**Potter College of Arts & Letters**

**Western Kentucky University**

**745-2345**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: April 25, 2013

The Potter College of Arts & Letters submits the following items for consideration:

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| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| Action | **Proposal to Create a New Course**ANTH 360 Applied Anthropology—Understanding and Addressing Contemporary Human ProblemsContact: Kate Hudepohl, kate.hudepohl@wku.edu, 5-5842 |
| Action | **Proposal to Create a New Course**FLK 388 FoodwaysContact: Ann Ferrell, ann.ferrell@wku.edu, 5-5896 |
| Action | **Proposal to Create a New Course**RELS 200 World Religious LiteratureContact: Eric Bain0Selbo, eric.bain-selbo@wku.edu, 5-5744 |
| Action | **Proposal to Create a New Major Program**B.A. Arabic MajorContact: David DiMeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Minor Program**Arabic MinorContact: David DiMeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Make Muliplte Revisions to a Course**JOUR 348 Introduction Advertising DesignContact: Josh Meltzer, josh.meltzer@wku.edu, 5-2070 |
| Action | **Proposal to Revise a Program**613 B.A. in Art HistoryContact: Guy Jordan, guy.jordan@wku.edu, 5-8865 |

Proposal Date: March 7, 2013

**Potter College of Arts & Letters**

**Department of Folk Studies and Anthropology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Kate Hudepohl; kate.hudepohl@wku.edu; x55842

**1. Identification of Proposed Course:**

* 1. Course prefix (subject area) and number: ANTH 360
	2. Course title: Applied Anthropology – Understanding and Addressing Contemporary Human Problems
	3. Abbreviated course title: Applied Anthropology
	4. Credit hours and contact hours: 3
	5. Type of course: L
	6. Prerequisites/corequisites: none

1.7 Course catalog listing: History and development of applied anthropology emphasizing identification of and solutions to social, economic, ecological, and technological problems.

**2. Rationale:**

* 1. Reason for developing the proposed course: Applied anthropology is the use of anthropological knowledge, methods, and theories to address contemporary human problems throughout the world. All subdisciplines of anthropology – cultural anthro-pology, linguistic anthropology, biological anthropology, and archaeology – have applied aspects. Anthropologists demonstrate a particular capability in helping to solve human problems through building partnerships in research and problem solving; acknowledging the perspectives of all people involved; focusing on challenges and opportunities presented by biological variability, cultural diversity, ethnicity, gender, poverty, and class; and addressing imbalances in resources, rights, and power. As a discipline, anthropology has a long tradition of studying human problems and providing knowledge to help solve them, but the field has grown considerably over the last decades. Today the majority of professional anthropologists, especially those with BA and MA degrees, are employed in applied fields outside academia. As a result, it is important that anthropology students learn about potential careers in applied anthropology. Because of the interdisciplinary nature and breadth of applied anthro-pology, it is important for students in disciplines as diverse as agriculture, biology, education, business, political science, criminology, recreation, and nonprofit admini-stration to understand how anthropologists can contribute meaningfully to development projects, policy formation, emergency responses, and a myriad of other applied initiatives. The topics covered in the proposed course can easily be tailored to meet the specific interests and needs of students from other disciplines (see Section 3.2).
	2. Projected enrollment in the proposed course: 25-35 students per offering
	3. Relationship of the proposed course to courses now offered by the department: The applied aspects of anthropology are introduced in all introductory-level anthropology courses: ANTH 120 Introduction to Cultural Anthropology, ANTH 125 Introduction to Biological Anthropology, ANTH 130 Introduction to Archaeology, and ANTH 135 Introduction to Linguistic Anthropology. The proposed course focuses exclusively on applied topics with greater depth.

Several upper-level courses in cultural anthropology, biological anthropology, and archaeology focus partly or wholly on specific aspects of applied anthropology. In addition, several undergraduate folk studies courses have applied foci.

* ANTH 300 Forensic Anthropology is an applied biological anthropology course in which students analyze variation in human skeletal remains to solve cases of unexplained deaths.
* ANTH 382 Medical Anthropology considers cross-cultural definitions of illness and explores the relationship between health, illness, culture, and the natural environment.
* ANTH 436 Applied Archaeology covers public archaeology education, forensic archaeology, and compliance/contract archaeology and cultural resources management.
* ANTH 442 Ecological-Economic Anthropology explores the relationship between economic systems, cultural adaptations, and the environment.
* ANTH 448 Visual Anthropology discusses, among other topics, the content, style, ethical issues, and significance of ethnographic films, videos, and photographs.
* In ANTH 450 Modern Human Biological Variation, students learn how culturally determined perspectives on human biological diversity influence public policy formation in areas such as immigration, personal rights, legal/penal systems, and education.
* ANTH/FLK 470 Museum Procedures and Preservation Techniques considers the interpretation, exhibition, curation, and conservation of cultural heritage in the context of public education and outreach.
* FLK 310 Community Traditions and Global Corporate Culture studies community traditions and corporate culture in global context.
* FLK 434 Historic Preservation examines the identification, preservation, and interpretation of historic properties.
* FLK 462 Folklore and Medicine examines the role of traditional culture in shaping attitudes and behavior related to sickness, health, and healing.

The proposed course differs from existing courses by examining the ways in which *all* subdisciplines of anthropology converge to address particular human problems at local, regional, national, and global scales. It considers contemporary human problems from multiple paradigms, time scales, geographic areas, and cultural perspectives.

* 1. Relationship of the proposed course to courses offered in other departments: Because of the expansive breadth of Applied Anthropology, there are relationships with numerous courses across the colleges. These other courses provide discipline-specific perspectives on some of the topics (see section 3.2) to be covered in the proposed course. ANTH 360 Applied Anthropology will approach these topics using an anthropological perspective that emphasizes a holistic, comparative, biocultural approach, focusing on how anthropology promotes understanding of and proposes solutions to problems that arise in these contexts. As such, the proposed course provides complementary viewpoints on topics in other disciplines.
* ART 490 Special Problems: Gallery Studies
* BUS 201C Organization and Management; BUS 245C Managing Diversity in the Workplace; BUS 270C Labor Relations Management; BUS 212C Principles of Marketing
* CD 200 Cross Cultural Health Care Encounters
* COMM 362 Organizational Communication; COMM 440 Health Communication
* DH 303 Community Dental Health; DH 360 International Health and Human Services Learning Program
* ECON 430 Environmental and Resource Economics; ECON 434 Economics of Poverty and Discrimination
* ELED 355 Student Diversity in the Classroom
* ENT 425 International Entrepreneurship
* FACS 271 Tourism and Planning Development
* HCA 347 International Comparisons of Health Care Systems
* HED 247C Contemporary Healthcare Issues
* HED 165C/PH 165 Drug Abuse
* ICSR 300 Public Problem Solving
* JOUR 354 International Public Relations
* MGT 201 Organization and Management; MGT 303 International Business; MGT 316 International Management; MGT 416 Management of Labor Relations
* MKT 321 Consumer Behavior; MKT 324 International Marketing
* NURS 338 Transcultural Nursing
* PH 381 Community Health
* PS 250 International Politics; PS 311 Public Policy; PS 357 U.S. Foreign Policy
* PSY 371 The Psychology of Sales Behavior; PS 441 Psychological Aspects of Alcoholism
* REC 220 Introduction to Nonprofit Organizations
* SOCL 240/240C Contemporary Social Problems; SOCL 260 Race and Ethnic Relations; SOCL 330 Criminology; SOCL 440 Medical Sociology; SOCL 470 Environmental Sociology
* SWRK 101 Foundations of Human Services; SWRK 395 Social Welfare Policy and Issues

2.5 Courses in several colleges have applied components that focus on natural resources. ANTH 360 Applied Anthropology adds biocultural and intercultural dimensions to the issues covered in these courses.

* BIOL 232 Principles of Wildlife Ecology and Management; BIOL 458 Fisheries Management
* CHEM 111 Introduction to Forensic Chemistry
* GEOG 428 Applied Groundwater Hydrology; GEOG 471 Natural Resource Management; and GEOG 474 Environmental Planning
* GEOL 415 Environmental Geology
* REC 430 Recreation Resource Management; REC 434 Environmental Interpretation
* UM 225 Human Resource Management for Water Utilities; UM 235 Water Utility Management and Human Relations
* WTTI 200 Water Supply and Wastewater Control; WTTI 253 Wastewater Regulations; WTTI 266 Customer Service and Public Relations in Water Operations

2.6 Relationship of the proposed course to courses offered in other institutions: Anthropology departments across the country are increasing their course offerings in applied anthropology in response to the demand for anthropologists in applied fields. While many of these curricula focus on specific types of applied anthropology courses such as contract archaeology or development anthropology, fewer include courses in applied anthropology that integrate the four anthropology subdisciplines. In Kentucky, integrated undergraduate courses in applied anthropology are offered at only two institutions. Similar courses are offered at only five of WKU’s 19 bench-mark institutions. Most courses are offered at the junior level. The proposed course will distinguish the WKU Anthropology Program from most Kentucky and many benchmark institutions.

