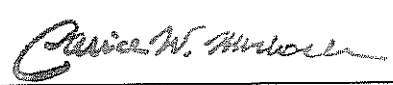
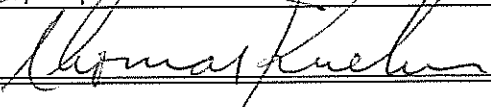
In addition, 600-level students will have additional related readings for the week which must be addressed in their papers (see syllabus for details).

Form Originator: MSHOCKL, Mega Taylorshockley **Date Form Created:** 3/22/2011

Form Last Updated by: , **Date Form Last Updated:** 10/7/2011

Form Number: 3987

Approval

	10/7/11	 11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	10/7/11	

000054

Department Chair	Date	Chair, Graduate Curriculum Corr
<i>Will Sill</i>	10/12/11	<i>David R. Helms</i>
Chair, College Curriculum Committee	Date	Provost
<i>A. DeKenna</i>	10/13/11	<i>James O. ...</i> 12/20/11
College Dean	Date	President
		<i>...</i> 12/21/11
Director, Calhoun Honors College	Date	

000055



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:X **New Undergraduate Course:** HIST- 480.. **New Honors Course:** --.. **New Graduate Course:** -**Effective Term:** 01/2012**Catalog Title:** Museum Practicum**Transcript Title:** Museum Practicum**Fixed Credit Course:** 3 (2,1) (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
X D-Seminar	.. Variable Title	.. Mathematics
.. E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	.. Repeatable	.. Math or Science
.. G-Studio	maximum credits:	.. A&H (Literature)
.. H-Field course		.. A&H (Non-Literature)
.. I-Study Abroad		.. Social Science
.. L-Lab (no/fee)		.. CCA
.. N/B-Lecture/Lab(w/fee)		.. STS
.. N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: Introduces critical issues and museum theoretical perspectives affecting museum curators and other museum professionals. Students will integrate theory with practical experience in public history realm as they work with museum professionals.

Prerequisite(s): History 414

Projected Enrollment:

Year 1 - 10 Year 2 - 10 Year 3 - 10 Year 4 - 10

Required course for students in: History Major (Public History Emphasis Area)

Statement of need and justification based on assessment results of student learning

outcomes: This course is necessary for our public history seniors, as it introduces them to critical museology theories that will enhance their ability to gain placement in excellent public history MA programs. It also provides important advanced practical experience in the museums that will link what they learn in the classroom with the experience they will gain in the local history museum work they will perform outside of the university.

Textbook(s): John Falk and Lynn Dierking, Learning from Museums: Visitor Experiences and the Making of Meaning (2000)

Sandell, Richard, ed., Museums, Society, Inequality (2002)

Levin, Amy K. Defining Memory: Local Museums and the Construction of History in America's Changing Communities (2007)

David Glassberg, Sense of History: The Place of the Past in American Life (2001)

James and Lois Horton, eds. Slavery and Public History: The Tough Stuff of American Memory (2008)

Learning Objectives: In this course students will learn some of the critical issues and theories of museology that affect museum curators and other museum professionals, and will take this knowledge into the public history realm as they work with local museum professionals. Students will learn to integrate the theory with their daily experiences in the museums.

Topical Outline: Week 1: Digital Issues

Week 2: In-service museum work



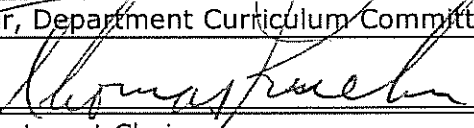
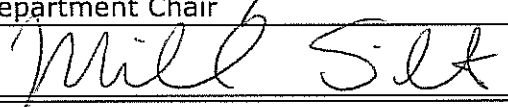
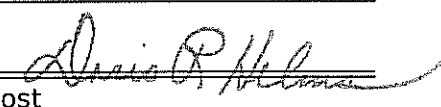
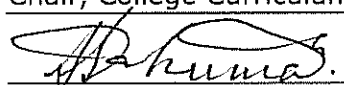
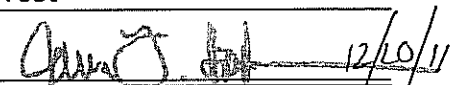
000056

- Week 3: Museums and the Challenge of Inclusion
- Week 4: In-service museum work
- Week 5: Museums and the Challenge of Inclusion, Continued
- Week 6: In-Service museum work
- Week 7: The Museum Visitor: How to Gauge the Experience
- Week 8: In-Service museum work
- Week 9: Americans and the Past
- Week 10: In-Service museum work
- Week 11: Challenges to Local Museum Sites
- Week 12: In-service museum work
- Week 13: Case Study: Challenges of Slavery
- Week 14: In-service museum work
- Week 15: Presentations in class of your in-service activities

Evaluation: Participation in class: 20%
 Three Analytical Papers: 20%
 Evaluation from site supervisor: 20%
 Final Paper: 40%

Form Originator: MSHOCKL, Mega Taylorshockley **Date Form Created:** 3/22/2011
Form Last Updated by: , **Date Form Last Updated:** 10/7/2011
Form Number: 3983

Approval

	10/7/11	 11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	10/7/11	
Department Chair	Date	Chair, Graduate Curriculum Comm
	10/12/11	
Chair, College Curriculum Committee	Date	Provost
	10/13/11	 12/10/11
College Dean	Date	President
		12/21/11
Director, Calhoun Honors College	Date	



Curriculum and Course Change System - Print Change/Delete Course Form

000057

X Change a Course - Abbrev & Number: ENGL- 212

Corresponding Lab Course: --

Corresponding Honors course: ENGL-H-212

.. **Add Honors course:** --

Corresponding Graduate course: --

.. **Add Graduate course:** --**Course Title: WORLD LITERATURE****Brief Statement of Change:**

Change the course description to reconcile description with the actual content of the course.

