



000057

Curriculum and Course Change System - Print Major Form

Add Major Name: Pan African Studies
Degree: BA
Effective Catalog Year: 2013

Explanation: Africans and African Americans have profoundly impacted American history, culture, economics, and society like no other group. Even though Americans have seen tremendous change over the last one hundred and forty years, African Americans continue to struggle to ensure their place within our society. Blacks remain under-represented in the highest ranks in law, medicine, business, politics, the arts, and in the academy. Though Black Studies has emerged in the last twenty years as a legitimate field of study many college students graduate completely ignorant of the contributions of Blacks to society. The contributions, experiences, and challenges of Africans in the past and present continues to be under-emphasized by most academic disciplines. Even as the African American population increases throughout the South, we continue to have difficulty recruiting minority students into Clemson University. With an innovative curriculum that combines academic study with real-world experience, Pan African Studies program supports the expansion of knowledge about how Africans and African Americans have contributed to the modern world. This program will educate globally-aware citizens who can work in an ethnically diverse workforce. Through interdisciplinary coursework, students learn about African and African American history, culture, and society and study Black achievements in the arts and humanities, the social and natural sciences, and applied fields such as health, education, architecture, engineering, and human development. Through culturally relevant classes, mentoring, and practical internships, students will integrate key principles of multiculturalism into their self-understanding and be introduced to new strategies for working in diverse settings.

The Pan African Studies minor, is currently serving approximately 90 students per year in its introductory courses, and offering 6 to 8 courses in the minor each semester through affiliated faculty in other departments. In addition, we reach upwards of 500 students a year through lecture series, films, and research forums. We expect this major to attract incoming freshman, but expect that a large number of our majors, possibly even the majority, will be double majors in other fields.

With hires that have occurred across the university in the last 8 to 10 years, Clemson now has a solid core of faculty and courses in Pan African Studies and a growing number of faculty with a focus on Africans and diversity. We expect to add one tenure-track line immediately to specifically to offer courses on the Caribbean and the Atlantic World.

The creation of this major brings Clemson up to par with peer, top-twenty institutions, most of which already offer bachelor's degrees and some of which offer advanced degrees in African or African American studies. The emphasis on Pan African Studies sets this major apart from the other African American Studies majors in the state (USC, College of Charleston, The Citadel, and Coastal Carolina). By emphasizing Black Studies from an African centric perspective, we will produce a much more marketable student, who will already have a foot in the world's fastest growing economic region.

Form Originator: ABARTLY, Abel Bartley **Date Form Created:** 7/19/2012
Form Last Updated by: ABARTLY, Abel Bartley **Date Form Last Updated:** 10/10/2012
Form Number: 5104

Approval

	10-10-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-10-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date

for

B.A. Pan African Studies
CURRICULUM MAP

Catalog Description: The Bachelor of Arts in Pan African Studies combines the interdisciplinary study of the African Diaspora, with an emphasis on the contributions African descendents have made to contemporary Western society. Majors are taught to ask critical questions about the social, economic, political, and familial contributions Africans have made to Western society and to identify the connections between Africans in diverse cultures. An interdisciplinary curriculum that combines coursework in African and African American studies is supplemented by numerous practical work experiences and opportunities.

The major provides a strong foundation for students interested in advanced degrees in the humanities or social sciences and for students pursuing careers in law, business, government, non-profit organizations, social work, and work related to improving the lives of economically and socially disadvantaged people locally, nationally, and internationally. The major gives students strong oral and written communication skills, exposure to different cultures and the skills they need to navigate ethnically diverse environments. The program is designed to work well as a double-major for students in the humanities, social sciences, education, engineering and business fields.

The program of study includes the courses stipulated in the curriculum map below. The major consists of 33 credits. All students take an 18 credit core of required courses (Group I) that consists of an introductory class, Introduction to Pan African Studies (PAS 301), and the Atlantic World PAS (101); African American History 1492-1877 (HIST 311), African American History 1877-present (HIST 312); a theories and methods course (students choose from PAS 471, 410, or 400), and a capstone senior seminar (PAS 498/698). In addition to this core, students take 6 credit hours from courses that focus entirely on race and ethnicity (Group II courses); 6 credit hours from courses that involve a substantial focus on racial issues (Group III courses); and 3 credit hours in approved race or ethnicity courses from the Humanities or Social Sciences (Group IV).

Group 1—PAS 301; PAS 101; HIST 311; HIST 312; PAS 471, PAS 410 or 400; and a capstone senior seminar (PAS 498/698)

Group II courses focus entirely on cultural and racial issues and include: Six credits from GEOG 330, HIST 337, 338, 339, 438, P A S 101, 498

Group III courses have a substantial focus on racial issues and include: Six credits from ENGL 482, 483, PO SC 381, SOC 460, or THEA 317

Group IV—Three credits in any 300–400-level course in the humanities or the social sciences approved by the Director of the Pan African Studies Program

Courses are to be scheduled in consultation with the appropriate advisors. Pan African Studies advisors will provide all affected advisors with a list of approved courses prior to registration.

Freshman Year

First Semester

- 3 - ENGL 103 Accelerated Composition
 - 4 - Foreign Language Requirement (1)
 - 4 - Natural Science with Lab Requirement (2)
 - 3 - Social Science Requirement (2)
- 14

Second Semester

- 3 - PAS 301 Introduction to Pan African Studies Studies
 - 3 - Oral Communication Requirement (2)
 - 4 - Foreign Language Requirement (1)
 - 3 - Natural Science Requirement (2)
 - 3 - PAS 101 The Atlantic World
- 16

Sophomore Year

First Semester

- 3 - HIST 312 African American History 1877-present
 - 3 - Arts and Humanities (Non-Lit.) Requirement (2)
 - 3 - Foreign Language Requirement (1)
 - 3 - Mathematics Requirement (2)
 - 3 - Social Science Requirement (2)
- 15

Second Semester

- 3 - Major Requirement (Group II)
 - 3 - PAS 410 or 471 Studies in Africana Experience or PAS 400 Directed Studies on the Black Experience
 - 3 - Arts and Humanities (Literature) Requirement (2)
 - 3 - Foreign Language Requirement (1)
 - 3 - HIST 311 African American History 1492-1877
- 15

Junior Year

First Semester

- 3 - THEA 317 African American Theater
 - 3 - Major Requirement (Group III)
 - 3 - Minor Requirement
 - 3 - Elective
 - 3 - Major Requirement (Group IV)
- 15

Second Semester

- 3 - HIST 338 or 339 African History to 1875 or Modern African 1875 to present
 - 3 - Major Requirement (Group II)
 - 3 - Elective
 - 6 - Minor Requirement
- 15

Senior Year**First Semester**

3 - HIST 338 or 339 African History to 1875 or Modern African 1875 to present

3 - Minor Requirement

3 - Major Requirement (Group III)

3 - Elective

3 - Elective

15

Second Semester

3 - PAS 498 Seminar on Pan African Studies

3 - Minor Requirement

9 - Elective

15

120 Total Semester Hours

1 The 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.

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



Curriculum and Course Change System - General Education Checklist

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Major Name: Pan African Studies

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 PAS 301 and PAS 498	..
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:

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: Ethical judgement is a key part of any Pan African Studies programs. The PAS (301, 101) and HIST (311 and 312) introductory courses for the major look at issues of justice and moral decision-making. Whether the question is racism, forced labor, civil rights, or distributive justice health care policy, students are introduced to moral dilemmas and consider moral arguments for and against certain institutions and courses of action as they pertain to people of the Diaspora. PAS 301, which is required of all majors, has ethical decision making as a key component of the course.

How to act ethically in the face of pressures from stakeholders and shareholders is a central issue for leaders today in business, politics, social organizations, and in shared communities. Students write at least one paper in the PAS 301 course that directly addresses the issue of ethics. This paper serves as a primary means for assessing student competency. The department has developed a rubric, which rates paper on a scale of 1-5. Students are expected to score at least a "4" on the rubric which equates to a score of 80. By studying Black achievements, through history courses, fiction and non-fiction literature courses, philosophy and sociology courses, theater, dance, and music students learn to assess different courses of action and different forms of decision-making in light of ethical values and principles. Written work from these courses will be tagged and uploaded in the Clemson e-portfolio system. Several key faculty members in the program, including the program director, have been involved with faculty assessment of the e-portfolio system. On the basis of the quality of student work, adjustment may be made to the content of individual courses within the department's core curriculum (PAS 301, 101, HIST 311, 312, or PAS 498) for the purpose of improving student success.

Communication Integration Plan - Address competencies, implementation, and assessment: Written and oral communication is an important part of all Pan African Studies courses. Effective citizens must know how to be able to communicate their ideas and vision clearly and persuasively. Core courses in the program (those designated Group I or II) all have written communication as part of the class structure, whether it be through short papers, essay exams, or longer term papers. PAS courses further emphasize the importance of effective communication and give students multiple opportunities to make presentations, learn to incorporate visual design elements (such as charts and posters), develop promotional materials for programs and events, and express research results in clear, discipline appropriate forms. By working in multiple disciplines, students learn to adapt their written and oral communication to the needs of different audiences, and different tasks.

There are two different bases for assessment of this competency. The research paper produced in the senior capstone seminar (PAS 301, HIST 311, 312, and the other course offerings) will be one basis for assessment. Students will produce an independently researched paper that identifies a focused and relevant topic, explains and utilizes appropriate research methods, analyzes a broad array of sources, and demonstrates the ability to convey research results in a clear and compelling manner. A grade of "B" or better will be held to satisfy the competency in critical thinking. The department has developed a rubric, which rates paper on a scale of 1-5. Students are expected to score at least a "4" on the rubric which equates to a score of 80. The second basis for assessment will be the portfolio requirement in PAS 301 or 101. On the basis of the quality of student work, adjustment may be made to the content of individual courses within the department's core curriculum (PAS 301, HIST 311, 312, PAS 400) for the purpose of improving student success.

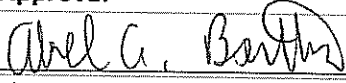


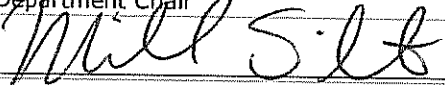

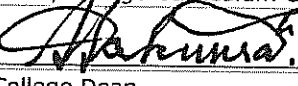

Critical Thinking Integration Plan - Address competencies, implementation, and assessment: Attention to critical thinking and analysis is a component of almost all Pan African Studies classes. PAS 301, which serves as the principal introduction to the major, introduces students to the idea that race, culture, and heritage are not innate features but creations of man. There are no natural, biological givens, but each person is the product a complex interaction of biology and social forces. In beginning to untangle the

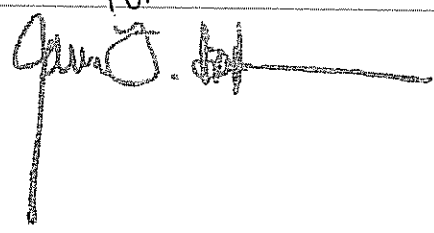
Interrelation of different components that come into play in the making of racial identity, students gain a critical perspective on their own identity and its construction in a social matrix. Core courses for the major (designated Group II courses) that originate in departments in the humanities and social sciences further teach about African's experiences, past and present, in ways that encourage students to ask critical questions about the impact of social, political, and economic institutions on racial equality. Readings in these courses challenge traditional attitudes about race and class issues and teach students to subject such attitudes to critical scrutiny and analysis. Additionally, students are here introduced to different disciplinary approaches to the study of race and to the ways in which diverse methods, including narrative and ethnographic methods, logical argumentation, historical perspectives, and statistical and quantitative analysis, produce differing research questions and results.

PAS will use assessments of each student's ability to integrate critical thinking and analysis into their scholarly work particularly by evaluating research papers in the senior seminar (PAS 498). The department has developed a rubric, which rates paper on a scale of 1-5. Students are expected to score at least a "4" on the rubric which equates to a score of 80. This rubric is designed measure research, writing, originality, and analysis. Students will produce an independently researched paper that identifies a focused and relevant topic, explains and utilizes appropriate research methods, employs a broad array of sources, and demonstrates the ability to reflect on and analyze these sources in a critical manner. Students will have a chance to revise before including this paper, if they so choose, in their Clemson e-portfolio. If the identified benchmarks are not achieved, faculty will use evaluation data to make needed course revisions, which will increase students' Critical Thinking competency. On the basis of the quality of student work, adjustment may be made to the content of individual courses within the department's core curriculum (PAS 301, 101, HIST 311, 312 or 498) for the purpose of improving student success.