* ANT 325 Applied Anthropology at Northern Kentucky University
* ANT 344 Applied Anthropology at Eastern Kentucky University
* ANTH 307 Applied Anthropology at Ball State University
* ANTH 337 Applied Anthropology at Eastern Michigan University
* ANT  407C Applying Anthropology at Northern Arizona University
* AN 210 Applied Anthropology at Oakland University
* ANTH 3410 Applied Anthropology at the University of Northern Iowa

**3. Discussion of Proposed Course:**

* 1. Course objectives: Upon successful completion of ANTH 360 Applied Anthropology, students will:
* distinguish the differences between academic and applied anthropology.
* explore the diverse ways that anthropology is applied across the subdisciplines.
* use anthropological perspectives to evaluate solutions to real-world social, economic, ecological, and technological problems.
* use anthropological perspectives to evaluate the consequences of decision-making about solving human problems on local and global scales.
* identify and evaluate ethical principles and issues in applied anthropology.
	1. Content outline:
1. Introduction

A. Course Overview

B. Applied Anthropology and Academic Anthropology

C. History and Current Status of Applied Anthropology

1. Topics in Applied Anthropology *will vary by instructor and student interest*

A. Human Dimensions of Global Environmental Change

* Biodiversity Prospecting
* Deforestation
* Water Resources

B. Cultural Heritage, Identity, and Self-Determination

* Cultural Revitalization Projects
* Tangible Heritage and Antiquities Trade
* Intangible Heritage and Ownership Rights
* Cultural Resources Preservation and Interpretation

C. Urban/Rural Development and Sustainability

* + - * Globalization
			* Historical, Cultural, Ethnic, Environmental, and Recreational Tourism
			* Diseases of Urbanization

D. Community Health

* + - * Epidemiological Transitions
			* Health Care Access
			* Biomechanics in Medicine

E. Human Subsistence and Sustainability

* + - * Politics of Food
			* Traditional Agricultural Practices
			* Global Agribusiness

F. Human Rights and Social Justice

* + - * Racism and Sexism
			* Ethnocide and Genocide
			* Global Inequality

G. Business and Corporate Anthropology

* + - * Marketing and Consumption
			* Human Resources and Organizational Management
			* Multinational Corporations

H. Educational Anthropology

* + - * Participation in STEM Fields
			* Multiculturalism
			* Transnational Education

III. Synthesis

A. Communication and Advocacy

* Dissemination
* Governmental and Private Sector Policy
* Professional Responsibility
* Scientific Responsibility

B. Ethical Considerations

* Professional Codes of Ethics
* Human Rights
* Indigenous Rights
* Researcher Rights
* Proprietary Rights

C. Careers in Applied Anthropology

* Public Sector
* Private Sector
	1. Student expectations and requirements: Students are expected to regularly attend and participate in class and to complete all course assignments, such as exams, papers, and projects.
	2. Tentative texts and course materials: The following potential textbooks and readers will be supplemented by articles on case studies to support the particular topics covered by each instructor.
* Ervin, Alexander M. (2000) *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Allyn and Bacon, Boston.
* Gwynne, Margaret A. (2003) *Applied Anthropology: A Career-Oriented Approach*. Allyn and Bacon, Boston.
* Higgins, Patricia J., and J. Anthony Paredes, editors (2000) *Classics of Practicing Anthropology 1978-1998*. Society of Applied Anthropology, Oklahoma City, OK.
* Nolan, Riall W. (2002) *Anthropology in Practice: Building a Career Outside the Academy*. Lynne Rienner Publishers, Boulder, CO.
* Sabloff, Paula, editor (2000) *Careers in Anthropology: Profiles of Practitioner Anthropologists*. NAPA Bulletin 20. American Anthropological Association, Washington.

**4. Resources:**

* 1. Library resources: Because applied topics are covered in existing anthropology courses (see section 2.3), the library already owns numerous books related to specific topics of applied anthropology. Acquisition of general applied anthropology books and resources related to additional topics in applied anthropology will adequately support the proposed course.
	2. Computer resources: There is no need for special computer resources to support the proposed course.

**5. Budget Implications:**

* 1. Proposed method of staffing: Because instruction will alternate among the four tenure-track faculty, we are able to regularly offer the proposed course within the existing anthropology course rotation. In addition, part-time instructors Dr. Jenna Cole and Dr. Susan Eagle may teach the course on occasion.
	2. Special equipment needed: There is no need for special equipment to support the proposed course.
	3. Expendable materials needed: There is no need for expendable materials to support the proposed course.
	4. Laboratory materials needed: There is no need for laboratory resources to support the proposed course.

**6. Proposed Term for Implementation:** Spring 2014

**7. Dates of Prior Committee Approvals:**

Department of Folk Studies and Anthropology March 20, 2013

 Potter College Curriculum Committee April 4, 2013\_\_\_\_\_\_\_

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachments: Bibliography, Library Resources Form**, **Course Inventory Form**

**Bibliography for Anth 360 Applied Anthropology – Understanding and Addressing Contemporary Human Problems**

Blau, Soren, and Douglas H. Ubelaker (eds.)

2009 *Handbook of Forensic Anthropology and Archaeology*. Left Coast Press, Walnut Creek, CA.

Brown, Michael F.

2004 *Who Owns Native Culture*? Harvard University Press, Cambridge, MA.

Chambers, Erve

2009 *Native Tours: The Anthropology of Travel and Tourism* (2nd ed.).Waveland Press, Long Grove, IL.

Cochrane, Glynn

2009 *Festival Elephants and the Myth of Global Poverty*. Pearson Education, Boston, MA.

Eddy, Elizabeth M. and William L. Partridge (eds.)

1987 *Applied Anthropology in America* (2nd edition). Columbia University Press, New York.

Ervin, Alexander M.

2000 *Applied Anthropology: Tools and Perspectives for Contemporary Practice*. Allyn and Bacon, Boston.

Fagan, Brian M.

2009 *The Great Warming: Climate Change and the Rise and Fall of Civilizations*. Bloomsbury

Press, New York.

2011 *Elixir: A History of Water and Humankind*. Bloomsbury Press, New York.

Foster, Thomas, Lisa Olsen, Virginia Dale, and Arthur Cohen

2010 Studying the Past for the Future: Managing Modern Biodiversity from Historic and Prehistoric Data. *Human Organization* 69(2): 149-157.

Gould, Richard A.

2007 *Disaster Archaeology*. The University of Utah Press, Salt Lake City.

Graeber, David

2011 *Debt: The First 5,000 Years*. Melville House Books, Brooklyn, NY.

Gwynne, Margaret A.

2003 *Applied Anthropology: A Career-Oriented Approach*. Allyn and Bacon, Boston.

Hadley, Craig, and Amber Wutich

2009 Experience-Based Measures of Food and Water Security: Biocultural Approaches to Grounded Measure of Insecurity. *Human Organization* 68(4): 451-460.

Hathaway, Wendy, and James Kuzin

2007 Engaging Ethnography: Student Engagement as a Means for Creating Change. *National Association for The Practice of Anthropology Bulletin* 27(1): 40-63.

Higgins, Patricia J. and J. Anthony Paredes (eds.)

2000 *Classics of Practicing Anthropology 1978-1998*. Society of Applied Anthropology, Oklahoma City, OK.

Ho, Karen

2011 *Liquidated: An Ethnography of Wall Street*. Duke University Press, Durham, NC.

Jameson, James H. (ed.)

1997 *Presenting Archaeology to the Public: Digging for Truths*. AltaMira Press, Walnut Creek, CA.

Jordan-Young, Rebecca M.

2011 *Brain Storm: The Flaws in the Science of Sex Differences*. University of Harvard Press, Cambridge, MA.

Kohl, Philp L.

2012 Ethnic Identity and the Anthropological Relevance of Archaeology. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 229-236. Springer, New York.

LeCompte, Margaret D., and Jean J. Schensul

1999 *Designing and Conducting Ethnographic Research, Ethnographer’s Toolkit, Volume One*. AltaMira Press, Walnut Creek, CA.

Little, Barbara J. (ed.)

2002 *Public Benefits of Archaeology*. University Press of Florida, Gainesville.

Natcher, David C., and Clifford G. Hickey

2002 Putting Community Back into Community-Based Resource Management: A Criteria and Indicators Approach to Sustainability. *Human Organization* 61(4): 350-363.

Neumann, Thomas W., and Robert M. Sanford

2010 *Cultural Resources Archaeology: An Introduction.* AltaMira Press, Walnut Creek, CA.

Nolan, Riall W.

2002 *Anthropology in Practice: Building a Career Outside the Academy*. Lynne Rienner Publishers, Boulder, CO.

No Author

2008 *Applied Anthropology*. Insight Media, New York. (DVD #39BB4990)

2003 *The New Detectives: Written in Bone.* Insight Media, New York. (DVD #39BB4106)

1993 *Anthropologists at Work: Careers Making a Difference.* Insight Media, New York. (DVD #39BB1576).

Podolefsky, Aaron, and Peter J. Brown (eds.)

2009 *Applying Cultural Anthropology: An Introductory Reader*. McGraw-Hill, New York.

Pollan, Michael

2007 *The Omnivore's Dilemma: A Natural History of Four Meals.* Penguin, New York.