Last Term taught: 1108

.. **Change Abbrev to:**

Effective Term: 08/2012

.. **Change Number to:**.. **Change Catalog Title:**.. **Change Transcript Title:**

from:

from: WORLD LITERATURE

to:

to:

.. From: Fixed Credit: 3 (3,) To: Fixed Credit: (,)

Change of Credit: Variable Credit: - (-), (-) Variable Credit: - (-),(-).. **Add cross-listing with the following child course(s):**.. **Delete cross-listing with the following child course(s):**.. **Reverse Parent/Child relationship with:****.. Change Method of Instruction****.. Change Course Modifier****.. Change General Education Designation**

from:

from:

from:

to:

to:

to:

to:

X A-Lecture Only

.. .. Pass/Fail Only

..

.. English Composition

..

.. B-Lab (w/fee)

.. X Graded

..

.. Oral Communication

..

.. D-Seminar

.. .. Variable Title

..

.. Mathematics

..

.. E-Independent Study

.. .. Creative Inquiry

..

.. Natural Science w/Lab

..

.. F-Tutorial (w/fee)

.. .. Repeatable

..

.. Math or Science

..

.. G-Studio

.. maximum credits

..

.. A&H (Literature)

..

.. H-Field course

.. from:

..

.. A&H (Non-Literature)

..

.. I-Study Abroad

.. to:

..

.. Social Science

..

.. L-Lab (no/fee)

..

..

.. CCA

..

.. N/B-Lecture/Lab(w/fee)

..

..

.. STS

..

.. N/L-Lecture/Lab(no fee)

..

..

X Change Catalog Description:**from:** Introduction to selected works in continental European literature in translation from Homer to the modern era, together with some Asian classics, with emphasis on major authors.**to:** Introduction to selected works from the Americas, Africa, Asia, Europe, and the Middle East from ancient to modern eras, with emphasis on major authors.**.. Change Prerequisite(s):****from:****to:****Learning Objectives:** This course aims to familiarize students with selected texts that depict different eras, from ancient to modern times, and different geographic settings, from Europe to Africa. By the end of the course students can expect to identify the ways in which written forms reflect cultural and social difference; to discuss literary, poetic, dramatic, and cinematic forms and their function in various socio-political conditions, and to write papers that successfully analyze and interpret literatures from various parts of the world.**Topical Outline:** Week 1: Discussion -- What is World Literature?

Week 2: Literatures of Ancient civilization (Persia, Greece, Rome)

Week 3: Literatures of North America (Native American origin stories)

Week 4: Literatures of Europe (Medieval, Renaissance)

Week 5: Literatures of Travel and Empire

Week 6: Literatures of Spanish Colonies Mexico, Brazil, Argentina

Week 7: Literatures of the Spanish and French Caribbean

Week 8: Literatures of the English Caribbean

Week 7: Literatures of Africa (Nigeria, Kenya)

Week 8: Literatures of South Africa

Week 9: Literatures of Asia (India)

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Week 10: Literatures of Asia (Far East)
 Week 11: Literatures of Europe (the former East Bloc)
 Week 12: Literatures of Russia and the former Soviet Union
 Week 13: Literatures of the Middle East
 Week 14: Literatures of Northern Africa
 Week 15: Literatures of the United States

Evaluation: Grade Breakdown:

Class Participation 25%
 Consisting of Quizzes, Discussion, Attendance
 Long Paper #1 (~4 pages) 10%
 Midterm Exam 15%
 Short Responses (online &/or in-class) 15%
 Final Exam 15%
 Long Paper #2 (~6 pages) 20%
 Total 100%

Form Originator: CBUSHNE, Cameron Bushnell **Date Form Created:** 9/26/2011**Form Last Updated by:** , **Date Form Last Updated:** 9/26/2011**Form Number:** 4402**Approval**

<i>Cameron F. Bushnell</i>	9.26.11	<i>Carice W. Mitchell</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Brian McCrack</i>	9.26.11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/12/11	<i>David R. Helms</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>Stephanie</i>	10/13/11	<i>James J. Holt</i>	12/20/11
College Dean	Date	President	Date
			12/21/11
Director, Calhoun Honors College	Date		

000059



Curriculum and Course Change System - Print Change/Delete Course Form

Delete a Course - Abbrev & Number: ENGL- 359
 Corresponding Graduate Course: --
 .. Corresponding Honors course: --
Course Title: SPECIAL TOPICS
Brief Statement of Change:
 This course is no longer taught; its content is being taken up in Engl 459.
Last Term taught: 1108
Effective Term: 01/2012

Form Originator: CBUSHNE, Cameron Bushnell **Date Form Created:** 9/26/2011
Form Last Updated by: CBUSHNE, Cameron Bushnell **Date Form Last Updated:** 9/26/2011
Form Number: 4403

Approval

<i>Cameron F. Bushnell</i>	9.26.11	<i>Carica W. M... ..</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Brian McGraw</i>	9.26.11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Mill Silt</i>	10/12/11	<i>David R. Helms</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>Arthur S.</i>	10/13/11	<i>James J. ...</i>	12/20/11
College Dean	Date	President	Date
			12/21/11
Director, Calhoun Honors College	Date		

000080



Curriculum and Course Change System - Print Change/Delete Course Form

X Change a Course - Abbrev & Number: ENGL- 459

Corresponding Lab Course: --
 Corresponding Honors course: --
 .. Add Honors course: --
 Corresponding Graduate course: ENGL- -659
 .. Add Graduate course: --
 Course Title: ADV SPECIAL TOPICS

Brief Statement of Change:

The name of this course will change to more accurately reflect its position in the English Department curriculum.

