**Potter College of Arts & Letters**

**Western Kentucky University**

**745-2345**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: January 31, 2013

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

|  |  |
| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| Action | **Proposal to Create a New Course**HIST 390 Blacks in the American South Contact: Selena Sanderfer, selena.sanderfer@wku.edu, 5-4739 |
| Action | **Proposal to Create a New Course**ARBC 301 Advanced Arabic IContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 302 Advanced Arabic IIContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 321 Colloquial ArabicContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 322 Arabic Translation StudiesContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 323 Arabic Civilization IContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 324 Arabic Civilization IIContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 435 Arabic LiteratureContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 437 Advanced Media ArabicContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 438 Topics in Arabic MediaContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**ARBC 455 Topics in Arabic Literature and CultureContact: David Dimeo, david.dimeo@wku.edu, 5-6408 |
| Action | **Proposal to Create a New Course**RUSS 202 Intermediate Russian IIContact: Ekaterina Myakshina, ekaterina.myakshina@wku.edu , 5-2401 |
| Action | **Proposal to Create a New Course**SOCL 361 Race, Class, and CrimeContact: Carrie Trojan, carrie.trojan@wku.edu, 745-2645 |
| Action | **Proposal to Create a New Course**SOCL 437 The Death Penalty in AmericaContact: Carrie Trojan, carrie.trojan@wku.edu, 745-2645 |
| Action  | **Proposal to Create a New Minor Program**Chinese MinorContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action  | **Proposal to Create a New Minor Program**Chinese MajorContact: Ke Peng, ke.peng@wku.edu, 5-5694 |
| Action | **Proposal to Revise a Program**462 Southern StudiesContact: Selena Sanderfer, selena.sanderfer@wku.edu, 5-4739 |
| Action | **Proposal to Revise a Program**509 Bachelor of Arts, Visual StudiesContact: Brent Oglesbee, brent.oglesbee@wku.edu, 5-6566 |
| Action | **Proposal to Revise a Program** 613 Bachelor of Arts in Art HistoryContact: Guy Jordan, guy.jordan@wku.edu, 745-8865 |
| Action | **Proposal to Revise a Program**593 Bachelor of Music, concentration in Music Education, IntegratedContact: Mitzi Groom, mitzi.groom@wku.edu, 5-3751 |
| Action | **Proposal to Revise a Program**593 Bachelor of Music, concentration in Music Education, Vocal SequenceContact: Mitzi Groom, mitzi.groom@wku.edu, 5-3751 |
| Action | **Proposal to Revise a Program**593 Bachelor of Music, concentration in Music Education, InstrumentalContact: Mitzi Groom, mitzi.groom@wku.edu, 5-3751 |

Proposal Date: October 2012

**Potter College of Arts & Letters**

**Department of History**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, 745-4739

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: HIST 390
	2. Course title: Blacks in the American South
	3. Abbreviated course title: Blacks in the South
	4. Credit hours and contact hours: 3.0
	5. Type of course: S
	6. Prerequisites: None
	7. Course catalog listing: Seminar exploring the history and culture of blacks in the American South. Topics will include slavery, resistance, labor, literature, religion, inequality, leadership and the Civil Rights Movement.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course is being offered in response to faculty and students who have expressed a scholarly interest in the experiences of southern blacks. This course will help students develop a better understanding of major themes and methodologies in both African American and Southern history. Students who complete this course will develop research strategies for examining a wide range of subjects dealing with the southern black experience. This course is both reading and writing intensive in order to enable students to develop critical thinking skills and effective analytical writing skills. It will be offered as an elective course in the Southern Studies minor and will allow students to concentrate on the southern black experience in particular.
	2. Projected enrollment in the proposed course: Twenty – thirty annually based on informal surveys in history classes and current enrollment in AFAM 190, HIST 358 and HIST 359.
	3. Relationship of the proposed course to courses now offered by the department: The History Department currently does not offer a specific course focusing on the history and culture of blacks in the U.S. South at either the graduate or undergraduate level. This course will complement the department’s two courses on black history HIST358/359 and two courses on southern history HIST 457/458. It will offer a more in depth study of the southern black experience in both areas of study.
	4. Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU. Courses that address related topics include ENG 393 African American Literature and FLK 377 African American Folklife. The Blacks in the American South course will be cross listed and contribute to the African American Studies minor as an elective course.
	5. Relationship of the proposed course to courses offered in other institutions: Several universities offer courses focusing on the black experience in a particular region such as AFRO 398 Black South Carolinians at the University of South Carolina and AFAM 280 Blacks in North Carolina at the University of North Carolina as well as courses on race relations in the South such as AAAS 131 The South in Black and White at Duke University and SOC 115 Race and Race Relations in the Contemporary South at Vanderbilt University. Some universities also offer courses on a specific aspect of the black experience in the South such as AAST 303 Education of Southern Blacks at the University of Alabama and HIST 292 African American and White Memory in the American South at the University of North Carolina. Although numerous institutions in this region offer regular courses in either southern studies and/or black studies such as HIST 578 History of the Old South at University of Kentucky, HIST 4150 The American South at Middle Tennessee State University, and HIST 4650/4660 African American History to 1890 and African American History since 1890 at Austin Peay State University, there are currently no permanent courses offered on the specific topic of the black southern experience.