Form Originator: ABARTLY, Abel Bartley **Date Form Created:** 8/16/2012
Form Last Updated by: ABARTLY, Abel Bartley **Date Form Last Updated:** 10/10/2012 **Form Number:** 5161

Approval

	10-10-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-10-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President for	Date





Curriculum and Course Change System - Print New Course Form

000063

Course Abbreviation & Number:

X New Undergraduate Course: P A S- 400 420 430

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2013**Catalog Title:** Hip Hop and African American Contemporary Culture**Transcript Title:** Hip Hop Culture**Fixed Credit Course:** 3 (3,0)**Variable Credit Course:** 0-0 (0-0), (0-0)

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:	.. 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: Examines the controversial history and legacy of Hip-Hop culture, and explores how the artistic expression of the American underclass has evolved into worldwide cultural expression. Combines scholarship and theory with considerable audio and video exposure to various Hip-Hop songs and artists.

Prerequisite(s): None**Projected Enrollment:**

Year 1 - 25 Year 2 - 0 Year 3 - 25 Year 4 - 0

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: This course is designed to engage students who are interested in understanding the cultural contributions of African Americans to contemporary society. This is a course, which has been demanded by contemporary students who are interested in Hip Hop culture and its impact on American society and the many ways it interacts with young people.

Textbook(s): Can't Stop, Won't Stop: A History of The Hip Hop Generation by Jeff Chang. St. Martin's Press; (2005)

The Hip Hop Reader by Tim Strode. Pearson, Longman; (2007)

Rap Music and Hip Hop Culture by Richard Mook. Kendall Hunt Second Edition. (2009).

Learning Objectives: Students in the course will learn how to define, explain, and examine hip hop as a culture not just a music genre. Students will further learn to critically compare and contrast contemporary issues in society within their historical framework in American popular culture. Students will also learn to research and analyze social, political, and economic conditions as they relate to African-Americans and the development of a globally commercialized culture. The overall goal of the course is to prepare students to critically think about the intersections between race, culture, class, gender, pop culture, and the unique set of circumstances that link Hip hop with Black culture worldwide, and come up with hypothesis about the future of Hip Hop culture and African-American culture. The students will also be able to suggest solutions to address the myriad of social, political, and racial issues discussed throughout the course. These objectives will be gauged through classroom discussion, written assignments and culminate with the ending mix tape portfolio which will be given to the instructor.

Topical Outline: Weekly Schedule

Week 1: Climate For Creation

Defining Hip Hop

Week 2: Era 1, "The Old School Era" 1970-1985

Impact of Politics

Role of Students

Week 3: Era 1, "The Old School Era" 1970-1985

Impact of Race, Gender, and Sexual Orientation

Introduction to Music Industry

Week 4: Era 1, "The Old School Era" 1970-1985

The 9 Elements of Hip Hop Culture

Identification of Trends and Issues

Week 5: Era 2, "The Golden Era" 1985-1993

Influence of Politics
Evolving Role of Students

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Week 6: Era 2, "The Golden Era" 1985-1993
The Convergence of Race, Power, Culture
Commercialization

Week 7: Era 2, "The Golden Era" 1985-1993
Examination of Trends and Issues
Censorship, Fear, and Expansion

Week 8: Era 3; "The Modern Era" 1993- 2005
Interference of Politics
The Reverse Role of students

Week 9: Era 3, "The Modern Era" 1993 -2005
Assaults on Race, Gender, and Sexual Orientation
Globalization of The Industry

Week 10: Era 3, "The Modern Era" 1993- 2005
Socio-political Critique of Trends and Issues
Morality, Conspiracy Theories, and Art

Week 11: Era 4: "The Techno/Digital Era" 2005 -Present
The Merging of Politics
Alternative Role of Students

Week 12: Era 4, "The Techno/Digital Era" 2005 - Present
Beyond Race, Gender, and Sexual Orientation
Imperializing An Industry

Week 13: Era 4, "The Techno/Digital Era" 2005 -Present
Institutionalizing The Trends and Issues
Validating Hip Hop

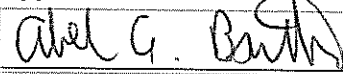
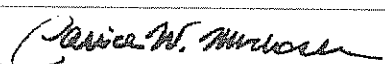
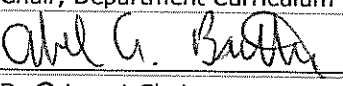



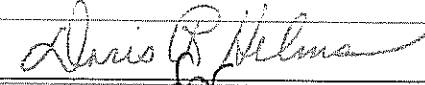

Week 14: The Lost Elements
Co-opted or Capitalization
Sports and Hip Hop

Week 15: Critical Inquiry
Who is Hip Hop?
The Historical Legacy of Hip Hop

Evaluation: Weekly Quizzes over the Readings--10%
Critical Response Papers - 15%
Midterm Exam--25%
Group Project--25%
Mixtape Paper and Analysis--25%
The Mixed Tape assignment will only be accessible to the instructor.

Form Originator: ABARTLY, Abel Bartley **Date Form Created:** 8/9/2012
Form Last Updated by: , **Date Form Last Updated:** 10/10/2012
Form Number: 5145

Approval

	10-10-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/10/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date
			

Director, Calhoun Honors College	Date		



000066

Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: P A S- 468

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 01/2013**Catalog Title:** Comparative Racism and Discrimination in the Atlantic World**Transcript Title:** Comparative Racism**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:	.. 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:** Seminar in the comparative history of racism and segregation in South Africa and the Americas.**Prerequisite(s):** None!**Projected Enrollment:**

Year 1 - 20 Year 2 - 0 Year 3 - 20 Year 4 - 0

Required course for students in:**Statement of need and justification based on assessment results of student learning outcomes:** This course is important for any student wishing to major in Pan African Studies. It is essential for any student who wants to understand the way segregation and discrimination impacted different regions so that students can have reference points for comparisons of similar experiences.**Textbook(s):** John Cell

The Highest State of White Supremacy: Segregation in South African and the United States (Out of Print—a copy will be placed on reserve at Cooper library)

George M. Frederickson

White Supremacy: A Comparative Study in American & South African History

James T. Campbell

Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa

Anthony W. Marx

Making Race and Nation: A comparison of the United States, South Africa, and Brazil

George M. Frederickson

Racism: A Short History

Margaret McCord

The Calling of Katie Makanya

Theodore Rosengarten,

All God's Dangers: The Life of Nate Shaw

Learning Objectives: In this course students will demonstrate their ability to understand the many ways that segregation and discrimination have influenced historical, cultural, and political developments in the Atlantic world. At the end of the course students will demonstrate the ability to explain the relationship between culture, politics, societal developments and laws, which buttress segregation and discrimination.**Topical Outline:** Meeting Schedule

NOTE: Assigned readings must be completed before class on the date they are listed.

Week 1 Introduction

Week 2 George Frederickson and the roots of racial identity

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During this week the class will explore the foundational works of George Frederickson, pioneering scholar of the Western roots of racial identity

Week 3 George Frederickson and the study of comparative segregation.

During this week the class will continue exploring the works of George Frederickson, focusing in particular on his early comparative work between South Africa and the American South

Week 4 John Cell: The Apartheid and Jim Crow

During this week the class will examine the work of John Cell, whose scholarship comparing Jim Crow and Apartheid set the parameters for future comparative studies

Week 5: The political economy of Jim Crow

During this week the class will read the book All God's Dangers an oral history of a black sharecropper in the American South.

Week 6 Rural Southern Africa before Apartheid:

During this week the class will read The Calling of Katie Makanya, an oral history of a Sotho woman raised in the Union of South Africa during the early 20th century, and This Seed is Mine, the oral history of South African Sharecropper Kas Maine

Week 7 Christian communities in the Black Diaspora (I)

During this week the class will read the first half of Song of Zion, a history of the AME Church in the American South and South Africa.

Week 8 Christian communities in the Black Diaspora (II)

During this week the class will read the second half of Song of Zion

Week 9: Racial politics in Latin America

During this week the students will begin reading Making Race and Nation, a comparative study of legal segregation in Brazil, the United States, and South Africa

Week 10: Latin America in comparative perspective (I)

During this week the students will continue reading Making Race and Nation.

Week 11 Latin America in comparative perspective (II)

During this week the students will conclude reading Making Race and Nation

Week 12: The historiography of segregation—George Frederickson and his critics.

During this week students will read White Supremacy, Frederickson's sequel to his earlier work, which engages with many of the argument put forth by the other authors examined in the course.

Week 13: Commemorating Racism: Segregation and Public History

During this week students will read Archaeology and the Modern World: Colonial Transcripts in South Africa and the Chesapeake, a work that explores the efforts of historic preservation on the black experience in the New World and in South Africa

Week 14: Commemorating Racism: Segregation on the screen

During this week students will read In Darkest Hollywood, which explores the representations of race and racial segregation in moving pictures.

Week 15: Exporting Segregation

This week the students will explore the process whereby Jim Crow segregation was resisted in the Anglophone Caribbean

Then add the following text: Harvey Neptune, Caliban and the Yankees: Trinidad and the United States Occupation

Evaluation: Evaluation:

Class participation is 30% of your grade.

Book essays count for 40% of your grade. Students will prepare four brief papers (1,500-2,000 words) during the semester comparing and contrasting the books read (10% each) Essays should use evidence from the relevant texts to support their arguments.

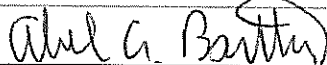

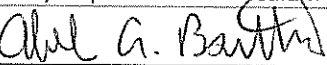
Research papers count for 30% of your grade. Students will also write an original research paper based on a topic they discuss with the professor. Topics should build on course readings to explore some aspect of the comparative histories of South Africa and the American South.

Form Originator: ABARTLY, Abel Bartley **Date Form Created:** 8/23/2012

Form Last Updated by: , **Date Form Last Updated:** 10/9/2012

Form Number: 5174

Approval

	10-10-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10-10-12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date

<i>Will Silt</i>	10/10/12	<i>Louis P Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Adkins</i>	10/10/12	<i>Louis P Helms</i>	2/3/13
College Dean	Date	President <i>EDV</i>	Date
		<i>James J. [unclear]</i>	
Director, Calhoun Honors College	Date		

000069



Curriculum and Course Change System - Print Major Form

Change Major Name: Prod Stu Performing Arts (Music)
Degree: BA
Effective Catalog Year: 2013
 .. **Change Major Name to:**
 .. **Change Degree to:** (CHE approval required)
X 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)
 .. **Add, Change or Delete Emphasis Area(s)**

Explanation: Changes: (1) The music theory / aural skills requirement is currently met by MUSIC 246-249, with a prerequisite of either passing a placement exam or taking MUSIC 142/499 (with no credit given towards the degree). The new curriculum will offer the more rigorous sequence of MUSIC 142-145, 242-243 (all for credit). (2) Graduation currently requires piano competency at the 102 level, by either passing a proficiency exam or by taking MUSIC 101/102. The new curriculum requires MUSIC 101/102 during the freshman year to insure students gain this important skill at the beginning of their college careers. Credit hours for the increased music theory / aural skills and piano classes are achieved by reducing elective hours from 19 to 13. (3) The music history requirement is currently met by the one semester general survey of music history course (MUSIC 310) and two music history specialty course electives (see map footnotes). In order to provide a more solid historical foundation for students, the new curriculum now requires a full year of music history supplemented by just one music history specialty course. (4) The remaining minor changes to the map reflect the adjustment of course offerings across semesters to accommodate the changes noted above.

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012
Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 9/21/2012
Form Number: 5324

Approval

	10-1-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date

Production Studies in Performing Arts – Music Concentration

Overview of Curriculum Changes (for fall 2013)

Primary Justification for Changes

The primary justification for these curricular changes are (1) to strengthen the Music Theory sequence from two to three semester and to start them in the freshman year, giving students an early start on critical skills, (2) to require piano skills as part of the curriculum, again, giving students early study in an important musical skill, and (3) to replace a one-semester music history course (MUSIC 310) with a more rigorous two-semester sequence (MUSIC 415/416).