Last Term taught: 1101	.. Change Abbrev to:
Effective Term: 08/2012	.. Change Number to:
X Change Catalog Title:	X Change Transcript Title:
from: Advanced Special Topics in Language, Literature, Culture	from: ADV SPECIAL TOPICS
to: Special Topics in Language, Criticism, Theory	to: Tops Lang Crit Theor

.. From: Fixed Credit: (,) To: Fixed Credit: (,)
 Change of Credit: Variable Credit: 0-0 (-), (-) Variable Credit: - (-),(-)

.. Add cross-listing with the following child course(s):
 .. Delete cross-listing with the following child course(s):
 .. Reverse Parent/Child relationship with:



.. Change Method of Instruction	.. Change Course Modifier	.. Change General Education Designation
from:	from:	from: to:
to:	to:	.. English Composition ..
X A-Lecture Only	.. Pass/Fail Only	.. Oral Communication ..
.. B-Lab (w/fee)	.. X Graded	.. Mathematics ..
.. D-Seminar	.. X Variable Title	.. Natural Science w/Lab ..
.. E-Independent Study	.. Creative Inquiry	.. Math or Science ..
.. F-Tutorial (w/fee)	.. X Repeatable	.. A&H (Literature) ..
.. G-Studio	.. maximum credits	.. A&H (Non-Literature) ..
.. H-Field course	.. from:	.. Social Science ..
.. I-Study Abroad	.. to:	.. CCA ..
.. L-Lab (no/fee)		.. STS ..
.. N/B-Lecture/Lab(w/fee)		
.. N/L-Lecture/Lab(no fee)		

.. Change Catalog Description:
 from:
 to:
 .. Change Prerequisite(s):
 from:
 to:
 Learning Objectives:
 Topical Outline:
 Evaluation:

Form Originator: CBUSHNE, Cameron Bushnell Date Form Created: 9/26/2011
 Form Last Updated by: CBUSHNE, Cameron Bushnell Date Form Last Updated: 9/26/2011
 Form Number: 4404

Approval

<i>Cameron F Bushnell</i>	9-26-11	<i>Carice W. Murrain</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Ben McCook</i>	9-26-11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/12/11	<i>David R. Helms</i>	12/20/11
Chair, College Curriculum Committee	Date	Provost	Date

	10/13/11		000061
College Dean	Date	President	Date
			12/21/11
Director, Calhoun Honors College	Date		

000062



Curriculum and Course Change System - Print Change/Delete Course Form

X Change a Course - Abbrev & Number: ENGL- 498

Corresponding Lab Course: --
 Corresponding Honors course: --
 .. **Add Honors course:** --
 Corresponding Graduate course: ENGL- -698
 .. **Add Graduate course:** --
Course Title: STUDIO COMP & COMM

Brief Statement of Change:

Change name, course content, credit, and prerequisite. - *Edit Attached*

Last Term taught: 0808	.. Change Abbrev to:
Effective Term: 01/2012	.. Change Number to:
X Change Catalog Title: from: Studio Composition and Communication	X Change Transcript Title: from: STUDIO COMP & COMM
to: Writing Center Theory and Practice	to: Writ Ctr Theory

X	From: Fixed Credit: 3 (3,)	To: Fixed Credit: 3 (3,2)	<i>3(2)</i>
Change of Credit:	Variable Credit: - (-), (-)	Variable Credit: - (-),(-)	

.. **Add cross-listing with the following child course(s):**
 .. **Delete cross-listing with the following child course(s):**
 .. **Reverse Parent/Child relationship with:**

X Change Method of Instruction	.. Change Course Modifier	.. Change General Education Designation
from: to: X A-Lecture Only .. B-Lab (w/fee) .. D-Seminar .. E-Independent Study .. F-Tutorial (w/fee) .. G-Studio .. H-Field course .. I-Study Abroad .. L-Lab (no/fee) .. N/B-Lecture/Lab(w/fee) .. N/L-Lecture/Lab(no fee) X	from: to: .. Pass/Fail Only .. X Graded .. Variable Title .. Creative Inquiry .. Repeatable .. maximum credits from: to:	to: .. English Composition .. Oral Communication .. Mathematics .. Natural Science w/Lab .. Math or Science .. A&H (Literature) .. A&H (Non-Literature) .. Social Science .. CCA .. STS

X Change Catalog Description:

from: Preparation for students to work in the Class of 1941 Studio for Student Communication.
to: Preparation for students to work in the Clemson University Writing Center. Required of all undergraduate Writing Fellows.

X Change Prerequisite(s):

from: Sophomore standing or consent of instructor.
to: Sophomore standing and consent of instructor.

Learning Objectives: This course is designed to introduce students and prospective Undergraduate Writing Fellows to writing center theory and practice. Over the course of the semester, students will learn and research best practices for teaching and tutoring writing from across the disciplines. The course emphasizes various rhetorical approaches to academic writing, and requires students to observe and facilitate several tutoring sessions in the Clemson Writing Center and to develop a substantial, semester-long research project on writing theory and practice.

Topical Outline: NOTE: Approximately 1-2 Writing Center practicum hours will be required most weeks of the semester. In addition, time will be spent throughout the semester discussing research methods and preparing for the final research project.

- Week 1: Introduction to the Course
- Week 2: Overview of Writing in the University--Histories
- Week 3: Overview of Rhetoric and Rhetorical Theory
- Week 4: Overview of Writing Theory and Pedagogy
- Week 5: Overview of Writing Theory and Pedagogy
- Week 6: The Idea of the Writing Center / Researching Academic Writing/Writers
- Week 7: Writing Center Theory / Peer Tutoring Theory and Practice
- Week 8: Writing Center Theory / Peer Tutoring Theory and Practice
- Week 9: Writing Center Theory / Peer Tutoring Theory and Practice

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Week 10: Overview of Writing Across and Curriculum
 Week 11: Writing in the Sciences and Social Sciences
 Week 12: Working with Multilingual Writers
 Week 13: Writing, Tutoring, and Technology
 Week 14: Authorship, Plagiarism, and the Writing Center
 Week 15: Conclusions and Research Workshop

Evaluation: Two Short Position Papers 15
 Tutoring Observations and Reflections 15
 Research Proposal 15
 Annotated Bibliography 15
 Final Research Project 30
 Participation 10

Add course requirements for honors and/or 600-level courses (if applicable): Graduates:
 Two Short Position Papers 10
 Tutoring Observations and Reflections 10
 Research Proposal 10
 Annotated Bibliography 20*
 Final Research Project (peer review quality) 40*
 Participation 10**

*Graduate students will be expected to produce a final research project (with supporting annotated bibliography) that meets the standards for acceptance by a peer-reviewed journal.

**Participation for Graduate students will include preparing and presenting a lesson on writing pedagogy or tutoring methodology for the class. The graduate student will secure the approval of the instructor one week prior to the lesson. The lesson plan should include a one-page handout that provides a brief summary of the lesson and the resources consulted in preparing the lesson.