**3. Discussion of proposed course:**

* 1. Course objectives:

Upon completion of this course students:

* Will be acquainted with major theories on the black experience in the South
* Will be provided with seminal readings written by and/or investigating blacks in the South
* Will be able to analyze the major themes and events that shaped black life in the U.S. South
* Will be able to evaluate current trends within the historiography
* Will have pursued advanced study on relevant topics related to blacks in the U.S. South
* Will have enhanced their ability to effectively communicate their ideas in oral and written formats
	1. Content outline:

Possible topics and themes to be explored in this course include:

* Abolition
* Anti-Lynching Campaign
* Civil Rights Movement
* Civil War
* Education
* Emigration/Migration Movements
* Inequality
* Labor Movements
* Leadership
* Literature
* Music
* Politicians
* Poverty
* Reconstruction
* Religion
* Slavery
* Slave Resistance
* Slave Uprisings
	1. Student expectations and requirements: Students will be expected to critically analyze reading materials and complete independent research projects. Assessment will be based primarily on discussion participation and written assignments that require critical thinking skills.
	2. Tentative texts and course materials:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010).

Berlin, Ira. *Slaves without Masters: The Free Negro in the Antebellum South* (New York: The New Press, 1992).

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave* (New York: Bedford/St. Martin’s Press, 2002)

Du Bois, W. E. B. *The Souls of Black Folk* (New York: Dover Publications, 1994).

Foner, Eric. *Reconstruction: America’s Unfinished Revolution 1863-1877* (New York: Harpers and Row Publishing, 1988).

Franklin, John Hope and Loren Schweninger, *In Search of the Promised Land: A Slave Family in the Old South* (Oxford: Oxford University Press, 2006).

Genovese, Eugene. *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World* (Lafayette: Louisiana State University Press, 1992).

Gomez, Michael. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: University of North Carolina, 1998).

Gutman, Herbert. *The Black Family in Slavery and Freedom, 1750 – 1925* (New York: Vintage Books, 1976).

Hahn, Steven. *A Nation Under Our Feet: Black Struggles in the Rural South from Slavery to the Great Migration* (Cambridge, Massachusetts, Belknap Press of Harvard University Press, 2003).

Higginbotham, Evelyn. *Righteous Discontent: The Women's Movement in the Black Baptist Church* (Cambridge, Massachusetts: Harvard University Press, 1993).

Hunter, Tera. *To Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War* (Cambridge, Massachusetts: Harvard University Press, 1997).

Hurston, Zora Neal. *Their Eyes Were Watching God* (New York: Perennial Library, 1990).

Kelley, Robin D. G. *Hammer and Hoe: Alabama Communists during the Great Depression* (Chapel Hill: University of North Carolina Press, 1990).

Kelly, Brian. *Race, Class, and Power in the Alabama Coal Fields, 1908-1921* (Urbana: University of Illinois Press, 2001).