Hours removed (12)

Reduced elective hours from 19 to 13 (6)

Removed MUSIC 310: Survey of Music History (3)

Reduced Music History Requirement from 9 to 6 hours (3)

Added courses to replace hours removed (12)

Music 101: Beginning Class Piano I, formerly a non-credit required competency (1)

Music 102: Beginning Class Piano II, formerly a non-credit required competency (1)

Music 142: Music Theory I, changing a prerequisite course to a required course (3)

Music 143: Aural Skills I, creating aural skills component to accompany the above theory course (1)

Music 415: Music History to 1750, formerly an option under Music History Req. (3)

Music 416: Music History since 1750, formerly option under Music History Req. (3)

Music Theory / Aural Skills

The Music Theory curriculum has also been refined. Some course numbers and names were changed and courses created to make a three-semester sequence. The first semester classes are noted above.

Current music theory

Music 142: Music Fundamentals (3)¹

Music 246: Accel Music Theory I (3)

Music 247: Accel Aural Skills I (1)

Music 248: Accel Music Theory II (3)

Music 249: Accel Aural Skills II (1)

New music theory equivalent

Music 142: Music Theory I (3)

Music 143: Aural Skills I (1) – new course

Music 144: Music Theory II (3) – new course

Music 145: Aural Skills II (1) – new course

Music 242: Music Theory III (3)

Music 243: Aural Skills III (1)

¹ This is not a required course but one of two possible prerequisites for the current Music 242/243 and 246/247

Production Studies in Performing Arts – Music Concentration

Overview of Curriculum Changes (for fall 2013)

Primary Justification for Changes

The primary justification for these curricular changes are (1) to strengthen the Music Theory sequence from two to three semester and to start them in the freshman year, giving students an early start on critical skills, (2) to require piano skills as part of the curriculum, again, giving students early study in an important musical skill, and (3) to replace a one-semester music history course (MUSIC 310) with a more rigorous two-semester sequence (MUSIC 415/416).

Hours removed (12)

Reduced elective hours from 19 to 13 (6)

Removed MUSIC 310: Survey of Music History (3)

Reduced Music History Requirement from 9 to 6 hours (3)

Added courses to replace hours removed (12)

Music 101: Beginning Class Piano I, formerly a non-credit required competency (1)

Music 102: Beginning Class Piano II, formerly a non-credit required competency (1)

Music 142: Music Theory I, changing a prerequisite course to a required course (3)

Music 143: Aural Skills I, creating aural skills component to accompany the above theory course (1)

Music 415: Music History to 1750, formerly an option under Music History Req. (3)

Music 416: Music History since 1750, formerly option under Music History Req. (3)

Music Theory / Aural Skills

The Music Theory curriculum has also been refined. Some course numbers and names were changed and courses created to make a three-semester sequence. The first semester classes are noted above.

Current music theory

Music 142: Music Fundamentals (3)¹

Music 246: Accel Music Theory I (3)

Music 247: Accel Aural Skills I (1)

Music 248: Accel Music Theory II (3)

Music 249: Accel Aural Skills II (1)

New music theory equivalent

Music 142: Music Theory I (3)

Music 143: Aural Skills I (1) – new course

Music 144: Music Theory II (3) – new course

Music 145: Aural Skills II (1) – new course

Music 242: Music Theory III (3)

Music 243: Aural Skills III (1)

Changes to the Curriculum Map

To assist in understanding the changes to the curriculum map these changes have been marked in two ways:

In italics: moving courses to different locations on the map and other small changes

In bold: changes relating to the added and removed 12 hours

¹ This is not a required course but one of two possible prerequisites for the current Music 242/243 and 246/247

PRODUCTION STUDIES IN PERFORMING ARTS
MUSIC CONCENTRATION
2012 CURRICULUM MAP (CURRENT)
121 Hours Required for Graduation

Freshmen Year**Fall Semester**

3 – ENGL 103 Accelerated Composition
 1 – MUSIC 153 Applied Music for Majors
 3 – PA 101 Introduction to Performing Arts
 1 – PA 103 Portfolio I
 1 – PA 279 Performing Arts Practicum I
 3 – Foreign Language requirement¹
 1 – Large Ensemble Requirement²
 3 – Social Science Requirement³
 16 Credit Hours

Sophomore Year**Fall Semester**

3 – MUSIC 246 Accelerated Music Theory I
 1 – MUSIC 247 Accelerated Aural Skills I
 1 – MUSIC 253 Applied Music for Majors
 3 – PA 201 Performing Arts Seminar I
 1 – Large Ensemble Requirement²
 3 – Mathematics or Natural Science Requirement³
 3 – Social Science Requirement³
 1 – Elective
 16 Credit Hours

Junior Year**Fall Semester**

3 – COMM 250 Public Speaking
 1 – MUSIC 353 Applied Music for Majors
 3 – PA 301 Principles of Arts Administration
 3 – Minor Requirement
 3 – Music History Requirement⁴
 2 – Elective
 15 Credit Hours

Senior Year**Fall Semester**

4 – PA 401 Senior Capstone Project
 1 – PA 403 Portfolio II
 3 – Minor Requirement
 3 – Music History Requirement⁴
 4 – Elective
 15 Credit Hours

Freshmen Year**Spring Semester**

1 – MUSIC 154 Applied Music for Majors
 1 – PA 280 Performing Arts Practicum II
 3 – THEA 210 Theatre Appreciation
 3 – Foreign Language Requirement¹
 1 – Large Ensemble Requirement²
 3 – Mathematics Requirement³
 4 – Natural Science Requirement³
 16 Credit Hours

Sophomore Year**Spring Semester**

3 – MUSIC 248: Accelerated Music Theory II
 1 – MUSIC 249: Accelerated Aural Skills II
 1 – MUSIC 254 Applied Music for Majors
 3 – MUSIC 310 Survey of Music History
 3 – Arts and Humanities (Literature) Requirement³
 1 – Large Ensemble Requirement²
 3 – Elective
 15 Credit Hours

Junior Year**Spring Semester**

3 – MUSIC 180 Introduction to Music Technology
 1 – MUSIC 354 Applied Music for Majors
 3 – MUSIC 430 Conducting
 3 – Minor Requirement
 3 – Music History Requirement⁴
 2 – Elective
 15 Credit Hours

Senior Year**Spring Semester**

6 – Minor Requirement
 7 – Elective
 13 Credit Hours

NOTES:

¹ The 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.

² Select from MUSIC 361, 362, 363, 364, 369, 370, 371, 372 only. No more than two credits of MUSIC 361 and/or 364 will count toward ensemble requirement. Keyboard students must take a minimum of one hour each of MUSIC 323, applied organ, and applied carillon for three of the four required ensemble credits.

³ See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society Requirements.

⁴ MUSIC 308, 309, 311, 312, 313, 314, 317, 318, 415, or 416

Note: As a requirement for graduation, Music Concentration students will be required to demonstrate piano competence at the 102 level.

PRODUCTION STUDIES IN PERFORMING ARTS - MUSIC CONCENTRATION (691)
2013 CURRICULUM MAP - 121 Hours Required for Graduation

Freshman Year**Fall Semester**

1 – MUSIC 153 Applied Music for Majors
1 – Large Ensemble Requirement²
3 – **MUSIC 142 Music Theory I**
1 – **MUSIC 143 Aural Skills I**
1 – **MUSIC 101 Beginning Class Piano I**
3 – Foreign Language requirement¹
3 – PA 101 Introduction to Performing Arts
1 – PA 103 Portfolio I
3 – ENGL 103 Accelerated Composition
17 Credit Hours

Sophomore Year**Fall Semester**

1 – MUSIC 253 Applied Music for Majors
1 – Large Ensemble Requirement²
3 – *MUSIC 242 Music Theory III*
1 – *MUSIC 243 Aural Skills III*
3 – *PA 201 Career Planning and Prof'l Development*
1 – *PA 279 Performing Arts Practicum I*
3 – Mathematics or Natural Science Requirement³
3 – Social Science Requirement³
16 Credit Hours

Junior Year**Fall Semester**

1 – MUSIC 353 Applied Music for Majors
3 – **MUSIC 415 Music History to 1750**
3 – PA 301 Principles of Arts Administration
3 – COMM 250 Public Speaking
3 – Minor Requirement
2 – **Elective**
15 Credit Hours

Senior Year**Fall Semester**

4 – PA 401 Senior Capstone Project
1 – PA 403 Portfolio II
3 – **Music History Requirement⁴**
3 – Minor Requirement
3 – **Elective**
14 Credit Hours

NOTES:

¹ The 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.

² Select from MUSIC 361, 362, 363, 364, 369, 370, 371, 372 only. No more than two credits of MUSIC 361 and/or 364 will count toward ensemble requirement. Keyboard students must take a minimum of one hour each of MUSIC 323, applied organ, and applied carillon for three of the four required ensemble credits.

³ See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society Requirements.

⁴ MUSIC 308, 309, 311, 312, 313, 314, 317, 318, 415, or 416

Freshman Year**Spring Semester**

1 – MUSIC 154 Applied Music for Majors
1 – Large Ensemble Requirement²
3 – *MUSIC 144 Music Theory II*
1 – *MUSIC 145 Aural Skills II*
1 – **Music 102 Beginning Class Piano II**
3 – Foreign Language Requirement¹
3 – THEA 210 Theatre Appr. (Humanities non-Lit req.)
3 – Mathematics Requirement³
16 Credit Hours

Sophomore Year**Spring Semester**

1 – MUSIC 254 Applied Music for Majors
1 – Large Ensemble Requirement²
1 – *PA 280 Performing Arts Practicum II*
3 – **Music History Requirement⁴**
4 – *Natural Science Requirement³*
3 – Arts and Humanities (Literature) Requirement³
3 – *Social Science Requirement³*
16 Credit Hours

Junior Year**Spring Semester**

1 – MUSIC 354 Applied Music for Majors
3 – **MUSIC 416 Music History since 1750**
3 – MUSIC 180 Introduction to Music Technology
3 – MUSIC 430 Conducting
3 – Minor Requirement
2 – **Elective**
15 Credit Hours

Senior Year**Spring Semester**

6 – Minor Requirement
6 – **Elective**
12 Credit Hours

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Curriculum and Course Change System - General Education Checklist
Major Name: Production Studies in Performing Arts (Music Concentration)

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:

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 changes.

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

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

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 2/23/2011

Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 10/8/2012 **Form Number:** 3849

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President for 	Date

000075



Curriculum and Course Change System - Print Minor Form

Change Minor: Music
Effective Catalog Year:

.. Change Minor Name to:
X Change Minor Requirements:
Current Catalog Description: A minor in Music requires MUSIC 151, 152, 242, 243, 251, 252; 415 or 416; four semesters of ensemble, totaling four credits, selected from MUSIC 323, 361, 362, 363, 369, 370, 371, 372; and one three-hour MUSIC course at the 300-400 level. All four semesters of applied music and large ensemble must be on the student's primary instrument.
Proposed Catalog Description: A minor in Music requires MUSIC 151, 152, 142, 143, 251, 252; 415 or 416; four semesters of ensemble, totaling four credits, selected from MUSIC 323, 361, 362, 363, 369, 370, 371, 372; and one three-hour MUSIC course at the 300-400 level. All four semesters of applied music and large ensemble must be on the student's primary instrument.
Summary/ Explanation: The revision above reflects a change to the music theory sequence, which was changed from two-semester with a prerequisite (the latter could be exempted) to three-semester. The music faculty believes the best course for music minors is the first semester of the new sequence: MUSIC 142/143 (corequisites). They will replace MUSIC 242/243 in the current music minor.

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012
Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 10/8/2012
Form Number: 5312

Approval			
	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair,	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date

for



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

000076

X Change a Course - Abbrev & Number: MUSIC- 142

Corresponding Lab Course: --

Corresponding Honors course: --

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

Corresponding Graduate course: --

.. **Add Graduate course:** --**Course Title: MUSIC FUNDAMENTALS****Brief Statement of Change:**

This course is changed as part of the department's new 3-semester music theory sequence. It covers the material of the original Music Fundamentals course supplemented by additional content. The name, MUSIC THEORY I, reflects its position in the new sequence. In addition, the aural skills component is broken out into its own course, the new MUSIC 143: Aural Skills I.