Form Originator: CBUSHNE, Cameron Bushnell **Date Form Created:** 9/26/2011
Form Last Updated by: , **Date Form Last Updated:** 10/3/2011
Form Number: 4408

Approval

<i>Cameron F Bushnell</i>	10.3.11		
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Fred W. Wilton</i>	10/3/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/12/11	<i>David R. Helms</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>John W. ...</i>	10/13/11	<i>James J. ...</i>	12/20/11
College Dean	Date	President	Date
			12/21/11
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print Change/Delete Course Form

X Change a Course - Abbrev & Number: ENGL- 498

Corresponding Lab Course: --

Corresponding Honors course: --

.. **Add Honors course:** --

Corresponding Graduate course: ENGL- -698

.. **Add Graduate course:** --**Course Title: STUDIO COMP & COMM****Brief Statement of Change:**

Change name, course content, credit, and prerequisite. This course is being revised to better prepare tutors for the Clemson University Writing Center. As the Center expands services, it will train undergraduates, and to a lesser extent graduates, in best practices for teaching and tutoring students working on writing projects in all disciplines. Students will be introduced to writing center theory and practice in anticipation of their subsequent service in the Writing Center.

Last Term taught: 0808

Effective Term: 08/2012

.. **Change Abbrev to:**.. **Change Number to:****X Change Catalog Title:**

from: Studio Composition and Communication

to: Writing Center Theory and Practice

X Change Transcript Title:

from: STUDIO COMP & COMM

to: Writ Ctr Theory

X

From: Fixed Credit: 3 (3,)

To: Fixed Credit: 3 (3,1)

Change of Credit:

Variable Credit: - (-), (-)

Variable Credit: - (-),(-)

.. **Add cross-listing with the following child course(s):**.. **Delete cross-listing with the following child course(s):**.. **Reverse Parent/Child relationship with:**

X Change Method of Instruction	.. Change Course Modifier	.. Change General Education Designation
---------------------------------------	----------------------------------	--

from:

to:

from:

to:

from:

to:

X A-Lecture Only

..

.. Pass/Fail Only

..

.. English Composition

..

.. B-Lab (w/fee)

..

X Graded

..

.. Oral Communication

..

.. D-Seminar

..

.. Variable Title

..

.. Mathematics

..

.. E-Independent Study

..

.. Creative Inquiry

..

.. Natural Science w/Lab

..

.. F-Tutorial (w/fee)

..

.. Repeatable

..

.. Math or Science

..

.. G-Studio

..

maximum credits

..

.. A&H (Literature)

..

.. H-Field course

..

from:

..

.. A&H (Non-Literature)

..

.. I-Study Abroad

..

to:

..

.. Social Science

..

.. L-Lab (no/fee)

..

.. CCA

..

.. N/B-Lecture/Lab(w/fee)

..

.. STS

..

.. N/L-Lecture/Lab(no fee)

X

X Change Catalog Description:**from:** Preparation for students to work in the Class of 1941 Studio for Student Communication.**to:** Preparation for students to work in the Clemson University Writing Center. Required of all undergraduate Writing Fellows.**X Change Prerequisite(s):****from:** Sophomore standing or consent of Instructor.**to:** Sophomore standing and consent of Instructor.

Learning Objectives: This course is designed to introduce students and prospective Undergraduate Writing Fellows to writing center theory and practice. Over the course of the semester, students will learn and research best practices for teaching and tutoring writing from across the disciplines. The course emphasizes various rhetorical approaches to academic writing, and requires students to observe and facilitate several tutoring sessions in the Clemson Writing Center and to develop a substantial, semester-long research project on writing theory and practice.

Topical Outline: This course includes a required lab component. Over the course of the semester, each student will spend a sum total of 15 hours observing, tutoring, and researching in the Clemson University Writing Center.

This means that in addition to regularly scheduled class meetings, approximately 1 hour of lab time in the Writing Center will be required most weeks of the semester. We will also spend time throughout the semester discussing research methods and preparing for the final research project. (The lab component is indicated in parentheses.)

Week 1: Introduction to the Course

Week 2: Overview of Writing in the University—Histories

Week 3: Overview of Rhetoric and Rhetorical Theory (Writing Center Observations)

Week 4: Overview of Writing Theory and Pedagogy (Writing Center Observations)

Week 5: Overview of Writing Theory and Pedagogy (Writing Center Observations and Research)

Week 6: The Idea of the Writing Center / Researching Academic Writing/Writers (Writing Center Observations and Research)

Week 7: Writing Center Theory / Peer Tutoring Theory and Practice (Research Proposal Due)

- Week 8: Writing Center Theory / Peer Tutoring Theory and Practice (Writing Center Research)
- Week 9: Writing Center Theory / Peer Tutoring Theory and Practice (Writing Center Research)
- Week 10: Overview of Writing Across and Curriculum (Writing Center Research and Tutoring)
- Week 11: Writing in the Sciences and Social Sciences (Annotated Bibliography Due)
- Week 12: Working with Multilingual Writers (Writing Center Research and Tutoring)
- Week 13: Writing, Tutoring, and Technology (Writing Center Research and Tutoring)
- Week 14: Authorship, Plagiarism, and the Writing Center (Writing Center Research and Tutoring)
- Week 15: Conclusions and Research Workshop (Writing Center Research and Tutoring)

Final Projects and Tutor Reflections will be due during Finals Week on the date of our scheduled final exam.

Evaluation: Two Short Position Papers 15
 Tutoring Observations and Reflections 20
 Research Proposal 10
 Annotated Bibliography 15
 Final Research Project 30
 Participation 10

Add course requirements for honors and/or 600-level courses (if applicable): Graduates:

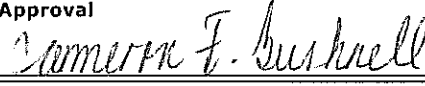

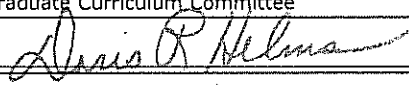
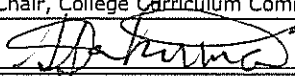
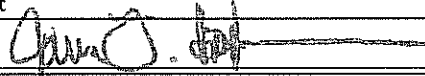
Two Short Position Papers 10
 Tutoring Observations and Reflections 10
 Research Proposal 10
 Annotated Bibliography 20*
 Final Research Project (peer review quality) 40*
 Participation 10**

*Graduate students will be expected to produce a final research project (with supporting annotated bibliography) that meets the standards for acceptance by a peer-reviewed journal.

