



Curriculum and Course Change System - Print Minor Form

000011

Change Minor: English

Effective Catalog Year: 2016-2017

.. Change Minor Name to:

X Change Minor Requirements:

Current Catalog Description: A minor in English requires 15 credits in English above the sophomore level, arranged as follows: Shakespeare: ENGL 4110 British: Three credits from ENGL 3960, 3970, 4070, 4080, 4100, 4140, 4150, 4160, 4170, 4180, 4330, 4440 American: Three credits from ENGL 3980, 3990, 4200, 4210, 4250, 4260, 4550 Electives: Six additional credits above the sophomore level, including at least three credits from the 4000 level

Proposed Catalog Description: A minor in English requires 15 credits in English above the sophomore level, arranged as follows: Critical Writing About Literature--ENGL 3100 British--Three credits from ENGL 3960, 3970, 4070, 4080, 4100, 4110, 4140, 4150, 4160, 4170, 4180, 4330, 4440 American--Three credits from ENGL 3980, 3990, 4200, 4210, 4250, 4260, 4550 Electives--Six additional credits above the sophomore level, including at least three credits from the 4000 level

Summary/ Explanation: Change drops ENGL 4110, Shakespeare, and adds ENGL 3100, Critical Writing About Literature. English 3100 is fundamental to the English curriculum, and this change relieves demand on English 4110, which is required for all English majors.

Form Originator: ANAIMOU, Naimou, Angela M **Date Form Created:** 2/4/2015

Form Last Updated by: ANAIMOU, Naimou, Angela M **Date Form Last Updated:** 2/5/2015

Form Number: 8040

Approval

	2/6/15		3/6/2015
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/6/15		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	2/23/15		4/22/15
Chair, College Curriculum Committee	Date	Provost	Date
	2/23/15		
College Dean	Date	President	Date

**Course Abbreviation & Number:**

X New Undergraduate Course: ENGL- 3370

.. New Honors Course: --

.. New Graduate Course: -

Effective Term: 08/2015**Catalog Title:** Creative Inquiry--English**Transcript Title:** Creative Inquiry--English**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	.. Creative Inquiry
.. B-Lab (w/fee)	X Graded	.. English Composition
X D-Seminar	.. Variable Title	.. Oral Communication
.. E-Independent Study	X Creative Inquiry	.. Mathematics
.. F-Tutorial (w/fee)	X Repeatable	.. Natural Science No Lab
.. G-Studio	maximum credits: 9	.. Natural Science w/Lab
.. H-Field course		.. Math or Science
.. I-Study Abroad		.. A&H (Literature)
.. L-Lab (no/fee)		.. A&H (Non-Literature)
.. N/B-Lecture/Lab(w/fee)		.. Social Science
.. N/L-Lecture/Lab(no fee)		.. CCA
		.. STS

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

Catalog Description: Students pursue scholarly activities individually or in teams under the direction of faculty member. Creative inquiry projects may be interdisciplinary. Arrangements with faculty must be established prior to registration. May be repeated for a maximum of nine credits.

Prerequisite(s): Preq: Consent of instructor.

Projected Enrollment:

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

Required course for students in:

Statement of need and justification based on assessment results of student learning outcomes: Currently, all CI courses offered get attached to existing courses. The result is that CI courses incidentally fulfill major requirements (such as Literary Criticism and Theory) that may not fit with the content or purpose of the CI. Matching CI courses to existing course offerings is also cumbersome in scheduling. A separate number for CI courses would address both problems. It would also prevent issues with students having to register for Directed Studies to receive additional credit for courses when the C.I. is more than one semester long.

Textbook(s): Examples from sample CI on Haiti include: CLR James's "The Black Jacobins," Mary Renda's "Taking Haiti" and Paul Farmer's "The Uses of Haiti"; archival film footage like that recorded by anthropologist Maya Deren, recordings, and digital archives available online.

Learning Objectives: Students will develop research skills in concert with particular CI objectives.