Rockman, Marcy, and Joe Flatman

2012 *Archaeology in Society: Its Relevance in the Modern World*. Springer, New York.

Sabloff, Paula (ed.)

2000 *Careers in Anthropology: Profiles of Practitioner Anthropologists*. NAPA Bulletin 20. American Anthropological Association, Washington.

Smardz, Karolyn, and Shelley Smith (eds.)

2000 *The Archaeology Education Handbook.* AltaMira Press, Walnut Creek, CA.

Smith, M. E.

2010 Just How Useful Is Archaeology for Scientists and Scholars in Other Disciplines? *SAA Archaeological Record* 10(4):15-20.

Smith, Valene L. (ed.)

1989 *Hosts and Guests: The Anthropology of Tourism*. University of Pennsylvania Press, Philadelphia.

Stephens, W. Richard, and Elliot M. Fratkin

 2003 *Careers in Anthropology.* Allyn and Bacon, Boston.

Van Willigen, John

1991 *Anthropology in Use: A Sourcebook on Anthropological Practice*. Westview Press, Boulder, CO.

1993 *Applied Anthropology: An Introduction*. Bergin and Garvey Publishers, Westport, CT.

Warner, W. Lloyd

1947 *The Social System of the Modern Factory. The Strike: A Social Analysis*. Greenwood Publishing Group, Westport, CT.

Zimmerman, Larry J., Karen D. Vitelli, and Julie Hollowell-Zimmer (eds.)

2003 *Ethical Issues in Archaeology*. AltaMira Press, Walnut Creek, CA.

Proposal Date: March 19, 2013

**Potter College of Arts & Letters**

**Department of Folk Studies and Anthropology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ann Ferrell, ann.ferrell@wku.edu, x5-5896

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: FLK 388
	2. Course title: Foodways
	3. Abbreviated course title: Foodways
	4. Credit hours and contact hours: 3 hours
	5. Type of course: L (lecture)
	6. Prerequisites/corequisites: None
	7. Course catalog listing: This course provides an exploration of the role of food in culture with particular emphasis on ethnographic approaches to food traditions.

**2. Rationale:**

* 1. Reason for developing the proposed course: Foodways has been successfully taught on a semi-regular basis as a Special Topics course on both the Bowling Green and the Glasgow campuses for a number of years. A permanent course is merited based on the growing scholarly attention to foodways in multiple disciplines, particularly folklore. Other courses in the Folk Studies program include a unit on the study of foodways as a genre of folkloric expression (see section 2.3), and such units consistently foster student interest in a course with an exclusive focus on foodways. As a critical area of study in folklore and related disciplines, this course will serve the educational needs of Folk Studies minors and of students in other programs and majors for whom this topic is relevant. The study of foodways from an ethnographic perspective provides openings for students to engage with food traditions as they connect to aspects of identity (cultural, regional, religious, ethnic, class, gendered) tied to the procurement, production, and consumption of food. An understanding of these diverse connections between food and identity will help to prepare students to be “productive, engaged, and socially responsible citizen leaders of a global society.”
	2. Projected enrollment in the proposed course: Based on student demand, projected enrollment is 25 students per course offering.
	3. Relationship of the proposed course to courses now offered by the department: This course will serve as an elective in the Folk Studies minor. Although many Folk Studies courses (including but not limited to FLK 276 Introduction to Folk Studies, FLK 280 Cultural Diversity, FLK 281 Roots of Southern Culture, FLK 371 Urban Folklore) include an introduction to foodways as a genre of folklore, no course in the department is devoted solely to the study of foodways.
	4. Relationship of the proposed course to courses offered in other departments:

Several university programs offer courses about food, but the focus of such courses are distinctly different. Such courses include those focused on food preparation (FACS 150, Gourmet Foods; FACS 170, International Cuisine and Culture) and the intersection of food and geography (GEOG 378, Food, Culture, and Environment). The proposed course will center on ethnographic approaches to the foodways traditions of various ethnic, regional, and cultural groups.

* 1. Relationship of the proposed course to courses offered in other institutions:

Courses in foodways have become increasingly common in folklore, anthropology, and American studies programs and departments, among others, at both the undergraduate and graduate level. A sampling of such courses includes: ANT 273: Foodways (Illinois State University), AMST 375: Food in American Culture (University of North Carolina at Chapel Hill), and FLR 410/510: Folklore Foodways (University of Oregon).

**3. Discussion of proposed course:**

* 1. Course objectives:

Through this course, students will:

* Develop an understanding of food as a symbol of identity, including ethnic, religious, gender, and regional identity;
* Understand the role of food—beyond nourishment—in their own lives as well as in the lives those who belong to groups different from their own;
* Conduct primary research related to foodways using tools of folklore fieldwork; and
* Apply theoretical perspectives on food gained through course readings and discussions to their own primary research on a foodways tradition.
	1. Content outline:
1. Introduction to the academic study of foodways
2. Foodways and gender
3. The intersection of food and race/class
4. Regional foodways traditions
5. Ethnic foodways traditions
6. Religious foodways traditions
7. Disgust and marginalization
8. The food industry
9. Local foods and food production
	1. Student expectations and requirements:

Students will be expected to attend and participate in class regularly and to successfully complete assignments that may include: readings, quizzes, exams, papers, primary and secondary research, and oral presentations.

* 1. Tentative texts and course materials: Examples of texts that may be used in this course include:

Counihan, Carole M., ed. 2002. *Food in the USA: A Reader*. New York: Routledge

Shortridge & Shortridge, *The Taste of American Place: A Reader on Regional and Ethnic Foods*. 1998.

Additional readings from anthologies and academic journals will be made available electronically.

**4. Resources:**

* 1. Library resources: Current library resources are sufficient.
	2. Computer resources: Current computer resources are sufficient.

**5. Budget implications:**

* 1. Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is hoped, the department may need to request a new faculty line.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2014

**7. Dates of prior committee approvals:**

Department of Folk Studies and Anthropology: \_\_\_3/20/13\_\_\_\_\_\_\_\_\_

 Potter College Curriculum Committee \_\_4/04/2013\_\_\_\_\_\_\_\_\_

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

Bibliography

Anderson, Eugene. 2005. *Everyone Eats: Understanding Food and Culture*. New York City: New York University Press.

*Babette's Feast.* 1987. Directed by Gabriel Axel. Jutland: Nordisk Film. DVD.

Beeton, Isabella. 2008. *Mrs Beeton's Book of Household Management: Abridged Edition.* New York: Oxford University Press.

Bailey, Courtney. 2010. “Supersizing America: Fatness and Post-9/11 Cultural Anxieties.” *The Journal of Popular Culture* 43: 441-462.

Barer-Stein, Thelma. 1999. *You Eat What You Are: People, Culture, and Food Traditions*. Richmond Hill: Firefly Books.

Belasco, Warren.1993. *Appetite for Change: How the Counterculture Took on the Food Industry.*  Ithaca: Cornell University Press.

Belasco, Warren. 2008. *Food: The Key Concepts.* New York: Bloomsbury Academic.

Bourdain, Anthony. 2012. *Kitchen Confidential, Insider's Edition: Adventures in the Culinary Underbelly*. New York: Ecco Publishing.

Bourdain, Anthony. 2011. *Medium Raw: A Bloody Valentine to the World of Food and the People Who Cook (P.S.).* New York: Ecco Publishing.

Bourdain, Anthony. 2006. *The Nasty Bits: Collected Varietal Cuts, Usable Trim, Scraps, and Bones*. New York: Bloomsbury Publishing.

Bower, Anne L., ed. 2009. *African American Foodways: Explorations of History and Culture.* Urbana: University of Illinois Press.

Brillat-Savarin, Jean.1825. *The Physiology of Taste*. N.p.: n.p.

Camp, Charles. 1989. *American Foodways: What, When, Why, and How We Eat in America*. Atlanta: August House Pub Inc.

Carpenter, Novella. 2010. *Farm City: The Education of an Urban Farmer*. New York: Penguin Books.

*Chocolat.* 2000. Directed by Lasse Hallström. France and United Kingdom: Miramax Films. DVD.

*Como Agua Para Chocolate (Like Water for Chocolate)*. 1992. Directed by Alfonso Arau. Ciudad Acuna, Mexico: n.p,. DVD.

Counihan, Carole M., ed. 2002. *Food in the USA: A Reader*. New York: Routledge

Counihan, Carole and Penny Van Esterik, eds. 2013. *Food and Culture: A Reader*. Third Edition. New York: Routledge.

Davidson, Allen. 1999. *The Oxford Companion to Food*. New York: Oxford University Press.

Douglas, Mary. 1997. “Deciphering a Meal.” in *Implicit Meanings: Selected Essays in Anthropology*, edited by Mary Douglas, 231-251. London: Routledge.

Fisher, MK. 1988. *How to Cook a Wolf*. New York: North Point Press.

*Food, Inc.* 2009. Directed by Robert Kenner. New York: Magnolia Pictures. DVD.

*Jiro Dreams of Sushi.* 2011. Directed by David Gelb. Tokyo, Japan: Magnolia Pictures. DVD.

Haines, Helen and Clare Sammells. 2010. *Adventures in Eating: Anthropological Experiences of Dining From Around the World*. Boulder: University Press of Colorado.