**Participation for Graduate students will include preparing and presenting a lesson on writing pedagogy or tutoring methodology for the class. The graduate student will secure the approval of the instructor one week prior to the lesson. The lesson plan should include a one-page handout that provides a brief summary of the lesson and the resources consulted in preparing the lesson.

Form Originator: CBUSHNE, Cameron Bushnell **Date Form Created:** 9/26/2011
Form Last Updated by: , **Date Form Last Updated:** 11/9/2011
Form Number: 4408

Approval

	11-10-11		
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11/10/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
			
Chair, College Curriculum Committee	Date	Provost	Date
	11/16/11		12/20/11
College Dean	Date	President	Date
			12/21/11
Director, Calhoun Honors College	Date		

English 498/698
Spring 2012

Writing Center Theory and Practice
SAMPLE SYLLABUS

Professor: Dr. Scot Barnett
Office: 814 Strode Tower
Email: barnet6@clemson.edu

Office Hours: XXXXXX
Office Phone: (864) 656-5404
Class Meetings: XXXXXX

Course Description

This course is designed to introduce students and prospective Undergraduate Writing Fellows to writing center theory and practice. Over the course of the semester, students will learn and research best practices for teaching and tutoring writing from across the disciplines. The course emphasizes various rhetorical approaches to academic writing, and requires students to observe and facilitate several tutoring sessions in the Clemson Writing Center and to develop a substantial, semester-long research project on writing theory and practice.

Required Course Materials

1. Course Reader. (Available at Campus Copy, 384 College Avenue)
2. Rafoth, Ben, ed. *A Tutor's Guide: Helping Writers One on One*. Boynton Hook, 2005. (Available at University Bookstore)

Assignments and Grading

Each member of the class will be expected to complete the following, all of which will be discussed in class.

The percentages will be distributed as follows:

<i>Assignment</i>	<i>%</i>	<i>%</i>
	<i>Undergrad</i>	<i>Grad</i>
Two Short Position Papers	15	10
Tutoring Observations and Reflections	15	10
Research Proposal	15	10
Annotated Bibliography	15	20*
Final Research Project	30	40*
Participation	10	10**
<i>Total</i>	<i>100</i>	<i>100</i>

Your major assignments will be graded using the following standard system: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below)

*Graduate students will be expected to produce a final research project (with supporting annotated bibliography) that meets the standards for acceptance by a peer-reviewed journal.

A Note on Participation

Active participation is an important part of any course, but what does *participation* mean? At its simplest, participation means arriving on time each day, prepared to discuss and ask questions about that day's reading. In addition, participation also means *active and empathetic engagement* with the issues and perspectives being addressed during a class period. I firmly believe that the best way to learn is through questioning and collaboration. In this course, therefore, we'll learn from each other and we'll learn by coming together and working through complex ideas as a class.

There are many ways you can participate during a given class meeting. You may: respond to the day's reading by asking specific questions about the text; draw comparisons between one text and another read in or outside of the course; offer an example or illustration that further develops arguments made in the text; suggest possible applications for writing or pedagogy; ask questions of the instructor and other classmates.

**Participation for Graduate students will include preparing and presenting a lesson on writing pedagogy or tutoring methodology for the class. The graduate student will secure the approval of the instructor one week prior to the lesson. The lesson plan should include a one-page handout that provides a brief summary of the lesson and the resources consulted in preparing the lesson.

Attendance

Regular attendance in this course is mandatory. Attendance is required so that a strong intellectual community can form in the class: reading and writing are, after all, fundamentally social acts.

For these reasons, you will need to be in class on time and prepared every meeting. Of course, illnesses and other minor emergencies may arise over the course of the semester. For such occasions, you are allowed **three excused absences**. For every unexcused absence after the third, your final grade will be lowered one half-letter grade. If you need to be absent for some *extraordinary* reason, because of a severe accident or illness, a family emergency or death, jury duty, or a religious holiday, please let me know, and we will try to work out some accommodations. For such absences, either prior notification or subsequent documentation is required.

Extreme tardiness (arriving more than 20 minutes late) will constitute an absence. Consistent tardiness will also adversely affect your final grade.

If I am not in the classroom within 15 minutes after the scheduled start time, you may leave. In the unlikely event that class is cancelled or I am unable to attend class and you haven't been notified ahead of time, you are free to leave after 15 minutes.

Late Work

All assignments are due on the dates indicated on the course schedule, even if you are absent. Late assignments may be submitted two calendar days after the original due date; however, for each day pass the due date, late assignments will be penalized one letter grade. Late assignments turned in after two calendar days will receive a 0 or F.

I understand that emergencies occasionally come into conflict with course work. If this happens, please contact me immediately to request an extension. The sooner you contact me, the more likely I'll be to grant your request.

Academic Integrity and Plagiarism

According to the *Undergraduate Announcements*, “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to that vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.”

If you ever have questions about how or when to document a source, please ask me before turning in your paper. Plagiarism, or failure to give credit to others for their words or ideas, may lead to failure of this course and to suspension or expulsion from the University. Always document all sources using an appropriate style guide.

You may not submit work for this course that has been turned in for credit for a previous course.

Students With Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individualized needs for accommodation.

Contacting Me

You may find that e-mail is the most convenient way to reach me, since I check my messages frequently and usually reply quickly. The best way to handle substantive issues (e.g. talking about a reading, draft or project), however, is through a face-to-face meeting. If my scheduled office hours conflict with your class schedule, I will gladly work with you to set up a time that is convenient for both of us.

Calendar

NOTE: Approximately 1-2 Writing Center practicum hours will be required most weeks of the semester. In addition, time will be spent throughout the semester discussing research methods and preparing for the final research project.