Sample CI on Haiti:

The purpose of this Creative Inquiry is to assemble serious, selfmotivated students who demonstrate an interest in global studies, to 1.) spend a semester of guided readings and study about Haiti that will inform their reading of Greene's novel and 2.) create a set of annotations for the novel that can be made available to future generations of students, so that they can understand the complexities and intricacies of the references in the text without having to do extensive external research themselves. As a result, students will develop skills in research, organization, individual time management (as they will work on specific sections of the book) and group participation (as they collaborate in teams to assemble their findings.) Students will emerge with a deep understanding of one of the most complicated geopolitical regions in the world, and with an understanding of what it feels like to focus on one text for an extended period of study. This course will be excellent preparation for students considering graduate study, especially as they will learn to apply historical and theoretical texts to the study of literature. In addition to the hyperlink annotations, which may include various media, students will also produce a personal, multi-media artifact called, "the portfolio project," including a writing journal that will be a record of their cultural education and experiences on the trip.

Topical Outline: Weeks 1-5: reading in preparation for undertaking original research, identifying research questions

Weeks 6-10: addressing research questions, collecting data, etc.

Week 7: trip to off-campus site for research

Weeks 8-15: assembling, organizing, interpreting research data to complete the semester's research goals.

000013

Evaluation: A 90-100
 B 80-89
 C 70-79
 D 60-69
 F below 60



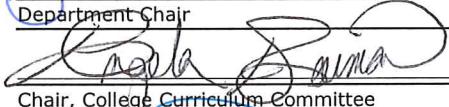
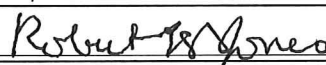

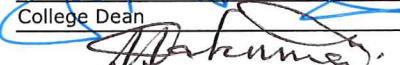
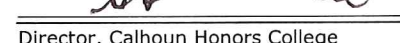
20% participation, 80% research writing geared toward the CI project

Form Originator: ANAIMOU, Naimou, Angela M **Date Form Created:** 2/5/2015

Form Last Updated by: ANAIMOU, Naimou, Angela M **Date Form Last Updated:** 2/19/2015

Form Number: 8041

Approval

			
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/20/15		3/6/2015
			
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	2/20/15		4/22/15
			
Chair, College Curriculum Committee	Date	Provost	Date
	2/23/15		
			
College Dean	Date	President	Date
	2/23/15		
			
Director, Calhoun Honors College	Date		

Change Undergraduate Course

000014

Change a Course

Subject: ENGL-English
Number: 4990
Effective Term: Summer 2015
Title: Practicum in Writing

Honors Course:

Add Honors Course:

Last Term Course was taught:201408

Brief Statement of Change Based on Assessment Results:

Change in course description language and change from fixed to variable credit is designed to provide more flexible options for students interested in practicum/internship experience. These changes are also tied to a revised English curriculum map that no longer requires ENGL 4990.

Change of Credit

From

Fixed Credit Course

Credit Hrs **Contact Hrs**

3 3

Variable Credit Course

Credit Hrs **Contact Hrs**

Min Max Min Max

To

Fixed Credit Course

Credit Hrs **Contact Hrs**

Variable Credit Course

Credit Hrs **Contact Hrs**

Min Max Min Max

3 3

Learning Objectives

Students gain in "industry" experience, accumulate evidence of their abilities, make professional contacts, augment their confidence in working on a substantive project using practical knowledge, and identify a potential career opportunity.

Topical Outline

Weeks 1-15: Internship or substantive project as well as Journal and reflection essays, all done over the course of the project and at its conclusion.

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Pass/No Pass only

Syllabus

Form

User ID:anaimou **Name:** Angela Naimou

Date: 02/05/2015 **Number:**5713

Rationale for Changing a Course

- Strengthen Program Requirement(s)**
- Alignment of Student Learning Outcomes**
- Alternative Delivery of Content**
- Improve Time to Degree**
- Evolution of the Discipline**
- Changing Prerequisites**
- Address DWF Rates**
- General Education Modifications**
- Other (Please specify.)**

Change Catalog Description

From Students apply their knowledge of concepts and principles to a substantive project involving their internship experiences and/or writing and publishing interests. To be taken Pass/No Pass only.