*King Corn*. 2007. Directed by Aaron Woolf. New York: Balcony Releasing. DVD.

Kurlansky, Mark. 2003. *Salt: A World History.* New York: Penguin Books.

Locher, et al. 2005. “Comfort Foods: An Exploration into the Social and Emotional Significance of Foods.” Food and Foodways 13: 273-297.

Long, Lucy, ed. 2004. *Culinary Tourism*. Lexington: University Press of Kentucky.

Magat, Margaret. 2002. Balut: "Fertilized Duck Eggs and Their Role in Filipino Culture." Western Folklore 61: 63-96.

Mariani, John F. 1994. *The Dictionary of American Food and Drink*. New York: Hearst Books.

Neustadt, Kathy. 1992. *Clambake*. Amherst: University of Massachusetts Press.

Neustadt, Kathy. 1994. “The Folkloristics of Licking.” *The Journal of American Folklore* 107: 181-196.

Opie, Frederick Douglass. 2008. *Hog & Hominy: Soul Food from Africa to America*. New York: Columbia University Press.

Owen Jones, Michael. 2000. What's Disgusting, Why, and What Does It Matter? *Journal of Folklore Research* 37: 53-71.

Owen Jones, Michael. 2007.Food Choice, Symbolism, and Identity: Bread-and-Butter Issues for Folkloristics and Nutrition Studies (American Folklore Society Presidential Address, October 2005). *The Journal of American Folklore* 120: 129-177.

Pollan, Michael. 2006. *The Omnivore’s Dilemma: A Natural History of Four Meals*. New York: Penguin Books.

Revel, Jean-Francois. 1982. *Culture and Cuisine: A Journey Through the History of Food.* Cambridge: Da Capo Press.

Rosenblum, Mort. 2005. *Chocolate: A Bittersweet Saga of Dark and Light*. New York: North Point Press.

Rubin, Lawrence. 2008. *Food for Thought: Essays on Eating and Culture.* Jefferson, NC: McFarland.

Schenone, Laura. 2004. *A Thousand Years Over a Hot Stove: A History of American Women Told Through Food, Recipes, and Remembrances.* New York: W. W. Norton & Company.

Schlosser, Eric. 2002. *Fast-Food Nation: The Dark Side of the All-American Meal*. New York: Mariner Books.

Shortridge, Barbara and James R. Shortridge, eds. 1998. *The Taste of American Place: A Reader on Regional and Ethnic Foods*. New York: Rowman and Littlefield Publishers, Inc.

Sinclair, Upton. 1906. T*he Jungle*. N.p.: n.p.

*Soul Food Junkies: A Film about Family, Food, and Tradition.* 2012. Directed by Byron Hurt. New York: Third World Newsreel. DVD.

*Supersize Me*. 2004. Directed by Morgan Spurlock. New York, New York: Kathbur Pictures. DVD.

Thursby, Jacqueline S. 2008. *Foodways and Folklore: A Handbook*. Westport, CT: Greenwood.

Tye, Diane. 2010. *Baking as Biography: A Life Story in Recipes.* Quebec: McGill-Queen's University Press.

Weaver, William Woys. 1992. *America Eats: Forms of Edible Folk Art*. N.p: Perennial Press.

Weil, Christa. 2006. *Fierce Food: The Intrepid Diner's Guide to the Unusual, Exotic, and Downright Bizarre.* New York: Plume Books.

 Proposal Date: November 30, 2012

**Potter College of Arts & Letters**

**Department of Philosophy & Religion**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Eric Bain-Selbo, x55744, eric.bain-selbo@wku.edu

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: RELS 200
	2. Course title: World Religious Literature
	3. Abbreviated course title: World Religious Literature
	4. Credit hours and contact hours: 3 hours
	5. Type of course: L
	6. Prerequisites/corequisites: Eng 100
	7. Course catalog listing: Introductory study of multiple genres of foundational religious texts from various regions and cultures.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course fulfills a number of important student learning outcomes. In regard to content, we argue that knowledge of the world religious traditions is critical to becoming “productive, engaged, and socially responsible citizen-leaders of a global society” (WKU Mission Statement). A good introduction to foundational religious literature of major civilizations is imperative for joining the global society. In regard to academic skills, we argue that the intensive focus on analyzing texts, critical inquiry, and effective writing are important ways in which we can “foster academic excellence” (WKU Challenging the Spirit Action Plan). Both in terms of content and academic skills, we believe this course will make a great contribution to our curriculum—serving our majors/minors as well as students across campus.
	2. Projected enrollment in the proposed course: 60 students per section; enrollment based on similar numbers in 100-level General Education courses in the department.
	3. Relationship of the proposed course to courses now offered by the department: This course will cover a breadth of religious literature in a way that is unlike any of our other courses. While we offer courses that target literature in specific traditions (e.g., Bible and the Qur'an), this course will focus on a much broader range of literature. While we use primary religious texts in a number of courses (e.g., Hinduism, Buddhism, and others), this course will grapple with selections of this literature more intensely. Unlike RELS 102 (Introduction to Religious Studies), this course will focus much less on central concepts in the study of religion or on broad overviews of specific traditions. Students coming out of this will have a good introduction to a wide variety of foundational religious literature.
	4. Relationship of the proposed course to courses offered in other departments: No other course on campus covers the content area of this course. However, in terms of learning outcomes, this course is modeled closely on ENG 200.
	5. Relationship of the proposed course to courses offered in other institutions: In reviewing the course offerings of our benchmark institutions, it is important to note that many of them do not offer the Religious Studies major and thus have many fewer offerings. Several (Appalachian State, Ball State, Central Michigan, East Carolina, Towson, UNC Charlotte, UNC Greensboro, and Southern Miss) have courses that look like our RELS 102 course and, of course, there are lots of courses that focus on specific traditions in which religious literature would be introduced. Among our benchmark institutions, we could not find any course that was an equivalent to the one we are proposing.

**3. Discussion of proposed course:**

* 1. Course objectives: By the end of this course, students will be able to
* Utilize basic formal elements, techniques, concepts and vocabulary in Religious Studies.
* Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.
* Demonstrate how social, cultural, and historical contexts influence the construction of sacred literature.
* Evaluate the significance of sacred literature in shaping larger social, cultural, and historical contexts.
* Read, comprehend, and analyze sacred literature independently and proficiently.
	1. Content outline: While the course will have changing content from semester to semester depending on the faculty members assigned to teaching it, here is one possible formulation:

I. Introduction to Sacred Literature

II. Biblical and Cognate Literature

A. Ancient Middle Eastern Literature

B. Hebrew Poetry

C. Hebrew Wisdom Literature

D. Greek Narrative

III. East Asian Literature

A. Confucian Classics and Commentaries

B. Daoist Poetry and Anecdotes

C. Zen Koans and Haiku

IV. South Asian Literature

A. Ancient India

B. Hymns and Poetry

C. Epics and Narratives

D. Prose and Songs

E. Legal Codes

* 1. Student expectations and requirements: Students will be expected to engage in close readings of the texts, attend lectures to further understanding of social, cultural, and historical contexts, and produce written work (at least 3600 words; the same as ENG 200) that demonstrates they are achieving the learning outcomes.
	2. Tentative texts and course materials:

Course materials will be selected from the following works:

Addiss, Stephen, Stanley Lombardo, and Judith Roitman, editors. *Zen Sourcebook*. Hackett, 2008.

Chan, Wing-tsit, trans. *Reflections on Things at Hand*. Columbia University Press, 1967.

Charlesworth, James (ed). *Old Testament Pseudepigrapha, Vol. 1: Apocalyptic Literature and Testaments*. 83d ed. Anchor Bible Reference Library. Yale University Press, 1983.

\_\_\_\_\_\_\_\_\_\_. *The Old Testament Pseudepigrapha, Vol. 2: Expansions of the Old Testament and Legends, Wisdom and Philosophical Literature, Prayers, Psalms, and Odes, Fragments of Lost Judeo-Hellenistic works*. 83d ed. Anchor Bible Reference Library. Yale University Press, 1985.

Coogan, Michael D., M. Z. Brettler, C. A. Newsom, P. Perkins (eds). *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version*. 4t ed. Oxford University Press, 2010.

De Bary, Wm. Theodore and Irene Bloom, editors. *Sources of Chinese Tradition*, vol. 1. Columbia University Press, 1999.

Doniger, Wendy, trans.  *The Rig Veda*.  Penguin Classic, 2005

Ehrman, Bart D. (ed). *After the New Testament: A Reader in Early Christianity*. Oxford University Press, 1998.

Graham, A.C., trans. *The Book of Lieh-tzu*. Columbia University Press, 1990.

Littlejohn, Ronnie and Jeffrey Dippmann, editors. *Riding the Wind with Liezi*. SUNY, 2011.

Miura, Isshu and Ruth Sasaki. *The Zen Koan*. Harcourt, 1965.

Narayan, R.K., trans.  *The Ramayana: A Shortened Modern Prose Version of an Indian Epic*.  Penguin Classic, 2006.

Obeyesekere, Ranjini, trans.  *Jewels of the Doctrine: Stories from the Saddharma Ratnavaliya*. SUNY, 1991.