Week 1: Introduction to the Course

Week 2: Overview of Writing in the University—Histories

Week 3: Overview of Rhetoric and Rhetorical Theory

Week 4: Overview of Writing Theory and Pedagogy

Week 5: Overview of Writing Theory and Pedagogy

Week 6: The Idea of the Writing Center / Researching Academic Writing/Writers

Week 7: Writing Center Theory / Peer Tutoring Theory and Practice (**Research Proposal Due**)

Week 8: Writing Center Theory / Peer Tutoring Theory and Practice

Week 9: Writing Center Theory / Peer Tutoring Theory and Practice

Week 10: Overview of Writing Across and Curriculum

Week 11: Writing in the Sciences and Social Sciences (**Annotated Bibliography Due**)

Week 12: Working with Multilingual Writers

Week 13: Writing, Tutoring, and Technology

Week 14: Authorship, Plagiarism, and the Writing Center

Week 15: Conclusions and Research Workshop

Final Projects will be due during Finals Week on the date of our scheduled final exam.

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Curriculum and Course Change System - Print Major Form

Change Major Name: Architecture (BA)

Degree: BA

Effective Catalog Year: 2012

..Change Major Name to:

..Change Degree to: (CHE approval required)

XChange Curriculum Requirements

(Submit or upload Curriculum map in catalog format. CHE approval required for > 18 hours of changes)

..Change General Education Requirements

(Must also submit a General Education Checklist)

..Add, Change or Delete Concentration(s)

(Submit or upload Curriculum map in catalog format. CHE approval required)

..Add, Change or Delete Emphasis Area(s)

Explanation: New courses have been created that will replace old requirements in the curriculum.

In the Fall semester of the Sophomore year, ARCH 204 - History and Theory of Modern Architecture replaces CSM 201 - Structures I.

In the Spring semester of the Sophomore year, ARCH 270 - Structures I replaces AAH 204 - History & Theory of Architecture II.

ARCH 355 is added to the list of studio courses that will fulfill the Studio Requirement.

ARCH 271 is added to the list of courses that will satisfy the Technology Requirement.

Form Originator: HROBERT, Robert Hogan **Date Form Created:** 9/23/2011

Form Last Updated by: , **Date Form Last Updated:** 10/7/2011

Form Number: 4393

Approval

			11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10.7.11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/11		12/10/11
Chair, College Curriculum Committee	Date	Provost	Date
	10/12/11		12/21/11
College Dean	Date	President	Date
	10/13/11		

Curriculum Change BA in Architecture

Existing Curriculum 2011/2012

Freshman Year

First Semester

3 – AAH 101 Survey of Art & Arch. History I
 3 – ARCH 101 Introduction to Architecture
 3 – ENGL 103 Accelerated Composition
 4 – MTHSC 106 Calculus of One Variable I
 3 – PHYS 207 General Physics I
1 – PHYS 209 General Physics I Lab
 17

Second Semester

3 – AAH 102 Survey of Art & Arch. History II
 5 – ARCH 151 Architecture Communication
 3 – BIOSC 203 Environmental Energy & Society
4 – Foreign Language Requirement¹
 15

Sophomore Year

First Semester

6 – ARCH 251 Architecture Foundations I
 3 – CSM 201 Structures I
 3 – ENGL 212 World Literature
3 – Foreign Language Requirement¹
 15

Second Semester

3 – AAH 204 History & Theory of Arch. II
 6 – ARCH 252 Architecture Foundations II
 3 – Foreign Language Requirement¹
3 – Social Science Requirement²
 15

Junior Year

First Semester

3 – Architecture History/Theory Requirement³
 3 – Building Technology Requirement⁴
 6 – Studio Requirement
3 – Elective
 15

Second Semester

1 – ARCH 401 Architectural Portfolio
 6 – Minor Requirement⁶
6 – Studio Requirement⁵
 15

Senior Year

First Semester

6 – Minor Requirement⁶
 3 – Social Science Requirement²
6 – Studio Requirement⁵
 15

Second Semester

5 – ARCH 452 Synthesis Studio
 3 – Minor Requirement⁶
6 – Elective
 15

¹ Three semesters (through 202) in the same language are required.

² See General Education Requirements. Three of these credit hours must also satisfy the Cross-Cultural Awareness Requirement.

³ ARCH 403, 404, 405, or 412

⁴ ARCH 414, 416, 421 477, CSM 202, 203 205, 304, or 305

⁵ ARCH 351, 352, 353, 354

⁶ See Advisor.

Proposed Curriculum 2012/2013

Changes:

- In the Fall semester of the Sophomore year, ARCH 204 – History and Theory of Modern Architecture replaces CSM 201 – Structures I.
- In the Spring of the Sophomore year, ARCH 270 – Structures I replaces AAH 204 – History & Theory of Architecture II.
- ARCH 355 is added to the list of studio courses that will fulfill the Studio Requirement.
- ARCH 271 is added to the list of courses that will fulfill the Technology Requirement.

Freshman Year

First Semester

3 – AAH 101 Survey of Art & Arch. History I
 3 – ARCH 101 Introduction to Architecture
 3 – ENGL 103 Accelerated Composition
 4 – MTHSC 106 Calculus of One Variable I
 3 – PHYS 207 General Physics I
1 – PHYS 209 General Physics I Lab
 17

Second Semester

3 – AAH 102 Survey of Art & Arch. History II
 5 – ARCH 151 Architecture Communication
 3 – BIOSC 203 Environmental Energy & Society
4 – Foreign Language Requirement¹
 15

Sophomore Year

First Semester

6 – ARCH 251 Architecture Foundations I
3 – ARCH 204 History & Theory of Mod. Arch.
 3 – ENGL 212 World Literature
3 – Foreign Language Requirement¹
 15

Second Semester

3 – ARCH 270 – Structures I
 6 – ARCH 252 Architecture Foundations II
 3 – Foreign Language Requirement¹
3 – Social Science Requirement²
 15

Junior Year

First Semester

3 – Architecture History/Theory Requirement³
 3 – Building Technology Requirement⁴
 6 – Studio Requirement⁵
3 – Elective

15

Second Semester

6 – Minor Requirement⁶
 6 – Studio Requirement⁵
3 – ARCH 401 Architectural Portfolio
 15

Senior Year

First Semester

6 – Minor Requirement⁶
 3 – Social Science Requirement²
6 – Studio Requirement⁵
 15

Second Semester

6 – ARCH 452 Synthesis Studio
 3 – Minor Requirement⁶
6 – Elective
 15

¹ Three semesters (through 202) in the same language are required.