Last Term taught: 1205

.. **Change Abbrev to:**

Effective Term: 08/2013

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

from: MUSIC FUNDAMENTALS

from: MUSIC FUNDAMENTALS

to: MUSIC THEORY I

to: MUSIC THEORY I

.. From: Fixed Credit: 3 (3,0) 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:	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 Change Catalog Description:

from: Covers the rudiments of music theory and aural skills. Includes notation, scales, key signatures, intervals and chord constructions, as well as sight singing and ear training.

to: Introduces the materials of music theory, including notation, scales, keys, intervals, basic rhythms and meter, triads and seventh chords, chord inversions, and non-chord tones.

X Change Prerequisite(s):**from:** None**to:** Coreq: Music 143

- Learning Objectives:**
1. Discern the design, proportions, and patterns of music
 2. Describe how music is constructed, regarding forms, elements and resolutions
 3. Demonstrate understanding of proper notation conventions
 4. Distinguish the use of the elements of music across different historical periods and styles

Topical Outline: Week 1: notation conventions; keyboard

Week 2: major and minor scales

Weeks 3-4: intervals; exam 1

Week 5: rhythm and beat

Week 6: simple and compound meter

Week 7: triads in root position and inversion

Week 8: seventh chords in root position and inversion; exam 2

Week 9: chords in major and minor keys

Week 10: triads in first inversion

Week 11: triads in second inversion; exam 3

Week 12-13: non-chord tones

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Week 14: dominant seventh chord in context

Week 15: non-dominant seventh chords in context; exam 4; Final Analysis Project due

Evaluation: 25% - Worksheets, assignments, class participation

25% - Drills, quizzes

40% - Exams (4 @ 10% each)

10% - Final analysis project or composition

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (< 60%)

Form Originator: ALEVIN, Andrew Levin Date Form Created: 9/21/2012

Form Last Updated by: , Date Form Last Updated: 10/8/2012

Form Number: 5313

Approval

<i>Andrew Levin</i>	10-9-12	<i>Parico M. ...</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Dan O'Hanrahan</i>	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Mill Silt</i>	10/10/12	<i>David R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Helms</i>	10/10/12	<i>David R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>for</i> <i>James T. ...</i>	
Director, Calhoun Honors College	Date		



000078

Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:
X New Undergraduate Course: MUSIC- 143
.. New Honors Course: --
.. New Graduate Course: -
Effective Term: 08/2013

Catalog Title: Aural Skills I
Transcript Title: Aural Skills I
Fixed Credit Course: 1 (0,2)
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
.. 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
X 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: Beginning aural skills, which include Solfge, singing and identifying intervals and scales, identifying triads and seventh chords, sight singing simple melodies in major and minor keys, and taking dictation of simple melodies in major and minor keys.

Prerequisite(s): COREQ: MUSIC 142

Projected Enrollment:
Year 1 - 12 Year 2 - 12 Year 3 - 12 Year 4 - 12

Required course for students in: Production Studies in Performing Arts (Audio Technology and Music concentrations)

Statement of need and justification based on assessment results of student learning outcomes: The current first-level music theory course, Music Fundamentals (Music 142), contains a minimal amount of aural skills activities as part of a lecture-based course. With this new course, set in lab format, the students will spend much more time learning the necessary aural skills to become more well-rounded musicians. The next two semesters of the music theory curriculum already contain a separate aural skills course; this new course increases the rigor of the music theory / aural skills curriculum.

Textbook(s): No text required. Students are required to purchase blank manuscript paper and will do exercises on emusictheory.com. All daily exercises are provided by the instructor.

Learning Objectives: 1. Sing all intervals; identify them upon listening
2. Sing major, minor and modal scales using Solfège; identify upon listening
3. Identify quality of triads and seventh chords upon listening
4. Sight sing simple melodies in major and minor keys using Solfège
5. Take melodic dictation of simple melodies in major and minor keys

Topical Outline: Weeks 1-3: sing and identify intervals; exam 1
Weeks 4-6: sing and identify major, minor and modal scales; exam 2
Weeks 9-12: concurrently sight sing and take dictation of simple melodies in major keys; exam 3
Weeks 13-15: concurrently sight sing and take dictation of simple melodies in major and minor keys; exam 4

Evaluation: 15% - daily intervals and scales activities
15% - daily triads and sevenths activities
15% - daily dictation activities
15% - daily sight reading activities
20% - emusictheory.com drills
20% - exams (4 @ 5% each)

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (< 60%)

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/25/2012
Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 9/25/2012
Form Number: 5353

Approval

Andrew Levin 10-1-12 *Carice W. ...* 11/2/2012

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Dan O'Leary</i>	<i>10/1/12</i>		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Michelle Silt</i>	<i>10/10/12</i>	<i>Chris P. Helms</i>	<i>2/3/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
<i>Markus</i>	<i>10/10/12</i>	<i>Chris P. Helms</i>	<i>2/3/13</i>
College Dean	Date	President	Date
		<i>for</i> <i>James T. [Signature]</i>	
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print New Course Form

000080

Course Abbreviation & Number:
 X New Undergraduate Course: MUSIC- 144
 .. New Honors Course: --
 .. New Graduate Course: -

Effective Term: 08/2013

Catalog Title: MUSIC THEORY II
Transcript Title: MUSIC THEORY II

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:	.. 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: Continuation of MUSIC 142, with added emphasis on part writing, small and larger formal structures, and secondary functions and modulation, in both classical and popular genres.

Prerequisite(s): MUSIC 142. COREQ: MUSIC 145.

Projected Enrollment:

Year 1 - 12 Year 2 - 12 Year 3 - 12 Year 4 - 12

Required course for students in: Production Studies in Performing Arts (Music Concentration). Also required for Production Studies in Performing Arts (Audio Concentration) who are taking a Music Minor.

Statement of need and justification based on assessment results of student learning outcomes: This course, along with the aural skills coreq (MUSIC 145), forms the second semester of the department's new 3-semester music theory sequence. Previously the music theory sequence consisted of two semesters with a prerequisite (the latter could be exempted). This content was supplemented with additional material, creating a more rigorous sequence to better prepare our students for future coursework and professional activities in music.

Textbook(s): Tonal Harmony, Kostka and Payne, 7th ed. (textbook and workbook)
 Finale NotePad software (for Mac or PC); free at www.finalemusic.com/notepad/

Learning Objectives: 1. Analyze diatonic music from the classical and popular genres according to harmonic, melodic, and rhythmic usage; specifically concerning part writing, small and larger formal structures, secondary functions and modulation, and mode mixture
 2. To compose short works that display an understanding of melodic, harmonic, and rhythmic usage of the classical and popular genres; specifically, the techniques noted above
 3. To write music by hand showing an understanding of notational rules governing notes, rhythms, expressions and page layout, in a neat and readable manner
 4. To produce printed notation that shows understanding of the conventions of computer notation

Topical Outline: Week 1-2: Principles of Voice Leading
 Week 3: Root Position Part Writing; exam 1
 Weeks 4-5: Cadences, Phrases, Periods, and Sentences
 Weeks 6-7: Secondary Functions; exam 2
 Weeks 8-9: Modulations Using Diatonic Common Chords
 Weeks 10-11: Other Modulatory Techniques; exam 3
 Weeks 12-14: Larger Forms
 Week 15: Mode Mixture and the Neapolitan; composition project due

Evaluation: 48% - exams (3 @ 16%)
 26% - daily homework assignments
 10% - composition project
 16% - final exam

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (< 60%)

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012

Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 9/27/2012

Form Number: 5315

Approval

<i>Andrew Feri</i>	10-1-12	<i>Carice W. Anderson</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>D. W. Horton</i>	10/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/10/12	<i>Chris R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Hakuma</i>	10/10/12	<i>Chris R. Helms</i>	2/3/13
College Dean	Date	President for <i>James O. Holt</i>	Date
Director, Calhoun Honors College	Date		

000082



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:
X New Undergraduate Course: MUSIC- 145
.. New Honors Course: --
.. New Graduate Course: -
Effective Term: 08/2013

Catalog Title: AURAL SKILLS II
Transcript Title: AURAL SKILLS II
Fixed Credit Course: 1 (0,2)
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
.. 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
X 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: Continuation of MUSIC 143, with added emphasis on sight singing and taking dictation with more complex intervals and in various modes.

Prerequisite(s): MUSIC 143. COREQ: MUSIC 144.

Projected Enrollment:
Year 1 - 12 Year 2 - 12 Year 3 - 12 Year 4 - 12

Required course for students in: Production Studies in Performing Arts (Music Concentration). Also required for Production Studies in Performing Arts (Audio Concentration) who are taking a Music Minor.

Statement of need and justification based on assessment results of student learning outcomes: This course, along with the music theory coreq (MUSIC 144), forms the second semester of the department's new 3-semester music theory sequence. Previously the music theory sequence consisted of two semesters with a prerequisite (the latter could be exempted). This content was supplemented with additional material, creating a more rigorous sequence to better prepare our students for future coursework and professional activities in music.

Textbook(s): No text required. Students are required to purchase blank manuscript paper. All daily exercises are provided by the instructor.

Learning Objectives:
1. Sight-sing melodies with more complex intervals in major and minor keys and in modes using Solfège
2. Take melodic dictation with more complex intervals in major and minor keys and modes
3. Take harmonic dictation of root position triads in major and minor keys

Topical Outline: The three aspects of aural skills taught in this class -- sight singing, melodic dictation, and harmonic dictation -- are best learned when taught concurrently, with increasingly complexity in melodies and harmonies presented as the students learn the material. Skills learned in each area inform the other areas. It is taught in this manner and is found to be effective. It is for this reason that a more specific topical outline is difficult to offer.

Weeks 1-5: Sight singing and melodic dictation in major and minor keys; exam 1
Weeks 6-10: Sight singing and melodic dictation also in modes; exam 2
Weeks 11-15: Continuation of sight singing and melodic dictation; harmonic dictation or foot position triads in major and minor keys; exam 3

Evaluation: 45% - exams (3 @ 15% each)
20% - projects (2 @ 10% each)
20% - weekly aural skills quizzes
15% - final exam

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (< 60%)

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012
Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 9/27/2012
Form Number: 5316

Approval

	10-1-12		11/2/2012
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000083

Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Dan Hartman</i>	10/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Mill Silf</i>	10/10/12	<i>David R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Mark...</i>	10/10/12	<i>David R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>FOR</i> <i>Ch...</i>	
Director, Calhoun Honors College	Date		



000084

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

X Change a Course - Abbrev & Number: MUSIC- 242

Corresponding Lab Course: --
 Corresponding Honors course: --
 .. **Add Honors course:** --
 Corresponding Graduate course: --
 .. **Add Graduate course:** --
Course Title: MUSIC THEORY

Brief Statement of Change:

The current course focuses on analysis of common compositional techniques of the 18th and 19th centuries. With the revised music theory sequence, Music Theory I and II will address most of these techniques, leaving this course to focus on advanced 19th century techniques as well as more recent music.

Last Term taught: 1201	.. Change Abbrev to:
Effective Term: 08/2013	.. Change Number to:
X Change Catalog Title:	X Change Transcript Title:
from: MUSIC THEORY	from: MUSIC THEORY
to: MUSIC THEORY III	to: MUSIC THEORY III

..	From: Fixed Credit: 3 (3,0)	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:	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 Change Catalog Description:

from: Beginning analytical techniques in both the classical and popular genres, including aspects of harmony, melody, and rhythm.
to: Continuation of MUSIC 244, focusing on late 19th, 20th, and early 21st century techniques.

X Change Prerequisite(s):

from: MUSIC 142, satisfactory score on departmental placement exam, or consent of instructor; and Performing Arts--Audio Technology Concentration major or Music minor. COREQ: MUSIC 243.
to: MUSIC 144. COREQ: MUSIC 243.