Pritchard, James B. (ed). *The Ancient Near East: An Anthology of Texts and Pictures*. Trans by Daniel E. Fleming. Princeton University Press, 2010.

Reeves, Gene, trans.  *The Lotus Sutra: A Contemporary Translation of a Buddhist Classic*. Wisdom Publications, 2008.

Ross, Nancy. *The World of Zen*. Vintage, 1960.

Roth, Harold. *Original Tao: Inward Training (*Nei-yeh) *and the Foundations of Taoist Mysticism*. Columbia University Press, 1999.

Smith, John D., trans.  *The Mahabharata*.  Penguin Classic, 2009.

**4. Resources:**

* 1. Library resources: Sufficient.
	2. Computer resources: Sufficient.

**5. Budget implications:**

* 1. Proposed method of staffing: We plan on offering this course with multiple faculty rotating between sections. The following table indicates one possibility:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Section 001 | Section 002 | Section 003 |
| Weeks 1-4 | Dr. Lilly on Biblical Texts | Dr. Fischer on Chinese texts | Dr. Samuels on Indian texts |
| Week 5: Paper #1 Work |  |  |  |
| Weeks 6-9 | Dr. Samuels | Dr. Lilly | Dr. Fischer |
| Week 10: Paper #2 Work |  |  |  |
| Weeks 11-14 | Dr. Fischer | Dr. Samuels | Dr. Lilly |
| Week 15: Paper #3 Work |  |  |  |

 The course also may be taught by a single instructor at times.

* 1. Special equipment needed: None.
	2. Expendable materials needed: None.
	3. Laboratory materials needed: None.

**6. Proposed term for implementation:** 201330

**7. Dates of prior committee approvals:**

 Religious Studies program November 30, 2012

Department of Philosophy and Religion January 30, 2013

 Potter College Curriculum Committee March 7, 2013

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

**Bibliography**

Addiss, Stephen, Stanley Lombardo, and Judith Roitman, editors. *Zen Sourcebook*. Hackett, 2008.

Chan, Wing-tsit, trans. *Reflections on Things at Hand*. Columbia University Press, 1967.

Charlesworth, James (ed). *Old Testament Pseudepigrapha, Vol. 1: Apocalyptic Literature and Testaments*. 83d ed. Anchor Bible Reference Library. Yale University Press, 1983.

\_\_\_\_\_\_\_\_\_\_. *The Old Testament Pseudepigrapha, Vol. 2: Expansions of the Old Testament and Legends, Wisdom and Philosophical Literature, Prayers, Psalms, and Odes, Fragments of Lost Judeo-Hellenistic works*. 83d ed. Anchor Bible Reference Library. Yale University Press, 1985.

Coogan, Michael D., M. Z. Brettler, C. A. Newsom, P. Perkins (eds). *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version*. 4t ed. Oxford University Press, 2010.

De Bary, Wm. Theodore and Irene Bloom, editors. *Sources of Chinese Tradition*, vol. 1. Columbia University Press, 1999.

Doniger, Wendy, trans.  *The Rig Veda*.  Penguin Classic, 2005

Ehrman, Bart D. (ed). *After the New Testament: A Reader in Early Christianity*. Oxford University Press, 1998.

Graham, A.C., trans. *The Book of Lieh-tzu*. Columbia University Press, 1990.

Littlejohn, Ronnie and Jeffrey Dippmann, editors. *Riding the Wind with Liezi*. SUNY, 2011.

Miura, Isshu and Ruth Sasaki. *The Zen Koan*. Harcourt, 1965.

Narayan, R.K., trans.  *The Ramayana: A Shortened Modern Prose Version of an Indian Epic*.  Penguin Classic, 2006.

Obeyesekere, Ranjini, trans.  *Jewels of the Doctrine: Stories from the Saddharma Ratnavaliya*. SUNY, 1991.

Pritchard, James B. (ed). *The Ancient Near East: An Anthology of Texts and Pictures*. Trans by Daniel E. Fleming. Princeton University Press, 2010.

Reeves, Gene, trans.  *The Lotus Sutra: A Contemporary Translation of a Buddhist Classic*. Wisdom Publications, 2008.

Ross, Nancy. *The World of Zen*. Vintage, 1960.

Roth, Harold. *Original Tao: Inward Training (*Nei-yeh) *and the Foundations of Taoist Mysticism*. Columbia University Press, 1999.

Smith, John D., trans.  *The Mahabharata*.  Penguin Classic, 2009.

Proposal Date: 1 March 2013

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Major Program**

**(Action Item)**

Contact Person: David DiMeo, david.dimeo@wku.edu (270) 745-6408

**1. Identification of program:**

* 1. Program title: Arabic Major
	2. Degree Type: Bachelor of Arts (B.A.)
	3. Classification of Instructional Program Code (CIP):
	4. Required hours in proposed major program: 36
	5. Special information: Students who enter the program with previous knowledge of Arabic should take measures to be placed at the right level and to gain credit for their language skills. For current information on verified credit, placement, and credit options, go to the Modern Languages website at this address: [www.wku.edu/modernlanguages](http://www.wku.edu/modernlanguages) or meet with a faculty member in Arabic.
	6. Program admission requirements:
	Students must earn a “C” or better in ARBC101 or equivalent courses.
	7. Catalog description: The proficiency-oriented Arabic major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. Thirty-six credit hours are required in this major. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly recommended. A minor or second major is required. Students must earn a “C” or better in all courses counted toward the major.

**Required core courses: (15 hours)**

* ARBC 102 (3 hours) Elementary Arabic II
* ARBC 201, 202 (6 hours) Intermediate Arabic I & II
* ARBC 301, 302 (6 hours) Advanced Arabic I & II

**Elective courses (21 Hours):**

At least seven courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the seven courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and or religion), only with permission of the program advisor.

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Arabic Language Courses | 21 hours |  |
| ARBC 321 (3 hours) Colloquial Arabic |
| ARBC 322 (3 hours) Arabic Translation Studies |
| ARBC 323 (3 hours) Arabic Civilization I |
| ARBC 324 (3 hours) Arabic Civilization II |
| ARBC 435 (3 hours) Arabic Literature |
| ARBC 437 (3 hours) Advanced Media Arabic |
| ARBC 438 (3 hours) Topics in Arabic Media |
| ARBC 455 (3 hours) Topics in Arabic Literature and Culture |
| Courses on Arabic Studies (delivered in English) | 6 hours | HIST 462 (3 hours) History of the Middle East |
| GEOG 467 (3 hours) Geography of the Middle East |
| PS 365 (3 hours) Government and Politics of the Middle East |
| RELS 306 (3 hours) Islam |
| RELS 311 (3 hours) The Qur’an |
| RELS 320 (3 hours) Religions of the Middle East |
| Other courses with permission of program advisor. |

**2. Rationale:**

* 1. Reason for developing the proposed major program:

This program provides an opportunity for the increasing number of students who want to start or continue their study of Arabic to reach a high level of language proficiency. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and up from 26 in fall 2010. The major offers an organized program to guide those students through advanced study in Arabic, as well as the opportunity to earn a strong credential for their language skill.

 Arabic is the fifth most commonly spoken language in the world, with nearly 300 million speakers. It is one of the six official languages of the United Nations. Arabic is the dominant language in one of the most strategically vital regions of the world, being an official language of the North African states, Israel, the vital oil and financial centers of the Persian Gulf, the Arabian peninsula and the Levant. Additionally, Arabic is the language of Islam, a religion of over one billion people, and thus provides a means of establishing communication and rapport with Muslims, even those whose native language is not Arabic.

The need for professionals with a working knowledge of the Arabic language and culture has increased dramatically since 2000 and will continue to increase. In the five year period following the 9/11 attacks, enrollments in Arabic in the United States increased 127%, the largest increase among the top 10 languages taught in the United States. The number of institutions offering Arabic nearly doubled during the same period (Source: Modern Language Association). Arabic has been consistently identified as a strategic language by the Department of Defense, and a priority language for recruitment and careers in the U.S. State Department, intelligence and defense agencies. Arabic is one of the six languages currently being recruited for by the National Security Agency (the other five are Chinese, Pashtu, Dari, Farsi and Russian- Source: nsa.gov/careers). The career site Monster.com, for example, recommends job seekers of all types to acquire skill in “Arabic, Japanese or Chinese.” (source: career-advice.monster.com)

Arabic proficiency can also complement a second major. The Arabic major will greatly expand WKU’s regional coverage, and enhance students’ ability to do research into Middle Eastern/North African history, politics, geography, religion and cultures, allowing them to use primary sources in Arabic. With the dramatic political, social and economic changes going on in the Arab world today, the ability to study events in the region will be of increasing importance to professionals in a range of disciplines. As several large Arab countries transition away from state-run political and economic systems to popular democracy, the need for political scientists, economists, educators, journalists and public administrators with some background in Arabic will increase.

* 1. Projected enrollment in the proposed major program: 10-15 annually.