² See General Education Requirements. Three of these credit hours must also satisfy the Cross-Cultural Awareness Requirement.

³ ARCH 403, 404, 405, or 412

⁴ ARCH 271, 414, 416, 421, 477, CSM 202, 203, 205, 304, or 305

⁵ ARCH 351, 352, 353, 354, 355

⁶ See Advisor.

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CLEMSON
UNIVERSITY

Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: ARCH- 204

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2012

Catalog Title: History of Modern Architecture

Transcript Title: Hist of Modern Arch

Fixed Credit Course: 3 (3,0)

Variable Credit Course: -(-), (-)

Method of Instruction	Course Modifier	General Education Designation
XA-Lecture Only	..Pass/Fail Only	..English Composition
..B-Lab (w/fee)	XGraded	..Oral Communication
..D-Seminar	..Variable Title	..Mathematics
..E-Independent Study	..Creative Inquiry	..Natural Science w/Lab
..F-Tutorial (w/fee)	..Repeatable	..Math or Science
..G-Studio	maximum credits:	..A&H (Literature)
..H-Field course		..A&H (Non-Literature)
..I-Study Abroad		..Social Science
..L-Lab (no/fee)		..CCA
..N/B-Lecture/Lab(w/fee)		..STS
..N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: Survey of the modern period featuring special topics in the history of architecture. Emphasis is on typologies, historical antecedents and European precedents which give shape to buildings in the period of study. Key aspects of architectural theory and practice will be highlighted.

Prerequisite(s): AAH 102

Projected Enrollment:

Year 1 - 65 Year 2 - 70 Year 3 - 75 Year 4 - 80

Required course for students in: Architecture

Statement of need and justification based on assessment results of student learning outcomes: Current architectural history courses taught in the Department of Art stop short of a detailed survey of the modern period of architecture. Most graduate programs in architecture require students to have completed a course in modern architectural history.

Textbook(s): Twentieth-Century American Architecture, The Buildings and their Makers, by Carter Wiseman, W.W. Norton publishers, New York 2000.

Architecture from Prehistory to Postmodernity / Second Edition, by Marvin Trachtenberg & Isabelle Hyman. Prentice-Hall, Inc. New Jersey, 1986, 2002.

Learning Objectives: At the end of the semester, students will be required to;

1. Explain the source of architectural styles prevalent in the 19th & 20th centuries.
2. Explain the role of both American and European masters in defining the modernist period of architecture.
3. Identify particular buildings and recognize the respective theories of the architects who designed them.
4. Understand the technological advancements and cultural shifts which gave rise to modern architecture.

Topical Outline: Week 1 - "The Enlightenment"

Week 2 - Romanticism and Neo-Classicism

Week 3 - Historicism, Eclecticism & Technology Quiz 1

Week 4 - Renaissance Antecedents & Their Influences

Week 5 - The Ecole des Beaux-Arts

Week 6 - Cast Iron Design Quiz 2

Week 7 - The Chicago School

Week 8 - Art Nouveau & Viennese Secession

Week 9 - Modernism & Expressionism

Week 10 - The Bauhaus Quiz 3

Week 11 - The Chicago Tribune Tower Competition Paper Due

Week 12 - Frank Lloyd Wright

Week 13 - Gropius, Mies and Corbusier Quiz 4

Week 14 - Neutra, Kahn, Howe, and Saarinen

Week 15 - Vernacular Architecture Measured Drawing Due

Week 16 - Exam Week Final Exam

Evaluation: 4 Quizzes @ 10% each 40%

Research Paper 20%

Measured Drawing 15%

Final Exam 25%

Form Originator: HROBERT, Robert Hogan **Date Form Created:** 9/23/2011

Form Last Updated by: , **Date Form Last Updated:** 10/5/2011

Form Number: 4388

Approval

		<i>Carica W. Mulvey</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date

000072

<i>Kath Schweunson</i>	10.7.11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Alan</i>	10/10/11	<i>Chris K. Helms</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>Will Selt</i>	10/12/11	<i>Chris J. Helms</i>	12/20/11
College Dean	Date	President	Date
<i>John F. Helms</i>	10/13/11		12/21/11
Director, Calhoun Honors College	Date		

000073



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: ARCH- 270

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2012**Catalog Title:** Structures I**Transcript Title:** Structures I**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** - (-), (-)

Method of Instruction	Course Modifier	General Education Designation
XA-Lecture Only	..Pass/Fail Only	..English Composition
..B-Lab (w/fee)	XGraded	..Oral Communication
..D-Seminar	..Variable Title	..Mathematics
..E-Independent Study	..Creative Inquiry	..Natural Science w/Lab
..F-Tutorial (w/fee)	..Repeatable	..Math or Science
..G-Studio	maximum credits:	..A&H (Literature)
..H-Field course		..A&H (Non-Literature)
..I-Study Abroad		..Social Science
..L-Lab (no/fee)		..CCA
..N/B-Lecture/Lab(w/fee)		..STS
..N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: The study of statically determinate structural elements and systems including load tracing through physical modeling and theoretical and analytical analysis, the interrelationship between stress and strain, stability and the implication of tension, compression, shear torsion and bending.

Prerequisite(s): MTHSC 106, PHYS 207 and PHYS 209

Projected Enrollment:

Year 1 - 65 Year 2 - 70 Year 3 - 75 Year 4 - 80

Required course for students in: Architecture

Statement of need and justification based on assessment results of student learning outcomes: Accreditation requires that students have an understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems. This understanding manifests itself through design studio course work at the junior and senior levels.

Textbook(s): Static and Strength of Materials for Architecture and Building Construction, 4th Edition by Barry Onouye and Kevin Kane, 2011.