Learning Objectives: 1. Analyze diatonic music from the classical and popular genres according to harmonic, melodic, and rhythmic usage; specifically concerning augmented sixth chords, enharmonic spellings and modulations, other extended harmonic practices, late nineteenth-century harmony, early twentieth-century techniques, post-tonal theory, and early twentieth-first-century techniques.
 2. To compose short works that display an understanding of melodic, harmonic, and rhythmic usage of the classical and popular genres; specifically, the techniques noted above
 3. To write music by hand showing an understanding of notational rules governing notes, rhythms, expressions and page layout, in a neat and readable manner
 4. To produce printed notation that shows understanding of the conventions of computer notation

Topical Outline: Week 1-2: Augmented sixth chords

Week 3-4: Enharmonic spellings and modulations; exam 1

Week 5: Altered dominant chords

Week 6: Ninth, Eleventh, and Thirteenth chords

Week 7: Late 19th century tonal harmony; exam 2

Week 8: Impressionism; other scales

Week 9: Extended harmonic structures

Week 10: Parallelism, pandiatonicism

Week 11: Rhythm and meter; exam 3

000085

Week 12: Atonal theory
 Week 13: Serialism
 Week 14: Explorations in tone color, indeterminacy
 Week 15: Minimalism, electronic and computer music; composition project due

Evaluation: 48% - exams (3 @ 16%)
 26% - daily homework assignments
 10% - composition project
 16% - final exam

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (< 60%)

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012

Form Last Updated by: , **Date Form Last Updated:** 10/8/2012

Form Number: 5318

Approval

<i>Andrew Levi</i>	10-9-12	<i>Carica W. Murrell</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Daniel W. Hartman</i>	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Mill Silb</i>	10/10/12	<i>David R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>DeAnna</i>	10/10/12	<i>David R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>James O. ...</i>	
Director, Calhoun Honors College	Date		

000086



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

X Change a Course - Abbrev & Number: MUSIC- 243

Corresponding Lab Course: --

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: AURAL SKILLS

Brief Statement of Change:

The new Aural Skills I and II will contain more rigor, covering more topics than in previous courses. By the time students arrive at Aural Skills III they will be ready for the more advanced aural skills offered in this course.

Last Term taught: 1201

.. Change Abbrev to:

Effective Term: 08/2013

.. Change Number to:

X Change Catalog Title: X Change Transcript Title:

from: AURAL SKILLS

from: AURAL SKILLS

to: AURAL SKILLS III

to: AURAL SKILLS III

.. From: Fixed Credit: 1 (0,2) 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:	to:	from:	to:	from:	to:
.. 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	..
X L-Lab (no/fee)	..	..	..	.. CCA	..
.. N/B-Lecture/Lab(w/fee)	..	..	..	.. STS	..
.. N/L-Lecture/Lab(no fee)	..	..	..

X Change Catalog Description:

from: Beginning studies in sight-singing and dictation (melodic, harmonic, and rhythmic). Coreq: MUSIC 242.

to: Continuation of MUSIC 145, with added the addition of harmonic dictation in inversions, melodic/harmonic dictation, and the identification of formal structures through listening.

X Change Prerequisite(s):

from: COREQ: MUSIC 242.

to: MUSIC 145. COREQ: MUSIC 242.

Learning Objectives: 1. Sight-sing melodies containing more complex rhythmic patterns using Solfège
 2. Take melodic dictation containing more complex rhythmic patterns
 3. Take harmonic dictation of triads and seventh chords, in root position and inversion
 4. Take combined harmonic/melodic dictation in major and minor keys and modes
 5. Identify formal structures through listening

Topical Outline: Weeks 1-6: concurrently sight sing and take melodic dictation; exam 1

Weeks 7-9: take harmonic dictation of triads and seventh chords, in root position and inversion; exam 2

Weeks 10-12: take combined combined harmonic/melodic dictation; exam 3

Weeks 13-15: identify formal structures through listening; exam 4

Evaluation: 45% - exams (3 @ 15% each)

20% - projects (2 @ 10% each)

20% - weekly aural skills quizzes

15% - final exam

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (< 60%)

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012

Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 9/21/2012

Form Number: 5319

Approval

<i>Andrew Ferri</i>	10-1-12	<i>Carice W. Anderson</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>David Denton</i>	10/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/10/12	<i>Louis R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Arkunna</i>	10/10/12	<i>Louis R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>for</i> <i>James O. [Signature]</i>	
Director, Calhoun Honors College	Date		

CLEMSON

000088

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

X Delete a Course - Abbrev & Number: MUSIC- 246

Corresponding Graduate Course: --

.. Corresponding Honors course: --

Course Title: ACCEL MUSIC THEORY I**Brief Statement of Change:**

With the institution of the new unified 3-semester music theory sequence (MUSIC 142-45, 242, 243) there is no more need for the separate theory track of courses prefixed "Accelerated." These will no longer be needed and should be deleted.

Last Term taught: 1108**Effective Term:** 08/2013**Form Originator:** ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012**Form Last Updated by:** , **Date Form Last Updated:** 10/8/2012**Form Number:** 5320**Approval**

<i>Andrew Levin</i>	10-9-12	<i>Carice W. Andrews</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Dick Hunter</i>	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/10/12	<i>David R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Markus</i>	10/10/12	<i>David R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>for</i> <i>Charles J. ...</i>	
Director, Calhoun Honors College	Date		

000089



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

X Delete a Course - Abbrev & Number: MUSIC- 247
 Corresponding Graduate Course: --
 .. Corresponding Honors course: --

Course Title: ACCEL AURAL SKILL I

Brief Statement of Change:
 With the institution of the new unified 3-semester music theory sequence (MUSIC 142-45, 242, 243) there is no more need for the separate theory track of courses prefixed "Accelerated." These will no longer be needed and should be deleted.

Last Term taught: 1108
Effective Term: 08/2013

Form Originator: ALEVIN, Andrew Levin Date Form Created: 9/21/2012
Form Last Updated by: , Date Form Last Updated: 10/8/2012
Form Number: 5321

Approval

<i>Andrew Levin</i>	10-9-12	<i>Carrie W. Monroe</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>David W. Hartman</i>	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/10/12	<i>David R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>David R. Helms</i>	10/10/12	<i>David R. Helms</i>	2/3/13
College Dean	Date	President for <i>James G. ...</i>	Date
Director, Calhoun Honors College	Date		

000090



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

X Delete a Course - Abbrev & Number: MUSIC- 248
 Corresponding Graduate Course: --
 .. Corresponding Honors course: --

Course Title: ACCEL MUS THEORY II

Brief Statement of Change:
 With the institution of the new unified 3-semester music theory sequence (MUSIC 142-45, 242, 243) there is no more need for the separate theory track of courses prefixed "Accelerated." These will no longer be needed and should be deleted.

Last Term taught: 1201
Effective Term: 08/2013

Form Originator: ALEVIN, Andrew Levin **Date Form Created: 9/21/2012**
Form Last Updated by: , **Date Form Last Updated: 10/8/2012**
Form Number: 5322

Approval

<i>Andrew Levin</i>	10-9-12	<i>Christina W. Anderson</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>David W. Hartman</i>	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silb</i>	10/10/12	<i>David R. Nelson</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Thomas...</i>	10/10/12	<i>David R. Nelson</i>	2/3/13
College Dean	Date	President	Date
		<i>James O. ...</i>	
Director, Calhoun Honors College	Date		



000091

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

X Delete a Course - Abbrev & Number: MUSIC- 249
 Corresponding Graduate Course: --
 .. Corresponding Honors course: --

Course Title: ACCEL AURAL SKILL II

Brief Statement of Change:
 With the institution of the new unified 3-semester music theory sequence (MUSIC 142-45, 242, 243) there is no more need for the separate theory track of courses prefixed "Accelerated." These will no longer be needed and should be deleted.

Last Term taught: 1201
Effective Term: 08/2013

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/21/2012
Form Last Updated by: , **Date Form Last Updated:** 10/8/2012
Form Number: 5323

Approval

<i>Andrew Levi</i>	10-9-12	<i>Christina M. ...</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>David Denton</i>	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Phil Silt</i>	10/10/12	<i>Chris R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Helms</i>	10/10/12	<i>Chris R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>James S. ...</i>	
Director, Calhoun Honors College	Date		



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

X Delete a Course - Abbrev & Number: MUSIC- 310
 Corresponding Graduate Course: --
 .. Corresponding Honors course: --

Course Title: SURVEY OF MUSIC HIST

Brief Statement of Change:
 The music history requirement for Production Studies in Performing Arts majors (music concentration) will now require a two-semester sequence of music history (MUSIC 415/416), making this one-semester survey for majors unnecessary.

Last Term taught: 1101
Effective Term: 08/2013

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 9/30/2012
Form Last Updated by: , **Date Form Last Updated:** 10/8/2012
Form Number: 5386

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date
			2/3/13
Director, Calhoun Honors College	Date		

Curriculum and Course Change System - Print Major Form

Change Major Name: Prod St in Perf Arts (Audio Tech)

Degree: BA

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X 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)

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



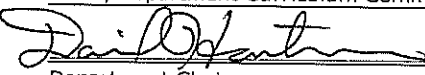
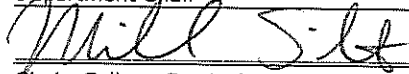
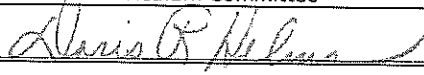
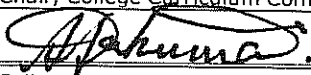
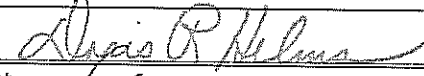

Explanation: The primary changes to this curriculum are to specify that audio majors take general physics I & II. The purpose of this requirement is to align Clemson's degree requirements in audio technology more closely with the requirements of similar programs at other institutions. These courses will fulfill the science Gen Ed requirements, so the new curriculum map lists these in place of the generic Gen Ed requirements. Also, the physics courses require calculus as a pre/corequisite, so this is listed in the map as well and fulfills the mathematics Gen Ed requirement. Students whose score on the mathematics placement test qualifies them to take MTHSC 106 will not need the second math class. The audio curriculum has always included a piano competency requirement, but it has been listed as a footnote. We now wish to put this requirement, Music 101, into the curriculum and list the waiver exam option as a footnote. The other two changes involve no new courses, but a name change for PA 201, and a number change for Music Theory I. Elective hours have been removed to compensate for the four-hour math and science classes. The addition of the one-hour Music 101 has increased the total hours from 121 to 122.

Form Originator: BWHISLE, Bruce Whisler **Date Form Created:** 10/2/2012

Form Last Updated by: , **Date Form Last Updated:** 10/9/2012

Form Number: 5403

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date
		for 	

**PRODUCTION STUDIES IN PERFORMING ARTS
AUDIO TECHNOLOGY CONCENTRATION**

Effective August 2012

121 Credit Hours Required for Graduation

Freshman Year

First Semester

3 – PA 101 Introduction to Performing Arts
1 – PA 103 Portfolio I
3 – Foreign Language Requirement¹
3 – AUDIO 185 Intro. to Audio Technology
3 – MUSIC 210 Music in the Western World
3 – Elective
16 Credit Hours

Sophomore Year

First Semester

3 – PA 201 Performing Arts Seminar I
4 – Natural Science Requirement²
3 – AUDIO 280 Sound Reinforcement
3 – AUDIO 380 Audio Engineering I
3 – Elective
16 Credit Hours

Junior Year

First Semester

3 – PA 301 Principles of Arts Administration
3 – AUDIO 480 Audio Engineering II
3 – Music History Requirement³
3 – Social Science Requirement²
3 – Minor Requirement
15 Credit Hours

Senior Year

First Semester

4 – PA 401 Senior Capstone Project
1 – PA 403 Portfolio II
3 – Music History Requirement³
6 – Minor Requirement
14 Credit Hours

Freshman Year

Second Semester

1 – PA 279 Performing Arts Practicum I
3 – Foreign Language Requirement¹
3 – AUDIO 285 Acoustics of Music
3 – Mathematics Requirement²
3 – ENGL 103 Accelerated Composition
3 – Arts and Humanities – Literature Requirement³
16 Credit Hours

Sophomore Year

Second Semester

1 – PA 280 Performing Arts Practicum II
3 – MUSIC 242 Music Theory
1 – MUSIC 243 Aural Skills
3 – Social Science Requirement²
3 – Mathematics or Natural Science Requirement²
3 – Elective
14 Credit Hours

Junior Year

Second Semester

3 – AUDIO 385 or 386
3 – COMM 250 Public Speaking
3 – MUSIC 318 History of Audio Technology
3 – AUDIO 279 Audio Practicum
3 – Minor Requirement
15 Credit Hours

Senior Year

Second Semester

3 – AUDIO 485 Production Workshop
3 – Music Requirement⁴
3 – PA 399 Internship
3 – Minor Requirement
3 – Elective
15 Credit Hours

NOTES:

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

³Must be chosen from MUSIC 308, 309, 311, 312, 313, 314, 317, 415 or 416

⁴Select any 300- or 400- level MUSIC course

NOTE: As a requirement for graduation, Audio Technology students will be required to demonstrate piano competence at the 101 level, or take Music 101.