Based on informal surveys of students in basic Arabic classes, there is great interest in continuing study. We expect interest in WKU’s Arabic program to grow over the years through our outreach programs to K-12 students. For the first time, an Arabic VAMPY program will be offered in Summer 2013 and we are partnering with the Gatton Academy’s STEM+ program to increase participation in the Arabic program by students interested in Science, Technology Mathematics and Engineering. In fall 2013 we are also offering, for the first time, Honors sections of Arabic 101 and 102, which will help long-term recruiting of the most promising students into Arabic.

* 1. Relationship of the proposed major program to other programs now offered by the department: The Department of Modern Languages currently offers majors in Spanish, French and German, all of which belong to the commonly taught Indo-European language family. A major and minor in Chinese are in the approval process. The Arabic major would be the only major in a Semitic or Middle Eastern language and as such, would complement and further diversify the department’s offerings.
	2. Relationship of the proposed major program to other university programs:
	Several majors and minors currently offered at WKU have a strong international component, including History, Mass Communication, Business, International Affairs, Political Science, and Religion. When combined with a major in Arabic language and culture, majors or minors in these related fields will prepare students to be more competitive in their respective fields and give them an added capability for research and application of their skills overseas. Thus, the proposed major program complements other WKU major and minor programs.
	3. Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The University of Kentucky offers a minor in Islamic Studies, which includes Arabic courses through the fourth year. The University of Louisville offers Arabic through the third year. Among benchmark institutions, Montclair State offers an Arabic minor. Chico and Fresno State offer minors in Middle Eastern Studies, which include Arabic through the second year (Intermediate) level. Currently, no other benchmark institution offers an Arabic major. This major will give WKU a unique offering and may serve to attract students from a wide geographical area.
	4. Relationship of the proposed major program to the university mission and objectives: This major directly serves the university mission of being a leading American institution with international reach. Graduates with an Arabic major will be able to apply their skills in a variety of disciplines directly in the Middle East and among Arabic speaking communities elsewhere. Students in the major program will represent WKU in study abroad and many will go on to graduate work in Arabic or in related fields. The program will help develop cultural awareness and sensitivity, communication skills and build international connections.

**3. Objectives of the proposed major program:**

 Similar to the other major programs in the Department of Modern Languages, the proposed major program is designed to graduate students whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels, and/or prepare them for advanced study in language, literature, and culture. Upon successful completion of the program, majors will have reached the advanced proficiency level. They will be advanced speakers and writers of Arabic as a foreign language who can use Arabic proficiently in their research, government work, business or other professional endeavors, and interact with Arabic people in a culturally appropriate way.

**4. Program Description:**

* 1. Curriculum: Thirty-six credit hours are required in this major.

***Required core courses***: (15 hours)

* ARBC 102 (3 hours) Elementary Arabic II
* ARBC 201, 202 (6 hours) Intermediate Arabic I & II
* ARBC 301, 302 (6 hours) Advanced Intermediate Arabic I & II

***Elective courses***: (21 hours)
At least seven courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the seven courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and or religion), only with permission of the program advisor.

List of electives:

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Courses delivered Arabic | 21 hours |  |
| ARBC 321 (3 hours) Colloquial Arabic |
| ARBC 322 (3 hours) Arabic Translation Studies |
| ARBC 323 (3 hours) Arabic Civilization I |
| ARBC 324 (3 hours) Arabic Civilization II |
| ARBC 435 (3 hours) Arabic Literature |
| ARBC 437 (3 hours) Advanced Media Arabic |
| ARBC 438 (3 hours) Topics in Arabic Media |
| ARBC 455 (3 hours) Topics in Arabic Literature and Culture |
| Courses on Arabic Studies (delivered in English) | 6 hours | HIST 462 (3 hours) History of the Middle East |
| GEOG 467 (3 hours) Geography of the Middle East |
| PS 365 (3 hours) Government and Politics of the Middle East |
| RELS 306 (3 hours) Islam |
| RELS 311 (3 hours) The Qur’an |
| RELS 320 (3 hours) Religions of the Middle East |
| Other courses with permission of program advisor. |

 4.2. Accreditation, certification, approval and/or licensure: not applicable.

4.3 Program delivery:

Most of the courses will be provided through face-to-face courses. Some courses may be taken through approved study abroad programs. Study abroad is strongly recommended.

**5. Resources:**

* 1. Faculty: Staffing for the Arabic major will initially be adequate if the university continues to receive assistance from a Fulbright scholar teaching a lower level course and continues to employ one instructor part time. If the program grows enrollments substantially or if the part time person is no longer available, it may be necessary to add a full-time Arabic instructor or assistant professor position.
	2. Technological and electronic informational resources (e.g., databases, e-journals): Library resources are on order and will be adequate.
	3. Facilities and equipment: Current resources are adequate.

**6. Proposed term for implementation:** Spring 2014

**7. Dates of prior committee approvals:**

Modern LanguagesDepartment: 19 March 2013\_

Potter College Curriculum Committee \_\_\_\_\_4 April 2013\_\_\_

Contact with Office of Academic Affairs

re: CPE Posting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposal Date: 1 March 2013

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Minor Program**

**(Action Item)**

Contact Person: David DiMeo david.dimeo@wku.edu , (270) 745-6408

**1. Identification of program:**

* 1. Program title: Arabic Minor
	2. Required hours in minor program: 30
	3. Special information: Students who enter the program with previous knowledge of Arabic should take measures to be placed at the right level and to gain credit for their language skills. For current information on verified credit, placement, and credit options, go to the Modern Languages website at this address: [www.wku.edu/modernlanguages](http://www.wku.edu/modernlanguages) or meet with a faculty member in Arabic.
	4. Catalog description: The proficiency-oriented Arabic minor is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Arab culture and society, which prepares them to use Arabic proficiently in their professional endeavors. The minor in Arabic requires a minimum of 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is recommended. Students must earn a “C” or better in all courses counted toward the minor.

**Required core courses: (15 hours)**

* ARBC 102 (3 hours) Elementary Arabic II
* ARBC 201, 202 (6 hours) Intermediate Arabic I & II
* ARBC 301, 302 (6 hours) Advanced Arabic I & II

**Elective courses (15 hours):**

At least five courses at the 300- or 400- level for a total (including the core) of 30 credit hours. May include among the five courses up to six credit hours for courses delivered in English but related to Arabic studies (Arab history, religion, philosophy or politics), with permission of the program advisor.

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Courses delivered in Arabic | 15 hours |  |
| ARBC 321 (3 hours) Colloquial Arabic |
| ARBC 322 (3 hours) Arabic Translation Studies |
| ARBC 323 (3 hours) Arabic Civilization I |
| ARBC 324 (3 hours) Arabic Civilization II |
| ARBC 435 (3 hours) Arabic Literature |
| ARBC 437 (3 hours) Advanced Media Arabic |
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| PS 365 (3 hours) Government and Politics of the Middle East |
| RELS 306 (3 hours) Islam |
| RELS 311 (3 hours) The Qur’an |
| RELS 320 (3 hours) Religions of the Middle East |
| Other courses with permission of program advisor. |

**2. Rationale:**

* 1. Reason for developing the proposed minor program:

This program provides an opportunity for the increasing number of students who want to start or continue their study of Arabic to reach a high level of language proficiency. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and up from 26 in fall 2010. The minor offers an organized program to guide those students through advanced study in Arabic, as well as the opportunity to earn a strong credential for their language skill.

Arabic is the fifth most commonly spoken language in the world, with nearly 300 million speakers. It is one of the six official languages of the United Nations. Arabic is the dominant language in one of the most strategically vital regions of the world, being an official language of the North African states, Israel, the vital oil and financial centers of the Persian Gulf, the Arabian peninsula and the Levant. Moreover, Arabic is the language of Islam, a religion of over one billion people, and thus provides a means of establishing communication and rapport with Muslims, even those whose native language is not Arabic.

The need for professionals with a working knowledge of the Arabic language and culture has increased dramatically since 2000 and will continue to increase. In the five year period following the 9/11 attacks, enrollments in Arabic in the United States increased 127%, the largest increase among the top 10 languages taught in the United States. The number of institutions offering Arabic nearly doubled during the same period (Source: Modern Language Association). Arabic has been consistently identified as a strategic language by the Department of Defense, and a priority language for recruitment and careers in the U.S. State Department, intelligence and defense agencies. Arabic is one of the six languages currently being recruited for by the National Security Agency (the other five are Chinese, Pashtu, Dari, Farsi and Russian- Source: nsa.gov/careers). Arabic proficiency, therefore, can be a marketable skill for students seeking careers in a wide range of career fields outside of language and linguistics. The career site Monster.com, for example, recommends job seekers of all types to acquire skill in “Arabic, Japanese or Chinese.” (source: career-advice.monster.com)

Arabic proficiency can also complement a second major. The Arabic minor will enhance students’ ability to do research in Middle Eastern/North African history, politics, geography, religion and cultures, allowing them to use primary sources in Arabic. With the dramatic political, social and economic changes going on in the Arab world today, the ability to study events in the region will be of increasing importance to professionals in a range of disciplines. As several large Arab countries transition away from state-run political and economic systems to popular democracy, the need for political scientists, economists, educators, journalists and public administrators with some background in Arabic will increase.