McAdam, Doug. *Political Process and the Development of Black Insurgency, 1930-1970* (Chicago: University of Chicago Press, 1982).

Morgan, Philip. *Slave Counterpoint: Black Culture in the Eighteenth Century Chesapeake and Lowcountry* (Chapel Hill: University of North Carolina Press, 1998).

Robnett, Belinda. *How Long? How Long? African-American Women in the Struggle for Civil Rights* (New York: Oxford University Press, 1997).

Rolinson, Mary G. *Grassroots Garveyism: The Universal Negro Improvement Association in the Rural South, 1920-1927* (Chapel Hill: University of North Carolina Press, 2007).

Washington, Booker T. *Up From Slavery, an Autobiography* (Garden City, N.Y.: Doubleday, 1963).

Wells, Ida B. *Southern Horrors and other Writings: the Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (Boston, Massachusetts: Bedford Books, 1997).

Wright, Richard. *Black Boy* (London : Vintage, 2000).

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current full time faculty
	2. Special equipment needed: Current equipment is sufficient
	3. Expendable materials needed: None needed
	4. Laboratory materials needed: None needed

**6. Proposed term for implementation:** Fall 2013

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

History Department \_\_\_\_10/18/2012 \_\_\_\_

 African American Studies Program \_\_\_\_11/1/2012\_\_\_\_\_\_

Potter College Curriculum Committee November 1, 2012

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

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

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

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 301
	2. **Course title:** Advanced Arabic I
	3. **Abbreviated course title:** Advanced Arabic I
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 202 or equivalent
	7. **Course catalog listing:** A continued expansion of interpersonal communication skills. Emphasis on improved comprehension, mastery of more complex linguistic structures, and speaking and writing on culturally specific texts and media.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** Arabic is spoken by about 300 million people in the world. It is the language of Islam, the religion of one billion people. It has been named a critical language by the Department of Defense. Upper level Arabic helps prepare students to use the expertise gained in their major field in a broader range of careers in the US and overseas. This course, along with the follow up ARBC 302 is a necessary preparation for students who wish to pursue advanced-level content courses in Arabic and will be an essential building block of an Arabic major and minor. The course will provide students with the necessary vocabulary and grammatical structures to read the lower-level authentic materials required to begin the study of Arabic media, literature and civilization. Without it, students will have very limited ability to apply their Arabic skills to any advanced level study. Total enrollment in Arabic courses in fall 2012 has grown to 116, up from 73 the previous year and from 26 in fall 2010. Currently, these students have no further courses for Arabic student after their second year.
	2. **Projected enrollment in the proposed course:** 15-20. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. While the initial offering in fall 2013 will have a smaller enrollment, subsequent offerings are expected to reach 15-20 as the Arabic major and minor become better known. Students taking this course will come largely from the program’s own 200 level sequence, although a small number may have acquired their Arabic language proficiency from other sources.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Arabic courses offered in the department and will prepare students for ARBC 302, the final bridge to higher level content courses.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 301 will deepen students’ understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary that will better enable students to understand concepts in religion, history and politics rooted in the Arabic language. In this way, ARBC 301 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would correspond primarily to the Arabic Reading I (AIS 442) course, but with a heavier emphasis on speaking and listening. The University of Louisville offers Arabic through the third year. This course would correspond most closely to the third year Advanced Writing and Conversation (ARAB 321, 322) courses.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to understand and present main points and most details on familiar topics and some unfamiliar topics;
* be able to present their viewpoints on familiar issues and support their opinions in the target language in a culturally appropriate manner;
* be able to engage in discussion of key topics in Arab culture, civilization and arts at a general level.
	1. **Content outline:** In this fifth semester Arabic course, students will develop their language skills in a cultural context with a focus on communicative performance. They will move from Mid/High Intermediate Level to High Intermediate/Low Advanced Level. Each course block covers both grammatical and cultural topics, with grammar and vocabulary being introduced through cultural readings and videos:
* Grammar/usage:
	+ Cases of nouns
	+ The dual
	+ Degrees of contrast and similarity
	+ Verbal noun constructs
	+ Derived forms of verbs
* Culture:
	+ Introduction to Classical Arabic travel and historical writing
	+ Distinctive characteristics of Arab cities and their histories
	+ Holidays and celebrations
	+ Marriage customs
	+ Introduction to Qur’anic reading
	1. **Student expectations and requirements:**

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

* 1. **Tentative texts and course materials**:

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part One, Second Edition, Washington: Georgetown University Press, 2004.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Two, Second Edition, Washington: Georgetown University Press, 2006.