**PRODUCTION STUDIES IN PERFORMING ARTS
AUDIO TECHNOLOGY CONCENTRATION**

Effective August 2013

122 Credit Hours Required for Graduation

Freshman Year

First Semester

3 – PA 101 Introduction to Performing Arts
1 – PA 103 Portfolio I
3 – AUDIO 185 Intro. to Audio Technology
3 – Physics 207 General Physics I *or*
Physics 122 Physics with Calculus I
1 – Physics 209 (Lab) *or* Physics 124 (Lab)
4 – MTHSC 104⁵
1 – Music 101 Beginning Class Piano⁶
16 Credit Hours

Sophomore Year

First Semester

3 – PA 201 Career Planning and Prof. Development
3 – Music 142 Music Theory I⁷
1 – Music 143 Aural Skills I⁷
3 – AUDIO 280 Sound Reinforcement
3 – AUDIO 380 Audio Engineering I
3 – Foreign Language Requirement¹
16 Credit Hours

Junior Year

First Semester

1 – PA 280 Performing Arts Practicum II
3 – PA 301 Principles of Arts Administration
3 – AUDIO 480 Audio Engineering II
3 – Music History Requirement³
3 – Social Science Requirement²
3 – Minor Requirement¹
16 Credit Hours

Senior Year

First Semester

4 – PA 401 Senior Capstone Project
1 – PA 403 Portfolio II
3 – Music History Requirement³
6 – Minor Requirement¹
14 Credit Hours

NOTES

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.

² See General Education Requirements

³ Must be chosen from MUSIC 308, 309, 311, 312, 313, 314, 317, 415 or 416

⁴ Select any 300- or 400- level MUSIC course

⁵ Students scoring a 5 or 6 on the mathematics placement exam may take MTHSC 106as their only math requirement.

⁶ Audio Technology students may demonstrate piano competence at the Music 101 level with a competency test and not have to take the class. You will still be responsible for this hour of credit by substituting another class.

⁷ Students minoring in music must also take Music 144/145.

Freshman Year

Second Semester

3 – AUDIO 285 Acoustics of Music
3 – Physics 208 General Physics II *or*
Physics 221 Physics with Calculus II
1 – Physics 210 (Lab) *or* Physics 223 (Lab)
4 – MTHSC 107⁵
3 – ENGL 103 Accelerated Composition
14 Credit Hours

Sophomore Year

Second Semester

1 – PA 279 Performing Arts Practicum I
3 – AUDIO 385 or 386
3 – Social Science Requirement²
3 – Foreign Language Requirement¹
3 – Music 210 Music in the Western World
3 – Elective
16 Credit Hours

Junior Year

Second Semester

3 - Arts and Humanities – Literature Requirement²
3 – COMM 250 Public Speaking
3 – MUSIC 318 History of Audio Technology
3 – AUDIO 279 Audio Practicum
3 – Minor Requirement¹
15 Credit Hours

Senior Year

Second Semester

3 – AUDIO 485 Production Workshop
3 – Music Requirement⁴
3 – PA 399 Internship
3 – Minor Requirement¹
3 – Elective
15 Credit Hour



000096

Curriculum and Course Change System - General Education Checklist
Major Name: Production Studies in Performing Arts (Audio Technology Concentration)

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 MTHSC 107	..	..
Natural Science with lab	..	X PHYS 208/210 or 221/223	..	..
Math or Natural Science	..	X PHYS 207/209 or PHYS 122/124	..	..
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:

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 changes.

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

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

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 2/23/2011

Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 10/8/2012 **Form Number:** 3849

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date



000097

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

X Change a Course - Abbrev & Number: **AUDIO- 380**

Corresponding Lab Course: **AUDIO-L-380**

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: **AUDIO ENGINEERING I**

Brief Statement of Change:

Change prerequisite as indicated below.

Last Term taught: 1108

.. Change Abbrev to:

Effective Term: 01/2013

.. Change Number to:

.. Change Catalog Title:

.. Change Transcript Title:

from:

from: **AUDIO ENGINEERING I**

to:

to:

.. From: Fixed Credit: 3 (2,2) 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:	to:	from:	to:	from:	to:
.. 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	..
X N/B-Lecture/Lab(w/fee) STS	..
.. N/L-Lecture/Lab(no fee)	..				

.. Change Catalog Description:

from:

to:

X Change Prerequisite(s):

from: **MUSIC 180** with a C or better, or **AUDIO 185** with a C or better, or consent of instructor.

to: **Physics 207**, plus either **MUSIC 180** or **AUDIO 185**, all with a C or better.

Learning Objectives:

Topical Outline:

Evaluation:

Form Originator: **BWHISLE, Bruce Whisler** Date Form Created: 8/1/2012

Form Last Updated by: , Date Form Last Updated: 9/28/2012

Form Number: 5124

Approval

<i>Andrew Levi</i>	10-1-12	<i>Carice W. Melrose</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Dan O'Hara</i>	10/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Neil Silt</i>	10/10/12	<i>Carice W. Melrose</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Carice W. Melrose</i>	10/10/12	<i>Carice W. Melrose</i>	2/3/13
College Dean	Date	President	Date
		<i>Carice W. Melrose</i>	
Director, Calhoun Honors College	Date		

000098



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

X Change a Course - Abbrev & Number: AUDIO- 480

Corresponding Lab Course: AUDIO-L-480

Corresponding Honors course: --

.. Add Honors course: --

Corresponding Graduate course: --

.. Add Graduate course: --

Course Title: AUDIO ENGINEERING II

Brief Statement of Change:

Change prerequisite as indicated below.

Last Term taught: 1108

.. Change Abbrev to:

Effective Term: 01/2013

.. Change Number to:

.. Change Catalog Title: .. Change Transcript Title:

from: from: AUDIO ENGINEERING II

to:

From: Fixed Credit: 3 (2,2) To: Fixed Credit: (,)
Variable Credit: - (-), (-) Variable Credit: - (-),(-)

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

.. Change Catalog Description:

from:

to:

X Change Prerequisite(s):

from: AUDIO 285 and 380 with a C or better, or consent of instructor.

to: Physics 208, Audio 285, and AUDIO 380, all with a C or better, or consent of instructor.

Learning Objectives:

Topical Outline:

Evaluation:

Form Originator: BWHISLE, Bruce Whisler Date Form Created: 8/1/2012

Form Last Updated by: BWHISLE, Bruce Whisler Date Form Last Updated: 9/28/2012

Form Number: 5127

Approval

<i>Andrew Fair</i>	10-1-12	<i>Patricia W. Anderson</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Daniel Hartman</i>	10/1/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/10/12	<i>David R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Patricia W. Anderson</i>	10/10/12	<i>David R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>John D. ...</i>	
Director, Calhoun Honors College	Date		

Course Abbreviation & Number:

X New Undergraduate Course: AUDIO- 499

.. New Honors Course: --

X New Graduate Course: AUDIO- ⁶499

Effective Term: 01/2013

Catalog Title: Audio 499, 699 Independent Studies

Transcript Title: AUDIO 499, 699 IN ST

Fixed Credit Course: (,)

Variable Credit Course: 1-3 (1-3), (0-0)

Method of Instruction	Course Modifier	General Education Designation
.. A-Lecture Only	.. Pass/Fail Only	.. English Composition
.. B-Lab (w/fee)	X Graded	.. Oral Communication
.. D-Seminar	.. Variable Title	.. Mathematics
X E-Independent Study	.. Creative Inquiry	.. Natural Science w/Lab
.. F-Tutorial (w/fee)	X Repeatable	.. Math or Science
.. G-Studio	maximum credits: 6	.. 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: Tutorial work for students with special interests in audio study outside the scope of existing courses. May be repeated for a maximum of six credits.

Prerequisite(s): Consent of department chair.

Projected Enrollment:

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

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: Audio is a new course rubric, and we need to create this course so that it will be available when needed.

Textbook(s): The Video Editor's Guide to Soundtrack Pro, by Sam McGuire and David Liban, Focal Press, 2009.

The Video Editor's Guide to Soundtrack Pro, By Sam McGuire, David Liban, Focal Press 2009.

Learning Objectives: Students will demonstrate an understanding of the three layers of audio that accompany an audio-visual production including music, sound effects, and dialog. Students will place audio regions in the appropriate stem tracks and demonstrate the ability to synchronize these in an artistic and technically correct manner. Students will demonstrate the ability to choose music that supports the video, and place the dialog and effects in an acoustic space that is appropriate for the scene.

Topical Outline: Weeks 1-5 Compose/select music, gather sound effects, track needed dialog.

Weeks 5-10 Synchronize all sound to video

Weeks 11-15 Process all sound as needed for artistic and acoustic fit with video images

Evaluation: A typical audio project progresses through multiple phases. Evaluation will occur at the end of each phase. For a recording-based project the following evaluation scheme would be used:

- Session Planning 5%
- Session Tracking 35%
- Mixing/Post Production 40%
- Mastering 20%

Add course requirements for honors and/or 600-level courses (if applicable): A 600-level student will be required to integrate audio with video. Such a project will be significantly different from a 400-level music production project. A video project will have three layers of sound - music, dialog, and effects. The evaluation would be as follows:

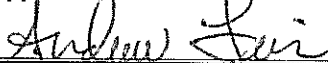

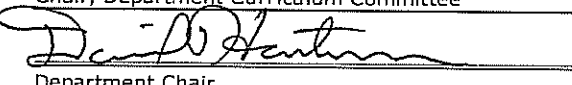
- Session Planning 10%
- Session Tracking 20%
- Artistic Fit of Audio Material 25%
- Audio-Visual synchronization 25%
- Audio Processing Technique 20%

Form Originator: BWHISLE, Bruce Whisler **Date Form Created:** 2/20/2012

Form Last Updated by: , **Date Form Last Updated:** 10/9/2012

Form Number: 4909

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date

<i>Mill Silt</i>	<i>10/10/12</i>	<i>David R Helms</i>	<i>2/3/13</i>
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	<i>10/10/12</i>	<i>David R Helms</i>	<i>2/3/13</i>
College Dean	Date	President <i>for</i>	Date
		<i>[Signature]</i>	
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print Major Form

Change Major Name: Prod Stu Performing Arts (Theatre)

Degree: BA

Effective Catalog Year: 2013

.. Change Major Name to:

.. Change Degree to: (CHE approval required)

X 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)

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

Explanation: Production Studies In Performing Arts

THEATRE CONCENTRATION

CHANGES and RATIONALE FOR 2013 CURRICULUM MAP

1. Move Music 210 from second semester freshman year to first semester of freshman year
To allow for greater course enrollment function; seats are reserved for freshman in the first semester, thus allowing theatre students more flexibility with course offering during the first year
2. Remove 1 elective hour from first semester senior year and add 1 elective hour to second semester freshman year, for a total of 4 elective hours in freshman second semester
Few one-hour electives are open to seniors; allows freshmen to include ensemble and studio hours in individual performance areas
3. Switch Arts and Humanities (Literature) Requirement2 from first semester of sophomore year with THEA 315: Theatre History I from first semester of the senior year
To provide students with an earlier start in history sequencing and to provide a necessary foundation for higher level courses in theatre
4. Change PA 201 Performing Arts Seminar I title from first semester sophomore year to PA 201 Career Planning and Professional Development
Course title change was approved by Curriculum Committee last year (currently exists in catalogue), and needs to be reflected in the Curriculum Map
5. Switch Advanced Theatre Requirement3 from second semester of sophomore year with THEA 316 Theatre History II from second semester of senior year
To provide the history sequence in a timely manner, also allowing students the opportunity to enroll in higher level courses in individual performance areas during the senior year; with a total of 6 credit hours in the final semester
6. Remove ENGL 430 Dramatic Literature II from second semester junior year
This course is no longer offered regularly
7. Convert ENGL 429 Dramatic Literature I to Dramatic Literature Requirement
and move from first semester of junior year to second semester of junior year, enabling students a menu of course selections in this topic area. Add footnote number 4 Must be chosen from ENGL 429, THEA/ENGL 430, ENGL 410, or ENGL 411
To satisfy the dramatic literature requirement with a course that is regularly offered
8. Add THEA 317 or 318 African American Theatre I or II to first semester junior year
Replaces the credit hours lost from ENGL 430 with a dramatic literature-based course