* 1. Projected enrollment in the proposed minor program: 10-15 annually. Based on informal surveys of students in basic Arabic classes, there is great interest in continuing study. We expect interest in WKU’s Arabic program to grow over the years through our outreach programs to K-12 students. For the first time, an Arabic VAMPY program will be offered in Summer 2013 and we are partnering with the Gatton Academy’s STEM+ program to increase participation in the Arabic program by students interested in Science, Technology Mathematics and Engineering. In fall 2013 we are also offering, for the first time, Honors sections of Arabic 101 and 102, which will help long-term recruiting of the most promising students into Arabic.
	2. Relationship of the proposed minor program to other programs now offered by the department: The Department of Modern Languages currently offers minors in Spanish, French and German, all of which belong to the commonly taught Indo-European language family. A major and minor in Chinese are in the approval process. The Arabic minor would be the only minor in a Semitic or Middle Eastern language and as such, would complement and further diversify the department’s offerings. These programs would help give the department true world-wide coverage.
	3. Relationship of the proposed minor program to other university programs:
	Several majors and minors currently offered at WKU have a strong international component, including History, Mass Communication, Business, International Affairs, Political Science, and Religion. For these majors/minors, training in Arabic language and culture will prepare students to be more competitive in their respective fields and give them an added capability for research and application of their skills overseas. Thus, the proposed minor program complements other WKU major and minor programs.
	4. Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The University of Kentucky offers a minor in Islamic Studies, which includes Arabic courses through the fourth year. The University of Louisville offers Arabic through the third year only. Among benchmark institutions, Montclair State offers an Arabic minor. Chico and Fresno State offer minors in Middle Eastern Studies, which include Arabic through the second year (Intermediate) level. This program would give WKU a unique offering in the region and would attract students interested specifically in the study of Arabic.
	5. Relationship of the proposed minor program to the university mission and objectives: This minor directly serves the university mission of being a leading American institution with international reach. Graduates with an Arabic minor will be able to apply their skills in a variety of disciplines directly in the Middle East and among Arabic speaking communities elsewhere. Students in the minor program will represent WKU in study abroad and many will go on to graduate work. The program will help develop cultural awareness and sensitivity, communication skills and build international connections.

**3. Objectives of the proposed minor:**

Similar to the other minor programs in the Department of Modern Languages, the proposed minor program is designed to graduate students whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels, and/or prepare them for advanced study in language, literature, and culture. Upon successful completion of the program, graduating minors will have reached the lower advanced proficiency level. They will be advanced speakers and writers of Arabic, and can use Arabic proficiently in their government work, business or other professional endeavors, and interact with Arabic people in a culturally appropriate way.

**4. Curriculum:**

Required core courses: (15 hours)

* ARBC 102 (3 hours) Elementary Arabic II
* ARBC 201, 202 (6 hours) Intermediate Arabic I & II
* ARBC 301, 302 (6 hours) Advanced Arabic I & II

Elective courses (15 hours):
At least five courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among these five courses six credit hours of study abroad, and six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g. courses in Arabic history, philosophy, and / or religion) with permission of program advisor.

List of electives:

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Arabic Language Courses | 15 hours | ARBC 321 (3 hours) Colloquial Arabic I |
| ARBC 322 (3 hours) Arabic Translation Studies |
| ARBC 323 (3 hours) Arabic Civilization I |
| ARBC 324 (3 hours) Arabic Civilization II |
| ARBC 435 (3 hours) Arabic Literature |
| ARBC 437 (3 hours) Advanced Media Arabic |
| ARBC 438 (3 hours) Topics in Arabic Media |
| ARBC 455 (3 hours) Topics in Arabic Literature and Culture |
| Courses on Arabic Studies (delivered in English) | 6 hours | HIST 462 (3 hours) History of the Middle East |
| GEOG 467 (3 hours) Geography of the Middle East |
| PS 365 (3 hours) Government and Politics of the Middle East |
| RELS 306 (3 hours) Islam |
| RELS 311 (3 hours) The Qur’an |
| RELS 320 (3 hours) Religions of the Middle East |
| Other courses with permission of program advisor. |

**5. Budget Implications:**

* 1. Faculty: Staffing for the Arabic minor will initially be adequate if the university continues to receive assistance from a Fulbright scholar teaching a lower level course and continues to employ one instructor part time. If the program grows enrollments substantially or if the part time person is no longer available, it may be necessary to add a full-time Arabic instructor or assistant professor position.
	2. Technological and electronic informational resources (e.g., databases, e-journals): Library resources are on order and will be adequate.
	3. Facilities and equipment: Current resources are adequate.

**6. Proposed term for implementation:** Spring 2014

**7. Dates of prior committee approvals:**

Modern LanguagesDepartment: 19 March 2013

Potter College Curriculum Committee \_\_\_4 April 2013\_\_\_\_\_

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposal Date: 2/27/13-r

**Potter College of Arts & Letters**

**School of Journalism & Broadcasting**

**Proposal to Make Multiple Revisions to a Course**

**(Action Item)**

Contact Person: Josh Meltzer, josh.meltzer@wku.edu, 270-745-2070

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: JOUR 348
	2. Course title: Introduction to Interactive Advertising Design
	3. Credit hours: 3

**2. Revise course title:**

* 1. Current course title: Introduction to Interactive Advertising Design
	2. Proposed course title: Introduction to Interactive Media
	3. Proposed abbreviated title: Interactive Media
	4. Rationale for revision of course title:

The content of the course has not been specific to only advertising topics but rather reflects interactive design for all journalism and broadcasting sequences. Many students who have taken the course have come from outside of the advertising sequence and though it has always been open to students from outside the sequence, SJ&B believes this revision will lead to a wider interest among students within the SJ&B and from outside of the school.

**3. Revise course number:**

* 1. Current course number: JOUR 348
	2. Proposed course number: N/A
	3. Rationale for revision of course number: N/A

**4. Revise course prerequisites/corequisites/special requirements:**

4.1 Current prerequisites/corequisites/special requirements: (indicate which) prerequisite JOUR 341 (Principles of Advertising) or permission

4.2 Proposed prerequisites/corequisites/special requirements: None

4.3 Rationale for revision of course prerequisites/corequisites/special requirements: Since the content of the course is not exclusively advertising design, the advertising prerequisite course, JOUR 341, is no longer needed.

4.4 Effect on completion of major/minor sequence:

Students in the advertising major/minor sequence are still required to take JOUR 341 so no effect would be expected.

**5. Revise course catalog listing:**

* 1. Current course catalog listing:

Study and creation of interactive advertising, using current software programs. Develop interactive ads for Web and mobile applications. Cover aesthetic and technical aspects of design and production, business process and working in teams to produce Web-based products. (course fee)

* 1. Proposed course catalog listing:

Study and creation of interactive digital products and design. An introduction to coding with basic HTML, CSS, Javascript and JQuery. Includes collaborative assignment using content from other courses. No previous knowledge of web programming necessary. (course fee)

* 1. Rationale for revision of course catalog listing:

While the content of the course is not changing, the course’s title and description have not evolved as the course has over the years as the new title and description would reflect the actual content of the course, which is not limited only to advertising design. Additionally, because the course has not been specific to advertising, the removal of the prerequisites will more accurately reflect the needs of the students who take the course.

**6. Revise course credit hours:**

* 1. Current course credit hours: 3
	2. Proposed course credit hours: N/A
	3. Rationale for revision of course credit hours: N/A

**7. Proposed term for implementation:** spring 2014

**8. Dates of prior committee approvals:**

 SJ&B Curriculum Committee \_\_2/27/13\_\_\_\_\_\_\_\_

 School of Journalism & Broadcasting \_\_\_2/28/13\_\_\_\_\_\_\_

 PCAL Curriculum Committee \_\_\_4/4/13\_\_\_\_\_\_\_\_

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: February 25, 2013

**Potter College of Arts & Letters**

**Department of Art**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Guy Jordan, guy.jordan@wku.edu, (270) 745-8865

**1. Identification of program:**

* 1. Current program reference number: 613
	2. Current program title: B.A. in Art History
	3. Current Credit hours: 33

**2. Identification of the proposed program changes:**

* The number of credits will increase from 33 to 36 in order to bring our program into compliance with NASAD (National Association of Schools of Art and Design) standards that mandate that 30% of total student credit hours required for a bachelors degree be comprised of courses taken with the major field of study
* We will require students to take ART 390 (Contemporary Art) in order (a) ensure their competence in that area and (b) to ensure that between the first half of ART 390, the second half of ART 313 (Art of the United States Since 1865) and ART 410 (European Art, 1900-1945), students are exposed to an additional 50%-100% more material about art made in the twentieth century, as suggested by NASAD in their most recent response to our request for accreditation.
* As befits the change above, we propose to change the name of the final chronological category of art history courses from *Modern and Contemporary Art* to *Modern and Twentieth Century Art*, which will, if the changes are approved, be a more accurate descriptor.
* We propose to split the elective course category, *Ancient, Medieval, and Non-Western Art,* into two separate elective course categories, *Ancient and Medieval Art* and *Non-Western Art*.
* Students who currently have to take at least one elective in each of the four extant categories will have to take at least one elective in each of what will be—if these changes are approved—five categories.
* We now account for the change in course prefixes in the Department of Family and Consumer Sciences from “DMT” to “IDFM.”
* We fixed one typo re: a course number and changed DMT 322 to IDFM 332 for the course “History of 20th Century Fashion.”