Learning Objectives: Upon completion of the course, the student should be able to:

1. Explain the basic behavior of framing systems and their components under external loading,
2. Analyze actual loading conditions for building components and systems,
3. Solve statically determinate problems involving the following concepts of two and three force systems: components, resultants, scalars, couples, parallel systems, concurrent and non-concurrent systems, equilibrium, and free body diagrams,
4. Analyze determinate structural systems such as simple cables, plane trusses, pinned frames (multi-force members), and hinged arches,
5. Perform calculations to determine axial, shearing and bearing stresses, longitudinal and lateral deformation and strain including effects of temperature change, and
6. Calculate centroids, moment of inertia, section modulus, and radius of gyration of common geometric shapes and be able to locate them in designated tables.

Topical Outline: Week 1 – Load Tracing

Week 2 – Lateral Stability Load Tracing

Week 3 – Free Body Diagrams

Week 4 – Forces as Vectors & Vector addition

Week 5 – Resolution of Forces (Test 1)

Week 6 – Moment of a force

Week 7 – Couple and Moments of a Couple

Week 8 – Two Dimensional equilibrium equations Project 1 Issued

Week 9 – Plane Trusses

Week 10 – Diagonal Tension Counters (Test 2)

Week 11 – Cross Sectional Properties of Structural Members

Week 12 – Moment of Inertia Project 1 Due

Week 13 – Stress and Strain Final Project Issued

Week 14 – Shear

Week 15 – Torsion and Bending

Week 16 Final Project Due

Evaluation: Test 1 20%

Test 2 20%

Project 1 20%

Homework Assignments 10%

Final Project 30%

Duplication (if applicable): Structures I has been taught as CSM 201 to the architecture majors for many years. The Construction Science & Management is no longer able to provide faculty to teach this course under their course number. In addition, accreditation standards in the two departments suggest that Structure I should be taught in the architecture program under its own course number.

009074

Form Originator: HROBERT, Robert Hogan Date Form Created: 9/22/2011
 Form Last Updated by: , Date Form Last Updated: 10/5/2011
 Form Number: 4379

Approval

		<i>Cecilia W. Wilson</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Kath Schumacher</i>	10.7.11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>W. O. P.</i>	10/10/11	<i>Christy R. Helms</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>Will Sill</i>	10/12/11	<i>James O. ...</i>	12/20/11
College Dean	Date	President	Date
<i>Barbara G.</i>	10/13/11		12/20/11
Director, Calhoun Honors College	Date		

000075



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: ARCH- 271

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2012**Catalog Title:** Structures II**Transcript Title:** Structures II**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** -(-), (-)

Method of Instruction	Course Modifier	General Education Designation
XA-Lecture Only	..Pass/Fail Only	..English Composition
..B-Lab (w/fee)	XGraded	..Oral Communication
..D-Seminar	..Variable Title	..Mathematics
..E-Independent Study	..Creative Inquiry	..Natural Science w/Lab
..F-Tutorial (w/fee)	..Repeatable	..Math or Science
..G-Studio	maximum credits:	..A&H (Literature)
..H-Field course		..A&H (Non-Literature)
..I-Study Abroad		..Social Science
..L-Lab (no/fee)		..CCA
..N/B-Lecture/Lab(w/fee)		..STS
..N/L-Lecture/Lab(no fee)		

Add cross-listing with the following child course(s):

Catalog Description: The study of force distributions and behavior in building structures constructed of reinforced concrete, steel and wood. Exploration of typical building components including beams, slabs, columns and foundations and how they are used in high-rise and long span structural design.

Prerequisite(s): ARCH 270 or CSM 201.

Projected Enrollment:

Year 1 - 20 Year 2 - 25 Year 3 - 30 Year 4 - 30

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: This would be an elective course for architecture students wishing to do professional studies in architecture. Many graduate programs require pre-professional architecture majors to have at least two semesters of structures.

Textbook(s): Static and Strength of Materials for Architecture and Building Construction, 4th Edition by Barry Onouye and Kevin Kane, 2012

Structure Systems, Heino Engel, 1997.

Learning Objectives: Upon completion of the course, students will be able to:

1. Calculate and diagram moments and bending stresses.
2. Calculate and diagram shear and shear stresses.
3. Calculate beam and column deflections.
4. Design and analyze reinforced concrete, steel and wood structural components and simple systems utilizing appropriate codes and industry formats.
5. Understand the forces acting on a high-rise structure and design an appropriate structural system to resist these forces.
6. Understand the forces acting on a long span structure and design an appropriate structural system to resist these forces.

Topical Outline: Week 1 - Forces

Week 2 - Load Tracing, Lateral Stability

Week 3 - Shear and Moment in Beams

Week 4 - Shear and Moments in Beams (Test 1)

Week 5 - Steel: Bending and Shear in Beams and Columns and Connection Analysis and Design

Week 6 - Wood: Bending and Shear in Beam, Columns, and Walls

Week 7 - Wood: Connection Analysis and Design

Week 8 - Reinforced Concrete: Bending and Shear in Beams and Columns

Week 9 - Reinforced Concrete: Bending and Shear in Walls

Week 10 - Reinforced Concrete: Connection Analysis and Design (Test 2)

Week 11 - High Rise Structures Final Project Issued

Week 12 - High-Rise Structures

Week 13 - Long Span Structures

Week 14 - Long Span Structures

Week 15 - Long Span Structures

Week 16 - Exam Week Final Project Due

Evaluation: Test 1 20%

Test 2 20%

Assignments (homework & project) 20%

Final Project 40%

Duplication (if applicable): Structures II has been taught as CSM 202 to the architecture students on a space available basis. More architecture majors are wanting to take this course and the Construction Science & Management Department is not able to service the increasing need. In addition, accreditation standards in the two departments suggest that Structures II should be taught to the architecture majors under its own course abbreviation.

000076

Form Originator: HROBERT, Robert Hogan Date Form Created: 9/23/2011

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Form Number: 4387

Approval

		<i>Priscilla W. Williams</i>	11/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Kott Swenson</i>	10/7/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>W. O. O.</i>	10/10/11	<i>David R. Nelson</i>	
Chair, College Curriculum Committee	Date	Provost	Date
<i>Will Silt</i>	10/12/11	<i>James J. [unclear]</i>	12/20/11
College Dean	Date	President	Date
<i>Shakuma</i>	10/13/11		12/21/11
Director, Calhoun Honors College	Date		