Form Originator: COLLINC, Carol Collins **Date Form Created:** 9/19/2012

Form Last Updated by: , **Date Form Last Updated:** 10/8/2012

Form Number: 5305

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date

for

Production Studies in Performing Arts

THEATRE CONCENTRATION

CHANGES and RATIONALE FOR 2013 CURRICULUM MAP

1. Move **Music 210** from second semester freshman year to first semester of freshman year
To allow for greater course enrollment function; seats are reserved for freshman in the first semester, thus allowing theatre students more flexibility with course offering during the first year
2. Remove **1 elective** hour from first semester senior year and add 1 elective hour to second semester freshman year, for a total of **4 elective** hours in freshman second semester
Few one-hour electives are open to seniors; allows freshmen to include ensemble and studio hours in individual performance areas
3. Switch **Arts and Humanities (Literature) Requirement²** from first semester of sophomore year with **THEA 315: Theatre History I** from first semester of the senior year
To provide students with an earlier start in history sequencing and to provide a necessary foundation for higher level courses in theatre
4. Change PA 201 Performing Arts Seminar I title from first semester sophomore year to **PA 201 Career Planning and Professional Development**
Course title change was approved by Curriculum Committee last year (currently exists in catalogue), and needs to be reflected in the Curriculum Map
5. Switch **Advanced Theatre Requirement³** from second semester of sophomore year with **THEA 316 Theatre History II** from second semester of senior year
To provide the history sequence in a timely manner, also allowing students the opportunity to enroll in higher level courses in individual performance areas during the senior year; with a total of 6 credit hours in the final semester
6. Remove **ENGL 430 Dramatic Literature II** from second semester junior year
This course is no longer offered regularly
7. Convert **ENGL 429 Dramatic Literature I to Dramatic Literature Requirement** and move from first semester of junior year to second semester of junior year, enabling students a menu of course selections in this topic area. Add footnote number **4 Must be chosen from ENGL 429, THEA/ENGL 430, ENGL 410, or ENGL 411**
To satisfy the dramatic literature requirement with a course that is regularly offered
8. Add **THEA 317 or 318 African American Theatre I or II** to first semester junior year
Replaces the credit hours lost from ENGL 430 with a dramatic literature-based course

Theatre (2012, current listing)

A minor in Theatre requires 20 credits arranged as follows: three credits of dramatic literature and history (ENGL) 410, 411, 429, (THEA) 430, THEA (ENGL) 347); three credits of theatre history (THEA 315, 316, 317); six credits in a sequence (THEA 278/479, 315/316, (ENGL) 347/447, 372/472, 376/476, 377/477 or 487 or 497); six credits in THEA at the 300–400 level; and two credits of THEA 279.

Changes for 2013

1. add THEA 318 (African American Theatre II) to list of theatre history options
To assist selection availability and to update our departmental offerings for history
2. remove THEA 315/316 (Theatre History I and II) from the list of options for sequence of 6 credits
To avoid "double-dipping" with required history credits
3. add THEA 288 (Computer Drafting) to sequence of 6 credits
To assist sequencing for design development and design area components
4. Re-word design options with added THEA 288 to: 288 or 377 and one of the following: 477, 478, or 479;
for clarity

Theatre (2013 with changes)

A minor in Theatre requires 20 credits arranged as follows: three credits of dramatic literature and history (ENGL) 410, 411, 429, 430; THEA (ENGL) 347; three credits of theatre history (THEA 315, 316, 317, **318**); six credits in a sequence (THEA 278/479, THEA (ENGL) 347/447, THEA 372/472, 376/476; **288 or 377 and one of the following: 477, 487, or 497**; six credits in THEA at the 300–400 level; and two credits of THEA 279.

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.

²Select from MUSIC 361, 362, 363, 364, 369, 370, 371, 372 only. No more than two credits of MUSIC 361 and/or 364 will count toward ensemble requirement. Keyboard students must take a minimum of one hour each of MUSIC 323, applied organ, and applied carillon for three of the four required ensemble credits.

³See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society Requirements.

⁴MUSIC 308, 309, 311, 312, 313, 314, 317, 318, 415, or 416

Note: As a requirement for graduation, Music Concentration students will be required to demonstrate piano competence at the 102 level.

THEATRE CONCENTRATION

Freshman Year

First Semester

- 3 - ENGL 103 Accelerated Composition
 - 3 - P A 101 Introduction to Performing Arts
 - 1 - P A 103 Portfolio I
 - 1 - P A 279 Performing Arts Practicum I
 - 3 - THEA 278 Acting I
 - 3 - Foreign Language Requirement¹
- 14

Second Semester

- 3 - MUSIC 210 Music Appreciation
 - 1 - P A 280 Performing Arts Practicum II
 - 3 - THEA 277 Production Studies in Theatre or 3 - THEA 377 Stagecraft
 - 3 - Foreign Language Requirement¹
 - 3 - Mathematics Requirement²
 - 3 - Elective
- 16

Sophomore Year

First Semester

- 3 - P A 201 Performing Arts Seminar I
 - 3 - THEA (ENGL) 347 The Structure of Drama
 - 3 - Arts and Humanities (Literature) Requirement²
 - 3 - Mathematics or Natural Science Requirement²
 - 3 - Elective
- 15

Second Semester

- 1 - THEA 279 Theatre Practicum
 - 3 - Advanced Theatre Requirement³
 - 4 - Natural Science Requirement²
 - 3 - Social Science Requirement²
 - 4 - Elective
- 15

Junior Year

First Semester

- 3 - ENGL 429 Dramatic Literature I
 - 3 - P A 301 Principles of Arts Administration
 - 3 - THEA 376 Stage Directing I
 - 3 - Minor Requirement
 - 3 - Social Science Requirement²
- 15

Second Semester

- 3 - ENGL (THEA) 430 Dramatic Literature II
 - 3 - Advanced Theatre Requirement³
 - 3 - Minor Requirement
 - 6 - Elective
- 15

Senior Year

First Semester

- 3 - COMM 250 Public Speaking
 - 4 - P A 401 Senior Capstone Project
 - 1 - P A 403 Portfolio II
 - 1 - THEA 279 Theatre Practicum
 - 3 - THEA 315 Theatre History I
 - 3 - Minor Requirement
 - 1 - Elective
- 16

Second Semester

- 1 - THEA 279 Theatre Practicum
 - 3 - THEA 316 Theatre History II
 - 3 - Advanced Theatre Requirement³
 - 6 - Minor Requirement
 - 2 - Elective
- 15

121 Total Semester Hours

¹Students are expected to complete the first year of language in high school or in a Clemson summer session before the first semester of the freshman year, except for Chinese or Japanese.

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

³Select from 300- or 400-level courses in THEA. At least three hours must be at the 400 level.

VISUAL ARTS

Bachelor of Fine Arts

The Bachelor of Fine Arts degree is the recognized professional undergraduate degree in the visual arts. The program offers students a balanced curriculum of academic coursework and studio art and art history courses in preparation for careers in studio-related areas of the visual arts. The department offers coursework in a number of studio disciplines, including ceramics, drawing, painting, printmaking, photography, sculpture and the new media arts.

First-year art students participate in a foundations program comprised of four studio classes. These classes expose first-year art students to 2-D, 3-D, and 4-D studio practices; utilize traditional and new media; and place special emphasis on drawing. Near the end of the freshmen year, students exhibit their work in a mandatory Foundations Review.

In the sophomore year, students take studio courses in six disciplines, which provides an overview of the studio arts and exposes students to a broad range of studio experiences. Upon completion of this core of courses, students identify one studio discipline as their emphasis area in the Bachelor of Fine Arts program.

In the junior year, students fulfill requirements in their emphasis area in preparation for the Senior Studio experience. Requirements include intermediate and advanced courses in their chosen studio discipline.

The Senior Studio experience is comprised of three courses and provides students an opportunity to focus and refine their personal art concepts and skills, produce a cohesive body of artworks for their BFA exhibition, and develop their portfolio for graduate study or a career in studio-related art professions.

Freshman Year

First Semester

- 3 - A A H 101 Survey of Art and Arch. History
 - 3 - ART 105 Foundation Drawing I
 - 3 - ART 151 Foundations in Visual Art I
 - 3 - ENGL 103 Accelerated Composition
 - 3 - Mathematics Requirement¹
- 15

Second Semester

- 3 - A A H 102 Survey of Art and Arch. History
 - 3 - ART 106 Foundation Drawing II
 - 3 - ART 152 Foundations in Visual Art II
 - 3 - ART 221 Beginning New Media
 - 4 - Natural Science Requirement¹
- 16

Sophomore Year

First Semester

- 3 - A A H 205 History and Theory of Art I
 - 9 - Art 200 Requirement²
 - 3 - Mathematics or Natural Science Requirement²
- 15

Second Semester

- 3 - A A H 206 History and Theory of Art II
 - 9 - Art 200 Requirement²
 - 3 - Social Science Requirement¹
- 15

Junior Year

First Semester

- 3 - A A H 305 Contemporary Art History
 - 3 - Art 300 Emphasis Area Requirement²
 - 3 - Art 300/400 Requirement¹
 - 3 - Arts and Humanities (Literature) Requirement²
 - 3 - Oral Communication Requirement¹
- 15

Second Semester

- 3 - Art 400 Emphasis Area Requirement³
 - 3 - Art 300/400 Requirement¹
 - 3 - Studio Requirement²
 - 3 - Social Science Requirement¹
 - 3 - Elective
- 15

Senior Year

First Semester

- 3 - ART 471 BFA Senior Studio I
 - 3 - ART 473 Sr. Sem. in Professional Care
 - 3 - Art 300/400 Requirement⁴
 - 3 - Studio Requirement²
 - 3 - Elective
- 15

Second Semester

- 5 - ART 472 BFA Senior Studio II
 - 3 - Art 300/400 Requirement⁴
 - 6 - Elective
- 14

120 Total Semester Hours

¹See General Education Requirements. Six of the must also satisfy the Cross-Cultural Awareness and Technology in Society Requirements.

²Select from ART 205, 207, 209, 211, 213 and :

³Select an emphasis area from one of the art included in the required core courses.