To Students apply their knowledge of concepts and principles to a substantive project involving writing, editing, and/or publication activities. Emphasizes practical experience in print, digital, and online forums, for academic, private, or public readership. To be taken Pass/No Pass only.

000015

[Signature]
Chair, Department Curriculum Committee

2/6/15
Date

[Signature]
Department Chair

2/6/15
Date

[Signature]
Chair, College Curriculum Committee

2/23/15
Date

[Signature]
College Dean

2/23/15
Date

Director, Calhoun Honors College

Date

[Signature]
Chair, Undergraduate Curriculum Committee

3/6/2015
Date

Chair, Graduate Curriculum Committee

Date

[Signature]
Provost

4/22/15
Date

President

Date

Change Undergraduate Course

Change a Course

Subject: HIST-History
Number: 4150
Effective Term: Spring 2016
Title: Intro to Digital History

Honors Course:

Add Honors Course:

Last Term Course was taught:201408

Brief Statement of Change Based on Assessment Results:

Students report that when they first looked at the course they thought it was a course in history of computers; we are changing the title for clearer communication and the description to better fit how the field has evolved.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Catalog Title

FromIntro to Digital History

To Introduction to Digital Methods for History

Change Transcript Title

FromIntro to Digital History

To Digital Methods for History

Change Catalog Description

From Introduces students to the philosophy and practice of the emerging field of History and New Media with a particular focus on how public historians can use technology to enhance their archival/museum/ center's visibility with the general public.

To Introduces students to the philosophy and practice of digital methods for historical research and communication. Includes the use of new media by public historians to enhance their archival/museum/center's visibility with the general public.

Learning Objectives

--evaluate the ways historians are currently using computer and database resources for research and presentation --be able to use several basic digital methods --analyze the new approaches to history made possible by digital methods --evaluate history-focused websites, including museum sites, digital archives, and mapping projects --complete a digital history project

Topical Outline

Week 1: Introduction, set up blogs Week 2: What is Digital History? Week 3: Digital databases and digital research tools Week 4: Spatial history Week 5: Geographic Information Systems for History Week 6: Text analysis Week 7: Introduction to websites. Week 8: Oral history. Week 9: Project peer discussion Week 10: Digital presentation and communication Week 11: Commemoration. Read: Week 12: Presentations. Week 13: Democratizing History and Shared Historical Authority. Week 14: Social Media and the Listening Lab Week 15: Reflections

Duplication (if applicable)

none

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

attendance and participation 20% blog posts 20% project
proposal 5% project 30% take-home final exam 25%

Syllabus

Upload File: introdigitalhistory-20150202084626.pdf

Description: Introduction to Digital Methods in History

Form

User ID: pammack **Name:** Pamela Mack

Date: 02/02/2015 **Number:** 5610

000018 2/3/15

Joseph Durof
Chair, Department Curriculum Committee _____ Date

Thomas Kueh
Department Chair _____ Date 2/3/15

Joseph Little
Chair, College Curriculum Committee _____ Date 2/23/15

A. Burkman
College Dean _____ Date 2/23/15

Director, Calhoun Honors College _____ Date
Carice W. Anderson

Chair, Undergraduate Curriculum Committee _____ Date

Chair, Graduate Curriculum Committee _____ Date
Robert W. Jones

Provost _____ Date

President _____ Date

Add 4000/6000 Course

Course Attributes

Subject Abbreviation: HIST-History Catalog Title: Studies in Middle East History
 Course Number: 4880 / 6880 Transcript Title: Studies in Middle East History
 Effective Term: Spring 2016 Cross-reference(s):
 College: Arch, Arts and Humanities Grade Mode: Standard Letter
 Department: History

Additional Fee?