**3. Detailed program description:**

|  |  |  |  |
| --- | --- | --- | --- |
| Current Program Description: The major in Art History requires a minimum of 33 semester hours and leads to a Bachelor of Arts degree. The major requires courses to be taken across a range of chronological periods, ensuring that graduates possess a broad understanding of the field, yet it also allows students to focus their studies on particular historical periods or geographical regions that interest them. A minor or second major is required. No more than 6 hours in the Art History Major may count towards a student’s minor. No grade of “D” or below may be counted towards the major.The program requires two introductory courses (ART 105 and ART 106) that provide foundational knowledge of the history of global art, and one course (ART 130, ART 131, or ART 140) that familiarizes students with the fundamental concepts of art making. The two other required courses are a theory and methodology class (ART 405), and a capstone seminar (ART 494). To ensure significant breadth, among the six electives required for the major, at least one must be chosen from each of four chronological categories. The remaining two electives may be customized to accord with the research interests of the student, and allow for a significant degree of expansion into visually-oriented coursework in other disciplines.Curriculum: Required Courses: (15 hours)1) Art History Survey Courses (6 hours)* ART 105 (History of Art to 1300) AND
* ART 106 (History of Art since 1300)

2) Studio Foundations Course (3 hours)* ART 130 (Two-Dimensional Design) OR
* ART 131 (Three-Dimensional Design) OR
* ART 140 (Drawing)

3) ART 405 (Art Theory and Criticism) (3 hours)4) ART 494 (Seminar in Art History) (3 hours)Elective Courses**:** (18 hours)Students will fulfill the remaining eighteen hours of the major by choosing from among the following elective courses. At least one course must be chosen from each of the following four categories:A. *Ancient, Medieval, and Non-Western Art*: * ART 305 (Ancient Greek and Roman Art)
* ART 316 (Medieval Art and Architecture)
* ART 325 (Art of Asia, Africa, and the Americas)
* ART 407 (Islamic Art and Architecture)

B.  *Renaissance and Baroque Art*:  * ART 314 (Southern Baroque Art)
* ART 315 (Northern Baroque Art)
* ART 401 (Art of the Italian Renaissance)
* ART 403 (Northern Renaissance Art)

C.  *Eighteenth Century and Nineteenth Century Art*: * ART 312 (Art of the United States to 1865)
* ART 408 (European Art, 1700-1848)
* ART 409 (European Art, 1848-1900)

D.  *Modern and Contemporary Art*: * ART 313 (Art of the United States since 1865)
* ART 390 (Contemporary Art)
* ART 410 (European Art, 1900-1945)

The following courses may also be taken as electives, but are considered “free electives,” and do not satisfy any of the four category distributions listed above:* ANTH 130 (Introduction to Archaeology)
* ANTH 432 (Field Course in Archaeology)
* ANTH 434 (Graveyard Archaeology)
* ANTH 448 (Visual Anthropology)
* ANTH/FLK 470 (Museum Procedures and Preservation Techniques)
* ART 334 (Survey of Graphic Design)
* ART 445/FLK 445 (American Architectural History)
* DMT 151 (Introduction to History of Architecture and Interior Design I)
* DMT 152 (Introduction to History of Architecture and Interior Design II)
* DMT 322 (History of 20th Century Fashion)
* DMT 424 (Historic Textiles)
* DMT 434 (History of Costume)
* ENG 465 (Film Genres)
* ENG 466 (Film Theory)
* FLK 434 (Historic Preservation)
* FLK 445 (American Architectural History)
* FLK 446 (Restoration of Historic Interiors)
* FLK 447 (History of Architecture Interiors)
* FLK 464 (Vernacular Architecture)
* FREN 450 (Topics in Francophone Cinema)
* GERM 437 (German Literature and Film)
* PHIL 102 (Enduring Questions: The Good and the Beautiful)
* PHIL 305 (Aesthetics)
* SPAN 490 (Hispanic Cinema)

Total: 33 Hours | **Proposed Program Description:** The major in Art History requires a minimum of **36** semester hours and leads to a Bachelor of Arts degree. The major requires courses to be taken across a range of chronological periods, ensuring that graduates possess a broad understanding of the field, yet it also allows students to focus their studies on particular historical periods or geographical regions that interest them. A minor or second major is required. No more than 6 hours in the Art History Major may count towards a student’s minor. No grade of “D” or below may be counted towards the major.The program requires two introductory courses (ART 105 and ART 106) that provide foundational knowledge of the history of global art, one course (ART 130, ART 131, or ART 140) that familiarizes students with the fundamental concepts of art making, **and a course in Contemporary Art that ensures students have a strong grounding in current trends.** The two other required courses are a theory and methodology class (ART 405), and a capstone seminar (ART 494). To ensure significant breadth, among the six electives required for the major, at least one must be chosen from each of **five** chronological categories. The remaining **elective** may be customized to accord with the research interests of the student, and allow**s** for a significant degree of expansion into visually-oriented coursework in other disciplines.Curriculum: Required Courses: (15 hours)1) Art History Survey Courses (6 hours)* ART 105 (History of Art to 1300) AND
* ART 106 (History of Art since 1300)

2) Studio Foundations Course (3 hours)* ART 130 (Two-Dimensional Design) OR
* ART 131 (Three-Dimensional Design) OR
* ART 140 (Drawing)

3) ART 405 (Art Theory and Criticism) (3 hours)4) ART 494 (Seminar in Art History) (3 hours)**5) ART 390 (Contemporary Art) (3 hours)**Elective Courses**:** (18 hours)Students will fulfill the remaining eighteen hours of the major by choosing from among the following elective courses. At least one course must be chosen from each of the following **five** categories:**A. *Non-Western Art*:** * ART 325 (Art of Asia, Africa, and the Americas)
* ART 407 (Islamic Art and Architecture)

**B.  *Ancient and Medieval Art:**** ART 305 (Ancient Greek and Roman Art)
* ART 316 (Medieval Art and Architecture)

**C.** *Renaissance and Baroque Art*:  * ART 314 (Southern Baroque Art)
* ART 315 (Northern Baroque Art)
* ART 401 (Art of the Italian Renaissance)
* ART 403 (Northern Renaissance Art)

**D.**  *Eighteenth Century and Nineteenth Century Art*: * ART 312 (Art of the United States to 1865)
* ART 408 (European Art, 1700-1848)
* ART 409 (European Art, 1848-1900)

**E.** ***Modern and Twentieth Century Art*:** * ART 313 (Art of the United States since 1865)
* ART 410 (European Art, 1900-1945)

The following courses may also be taken as **an elective**, but are considered “free electives,” and do not satisfy any of the four category distributions listed above:* ANTH 130 (Introduction to Archaeology)
* ANTH 432 (Field Course in Archaeology)
* ANTH 434 (Graveyard Archaeology)
* ANTH 448 (Visual Anthropology)
* ANTH/FLK 470 (Museum Procedures and Preservation Techniques)
* ART 334 (Survey of Graphic Design)
* ART 445/FLK 445 (American Architectural History)
* ENG 465 (Film Genres)
* ENG 466 (Film Theory)
* FLK 434 (Historic Preservation)
* FLK 445 (American Architectural History)
* FLK 464 (Vernacular Architecture)
* FREN 450 (Topics in Francophone Cinema)
* GERM 437 (German Literature and Film)
* **IDFM** 151 (Introduction to History of Architecture and Interior Design I)
* **IDFM** 152 (Introduction to History of Architecture and Interior Design II)
* **IDFM** **332** (History of 20th Century Fashion)
* **IDFM** 424 (Historic Textiles)
* **IDFM** 434 (History of Costume)
* **IDFM** 446 (Restoration of Historic Interiors)
* PHIL 102 (Enduring Questions: The Good and the Beautiful)
* PHIL 305 (Aesthetics)
* SPAN 490 (Hispanic Cinema)

Total: **36** Hours |  |  |

**4. Rationale for the proposed program change:**

It is possible under the current curriculum structure for students to navigate the program without taking any courses that focus largely or exclusively on non-western art. We believe (as does our accrediting body, NASAD (The National Association of Schools of Art and Design) that ought not to be the case. The proposed change remedies this deficiency. We have also increased the number of credit hours required for the program to 36 so that our total percentage of hours taken in the major meets NASAD Guidelines. The extra three hours will require students to take ART 390 (Contemporary Art) and will, as a result of the remaining two courses in Category E. (Modern and Twentieth Century Art) increase the amount of twentieth century material in the curriculum in order to satisfy another request by NASAD. Also, due to a typo, the course prefix for the Design, Merchandising, and Textiles course “History of 20th Century Fashion” has been changed so that it is now correct. The correct prefix is DMT 332, not DMT 322.

**5. Proposed term for implementation and special provisions (if applicable):**

Fall 2013

**6. Dates of prior committee approvals:**

Art Department \_\_\_March 1, 2013\_\_\_\_

 Potter College Curriculum Committee \_\_April 4, 2013\_\_\_

 Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_