⁴Any 300-400-level ART course

⁵Any ART course or other course approved by

PRODUCTION STUDIES IN PERFORMING ARTS
 THEATRE CONCENTRATION (692)
 2013 CURRICULUM MAP
 121 Hours Required for Graduation

Freshmen Year

First Semester

3 – PA 101: Introduction to Performing Arts

1 – PA 103: Portfolio I

1 – PA 279: Performing Arts Practicum I

3 – ENGL 103: Accelerated Composition

3 – MUSIC 210: Music Appreciation

3 – Foreign Language requirement²

3 – THEA 278: Acting I

17 Credit Hours

Second Semester

1 – PA 280: Performing Arts Practicum II

3 – THEA 277: Production Studies in Theatre *or*

3 - THEA 377 Stagecraft

3 – Foreign Language requirement²

3 – Mathematics requirement¹

4 – Elective

14 Credit Hours

Sophomore Year

First Semester

3 – PA 201: Career Planning and Professional Development

3 – THEA (ENGL) 347: The Structure of Drama

3 – Math or Natural Science requirement¹

3 – THEA 315: Theatre History I

3 - Elective

15 Credit Hours

Second Semester

3 - THEA 316: Theatre History II

1 – THEA 279: Theatre Practicum

4 – Natural Science requirement¹

3 – Social Science requirement¹

4 – Elective

15 Credit Hours

Junior Year

First Semester

3 – PA 301: Principles of Arts Administration

3 – Social Science requirement¹

3 – THEA 376: Stage Directing I
**3 – THEA 317: African American Theatre I or
 THEA 318: African American Theatre II**
3 – Minor requirement
 15 Credit Hours

Second Semester

3 – Dramatic Literature requirement⁴
3 – Advanced Theatre requirement³
 6 – Electives
3 – Minor requirement
 15 Credit Hours

Senior Year

First Semester

4 – PA 401: Senior Capstone Project
 1 – PA 403: Portfolio II
 3 – COMM 250 – Public Speaking
3 – Arts and Humanities (Literature) Requirement²
 3 – Minor Requirement
1 - THEA 279 Theatre Practicum
 15 Credit Hours

Second Semester

1 – THEA 279 Theatre Practicum
 6 – Advanced Theatre requirement³
 6 – Minor requirement
2 - Electives
 15 Credit Hours

NOTES:

¹ Students are expected to have completed the first year of language in high school or in a Clemson summer session before the first semester of the freshman year, except for Chinese or Japanese

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

³ Select from 300- or 400-level courses in THEA. At least three hours must be at the 400 level.

⁴ Must be chosen from ENGL 429, THEA/ENGL 430, ENGL 410, or ENGL 411

**Production Studies in Performing Arts
THEATRE CONCENTRATION
CHANGES and RATIONALE FOR 2013 CURRICULUM MAP**

1. Move **Music 210** from second semester freshman year to first semester of freshman year
To allow for greater course enrollment function; seats are reserved for freshman in the first semester, thus allowing theatre students more flexibility with course offering during the first year
2. Remove **1 elective** hour from first semester senior year and add 1 elective hour to second semester freshman year, for a total of **4 elective** hours in freshman second semester
Few one-hour electives are open to seniors; allows freshmen to include ensemble and studio hours in individual performance areas
3. Switch **Arts and Humanities (Literature) Requirement²** from first semester of sophomore year with **THEA 315: Theatre History I** from first semester of the senior year
To provide students with an earlier start in history sequencing and to provide a necessary foundation for higher level courses in theatre
4. Change PA 201 Performing Arts Seminar I title from first semester sophomore year to **PA 201 Career Planning and Professional Development**
Course title change was approved by Curriculum Committee last year (currently exists in catalogue), and needs to be reflected in the Curriculum Map
5. Switch **Advanced Theatre Requirement³** from second semester of sophomore year with **THEA 316 Theatre History II** from second semester of senior year
To provide the history sequence in a timely manner, also allowing students the opportunity to enroll in higher level courses in individual performance areas during the senior year; with a total of 6 credit hours in the final semester
6. Remove **ENGL 430 Dramatic Literature II** from second semester junior year
This course is no longer offered regularly
7. Convert **ENGL 429 Dramatic Literature I to Dramatic Literature Requirement** and move from first semester of junior year to second semester of junior year, enabling students a menu of course selections in this topic area. Add footnote number **4 Must be chosen from ENGL 429, THEA/ENGL 430, ENGL 410, or ENGL 411**
To satisfy the dramatic literature requirement with a course that is regularly offered
8. Add **THEA 317 or 318 African American History I or II** to first semester junior year
Replaces the credit hours lost from ENGL 430 with a dramatic literature-based course

000108



Curriculum and Course Change System - General Education Checklist

Major Name: Production Studies in Performing Arts (Theatre Concentration)

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:

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 changes.

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

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

Form Originator: ALEVIN, Andrew Levin **Date Form Created:** 2/23/2011

Form Last Updated by: ALEVIN, Andrew Levin **Date Form Last Updated:** 10/8/2012 **Form Number:** 3849

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date

for

000109



Curriculum and Course Change System - Print Minor Form

Change Minor: Theatre
Effective Catalog Year:

.. Change Minor Name to:

X Change Minor Requirements:

Current Catalog Description: Theatre A minor in Theatre requires 20 credits arranged as follows: three credits of dramatic literature and history (ENGL) 410, 411, 429, (THEA) 430, THEA(ENGL) 347); three credits of theatre history (THEA315, 316, 317); six credits in a sequence (THEA278/479, 315/316, (ENGL) 347/447, 372/472,376/476, 377/477 or 487 or 497); six credits in THEA at the 300/400 level; and two credits of THEA 279.

Proposed Catalog Description: A minor in Theatre requires 20 credits arranged as follows: three credits of dramatic literature and history (ENGL) 410, 411, 429, 430; THEA(ENGL) 347; three credits of theatre history (THEA 315, 316, 317, 318); six credits in a sequence (THEA 278/479, THEA (ENGL) 347/447, THEA 372/472, 376/476; 288 or 377 and one of the following: 477, 487, or 497); six credits in THEA at the 300/400 level; and two credits of THEA 279.

Summary/ Explanation: 1. add THEA 318 (African American Theatre II) to list of theatre history options To assist selection availability and to update our departmental offerings for history

2. remove THEA 315/316 (Theatre History I and II) from the list of options for sequence of 6 credits To avoid "double-dipping" with required history credits

3. add THEA 288 (Computer Drafting) to sequence of 6 credits To assist sequencing for design development and design area components

4. Re-word design options with added THEA 288 to: 288 or 377 and one of the following: 477, 478, or 479; for clarity

Form Originator: COLLINC, Carol Collins Date Form Created: 9/19/2012

Form Last Updated by: COLLINC, Carol Collins Date Form Last Updated: 10/8/2012

Form Number: 5306

Approval

	10-9-12		11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/9/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	10/10/12		2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
	10/10/12		2/3/13
College Dean	Date	President	Date

for

000110



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

X Change a Course - Abbrev & Number: ENGL- 355

Corresponding Lab Course: --

Corresponding Honors course: --

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

Corresponding Graduate course: --

.. **Add Graduate course:** --**Course Title: POPULAR CULTURE****Brief Statement of Change:**

This course is being expanded in its topical scope to recognize the growing importance of interrelated global cultures in which U.S. culture (the focus of the course in the past) is simply one component. This course also anticipates the approval of a new major, Global Cultural Studies; this course would provide essential instruction in the concepts associated with critical study in this emerging field.

Last Term taught: 0501

Effective Term: 08/2013

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

from: Popular Culture

to: Global Studies in Popular Culture

X Change Transcript Title:

from: POPULAR CULTURE

to: Global Culture

.. From: Fixed Credit: 3 (3,) To: Fixed 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:	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 Change Catalog Description:

from: Examination of the nature, functions, history, and impact upon American society of best sellers, popular magazines, television, movies, and other like phenomena.

to: Examination of the nature, functions, history, and effect of global culture upon societies throughout our digitally connected world of various media, such as best sellers, popular magazines, television, movies, Internet, gaming platforms, and emerging electronic genres.

X Change Prerequisite(s):

from: Sophomore literature or consent of instructor.

to: Sophomore standing or consent of instructor.

Learning Objectives: Students will demonstrate their understanding of U.S. culture as part of an increasingly broad cultural network that has social, economic, and political ramifications. Students will demonstrate in discussion and written essays their ability to use the terms and vocabulary of global cultural studies that allow for sophisticated participation in the critical discussions of cultural studies.

Topical Outline: Week 1: Introductions: What is Global Culture?

Week 2: Approaches to the Study of Global Culture

Week 3: History of Global Cultural Studies

Week 4: Cosmopolitanism Theory

Week 5: Cosmopolitanism in Popular Culture

Week 6: Worldliness Theory

Week 7: Worldliness in Popular Culture

Week 8: Midterm and Ecocriticism Theory

Week 9: Ecocriticism in Popular Culture

Week 10: Globalization Theory

Week 11: Globalization in Popular Culture

Week 12: Global Technology Theory

Week 13: Global Technology in Popular Culture

Week 14: Global Cultural Studies in Digital Humanities Theory

Week 15: Global Cultural Studies on Digital Platforms; Submission of Final Projects

Evaluation: Grades will be assessed on the standard Clemson A-F grading scale for the following work:

Participation (Quizzes, BB postings), 20%

Short essays (2), 10% each, 20%

Midterm, 15%

Long essay, 20%

Final Project, 25%

Form Originator: CBUSHNE, Cameron Bushnell **Date Form Created:** 8/31/2012

Form Last Updated by: , **Date Form Last Updated:** 10/9/2012

Form Number: 5186

Approval

<i>Cameron E. Bushnell</i>	10.9.12	<i>Carica W. Munson</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Joe Wilho</i>	9/10/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Will Silt</i>	10/10/12	<i>David R. Nelson</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Patricia</i>	12/10/12	<i>David R. Nelson</i>	2/3/13
College Dean	Date	President	Date
		<i>For</i>	
		<i>Chris J. [unclear]</i>	
Director, Calhoun Honors College	Date		



Curriculum and Course Change System - Print New Course Form

Course Abbreviation & Number:

X New Undergraduate Course: ENGL- 443

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 08/2013**Catalog Title:** Theories of World Literature**Transcript Title:** Theories World Lit**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:	.. 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: Examination of the historical and contemporary theories of world literature, including theories of worldliness, planetarity, globalism, and late capitalism; these theories will be used in pursuit of world literature on a worldwide and planetary scale.

Prerequisite(s): Engl 310 or consent of instructor

Projected Enrollment:

Year 1 - 15 Year 2 - 19 Year 3 - 19 Year 4 - 19

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: This course recognizes a resurgence of interest, with the rise of globalization and international environmental movements among others, for studying literature on a worldwide and planetary scale. Each of the theories we examine offers a different approach for handling an immense body of work; most offer strategies that focus on the processes of circulation, production, and transport of books through various cultural, economic, and social situations.

Textbook(s): David Damrosch's What Is World Literature (2003); Pascale Casanova's The World Republic of Letters (2007); Wai Chee Dimock's Shades of the Planet (2007)

Learning Objectives: The course aims to study how various theoretical approaches to literature, such as Postcolonial theory, Eco-criticism, Transnational Theory, Theories of Diaspora, and others answer the question, "What is World Literature?" By the end of the course students can expect to demonstrate their ability to distinguish various approaches to world literature and their understanding of the effect of viewing world literature from these various theoretical frameworks. Students write papers that successfully analyze and interpret the literatures we study. Students will develop critical thinking and writing skills.

Topical Outline: Week 1: What is World Literature?

Week 2: World Literature -- David Damrosch

Week 3: Comparative Literature -- Haun Saussy

Week 4: Literature & the Planet -- Wai Chee Dimock, Gayatri Spivak

Week 5: Literature in the Era of Late Capitalism -- Frederic Jameson

Week 6: Economic Theories of World Literature -- Pascale Casanova

Week 7: Midterms and Project 1

Week 8: The Black Atlantic -- Paul Gilroy

Week 9: Transnational Studies -- Saskia Sassen, Françoise Lionnet

Week 10: Diaspora Studies -- R. Radhakrishnan

Week 11: Ethnicity -- David Palumbo-Liu

Week 12: Translation Studies -- Emily Apter, Lawrence Venuti

Week 13: Postcolonial Theory -- Edward Said, Gayatri Spivak

Week 14: Eco-Criticism -- Rob Nixon, Lawrence Buell

Week 15: Final & Project 2

Evaluation: Class Participation 15%

Long Paper 20%

Midterm Exam 15%

Short Responses (3) 10% each 30%

Final Exam 20%

Total 100%

Form Originator: CBUSHNE,Cameron Bushnell **Date Form Created:** 8/31/2012

000113

Form Last Updated by: , Date Form Last Updated: 10/9/2012
 Form Number: 5188

Approval

<i>Cameron F. Bushnell</i>	10.9.12	<i>Carissa W. Murbach</i>	11/2/2012
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Joe D. Will</i>	9/25/12		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Mill Silt</i>	10/10/12	<i>Alvin R. Helms</i>	2/3/13
Chair, College Curriculum Committee	Date	Provost	Date
<i>Markuma</i>	10/10/12	<i>Alvin R. Helms</i>	2/3/13
College Dean	Date	President	Date
		<i>Alvin R. Helms</i>	
Director, Calhoun Honors College	Date		