Justification

Serve as a common course number for various seminars focusing on various topics in the history of the Middle East

Form

User ID: abcin Name: Amit Bein
 Date: 02/16/2015 Number: 5938

Syllabus

Upload File: History 4880-6880 Syllabus-20150116140458.pdf

Hours

Fixed Credit Course
 Credit Hrs Contact Hrs

3 3

Variable Credit Course
 Credit Hrs Contact Hrs
 Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Serve as a common course number for various seminars focusing on various topics in the history of the Middle East

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Course Modifier

- Variable Title
 - Creative Inquiry
 - Repeatable
- Max Credits: 6

Projected Enrollment

Year 1: 30
 Year 2: 30
 Year 3: 30
 Year 4: 30

Evaluation

4000
 A 90 - 100
 B 80 - 89
 C 70 - 79

D 60 - 69**F** < 60

Attendance and class participation 10%; leading class discussions 20%; paper assignments 45%; a term paper in lieu of final exam 25%

6000

A 90 - 100**B** 80 - 89**C** 70 - 79**F** < 70

Attendance and class participation 10%; leading class discussions 20%; paper assignments 40%; a term paper in lieu of final exam 25%

Catalog Description

Examination of selected themes and topics in the history of the Middle East. May be repeated once for credit with departmental consent.

Required course for students in

The course would satisfy the 4000-level history course required toward a major in History or the non-Western history course required toward a major in History

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

In the 'Gender and Society in the modern Middle East' course, students would gain knowledge and understanding of aspects of gender relations, social life, culture and politics in the modern Middle East since the early 20th century to the present. Looking particularly closely at developments in Iran, Egypt, Saudi Arabia, Turkey, and Israel, the students would be able to analyze and explain changes in politics, gender relations, culture, ideological currents, ethno-religious tensions and coexistence, and the influence of oil wealth in the modern Middle East.

Textbook(s)

For 'Gender and society in the modern Middle East': • Abrahamian, Ervand. A History of Modern Iran (Cambridge UP, 2008). • Afary, Janet. Sexual Politics in Modern Iran (Cambridge UP, 2009). • House, Karen Elliot. On Saudi Arabia: Its People, Past, Fault Lines (Knopf, 2012). • White, Jenny. Muslim Nationalism and the New Turks (Princeton University Press, 2013). • Rosenthal, Donna. The Israelis (The Free Press, 2008).

Learning Objectives

By the end of the course it is expected that the student will be able to identify and explain major issues in the history, politics, and social and cultural life in modern Iran, Saudi Arabia, and Israel, with a particular emphasis on developments and changes in gender relations since the early 20th century. The student will be able to independently locate and collect relevant sources, assess critically the information and interpretations in them, and express clearly and coherently in writing arguments in graded essays.

Topical Outline

Week 1: A very brief history of the Modern Middle East Week 2: Iran under the Pahlavis I Week 3: Iran under the Pahlavis II Week 4: Emergence of the Islamic Republic Week 5: Post-Khomeini Iran Week 6: Egyptian Society through Film Week 7: Saudi Arabia I Week 8: Saudi Arabia II Week 9: Turkey I Week 10: Turkey II Week 11: Israel I Week 12: Israel II Week 13: Israel III Week 14: Israel IV Week 15: Israel V

Add course requirements for 6000-level courses

Leading class discussion in two meetings (as opposed to undergrads who are required to lead 15 minutes of class discussion in two meetings) 1 additional review paper on a secondary source not discussed in class (independent work) Longer term paper (15 pages, rather than 10), based on research in primary sources (archival materials and historical press) Grading of assignments more rigorous, with higher expectations for research and analysis

2/16/2015

Add 4000/6000 Course - Curriculum & Course Change System

000021

Joseph Perry
Chair, Department Curriculum Committee

2/18/15 Date

Thomas Kuehn
Department Chair

2/19/15 Date

Joseph Perry
Chair, College Curriculum Committee

2/23/15 Date

Arthur...
College Dean

2/23/15 Date

Director, Calhoun Honors College

Carice W. ...
Chair, Undergraduate Curriculum Committee

2/16/2015 Date

Chair, Graduate Curriculum Committee

Robert S. Jones
Provost

4/22/15 Date

President

Date