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary.* Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 301 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic.* Ann Arbor, MI: University of Michigan, 1981.

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part One, Second Edition, Washington: Georgetown University Press, 2004.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Two, Second Edition, Washington: Georgetown University Press, 2006.

Chaitanya, Krishna*. A History of Arabic Literature*. New Delhi, Manohar, 1983.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic.* Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Hammond, Andrew. *Pop Culture Arab World!Media, Arts and Lifestyle*. Santa Barbara, CA: ABC-CLIO, 2005.

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin’s, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictonary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 302
	2. **Course title:** Advanced Arabic II
	3. **Abbreviated course title:** Advanced Arabic II
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 301 or equivalent
	7. **Course catalog listing:** A continued expansion of interpersonal communication skills. Emphasis on advanced comprehension, speaking and writing on culturally specific texts and mastery of more complex expressions and linguistic structures.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** Arabic is spoken by about 300 million people in the world. It is the language of Islam, the religion of one billion people. It has been named a critical language by the Department of Defense. Upper level Arabic helps prepare students to use the expertise gained in their major field in a broader range of careers in the US and overseas. This course is essential to provide the necessary linguistic skills for students to pursue advanced level content courses in Arabic. Currently, the Arabic sequence, which ends after four semesters, does not equip the students to study authentic materials in Arabic media, literature or civilization. Without it, an Arabic major and minor will not be possible. ARBC 301 will build provide a limited proficiency that will enable students to work with some lower-level authentic materials, but ARBC 302 is necessary to most effectively engage the study of authentic Arabic media, literature and cultural documents.
	2. **Projected enrollment in the proposed course:** 15-20. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. While the initial offering in spring 2014 will have a smaller enrollment, subsequent offerings are expected to reach 15-20 as the Arabic major and minor become better known. Students taking this course will come largely from the program’s own 200 level sequence, although a small number may have acquired their Arabic language proficiency from other sources.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the proposed ARBC 301 and the second year Arabic courses offered in the department and serves as a bridge to higher level content courses.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 302 will deepen students’ understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary that will better enable students to understand concepts in religion, history and politics rooted in the Arabic language. In this way, ARBC 302 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would correspond primarily to the Arabic Reading II (AIS 443) course, but with a heavier emphasis on speaking and listening. The University of Louisville offers Arabic through the third year. This course would correspond most closely to the second semester third year Advanced Writing and Conversation courses (ARAB 321, 322).

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to understand and present main points and details on both familiar topics and unfamiliar topics;
* be able to handle unfamiliar and unexpected situations in a culturally appropriate manner;
* be able to express opinions, persuade others and defend opinions in a culturally sensitive manner;
* be able to engage in discussion of key topics in Arab culture, civilization and arts, to include specific details and interpretations.
	1. **Content outline:** In this sixth semester Arabic course, students will develop their language skills in a cultural context with a focus on communicative performance. They will strengthen their skills at the Low Advanced Level. Each course block covers both grammatical and cultural topics, with grammar and vocabulary being introduced through cultural readings and videos:
* Grammar/usage:
	+ Using connectors to build complex sentences
	+ Expressions of exception, qualification and intensity
	+ The passive voice
	+ Progressive tenses
	+ Hypothetical and conditional statements
* Culture:
	+ Journalism in the Arab world
	+ Influential women writers in the Arab world
	+ History and origins of the Arabic language
	+ Berber and Bedouin influence on Arabic
	+ The Arab university system
	1. **Student expectations and requirements:**

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

* 1. **Tentative texts and course materials**:

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Two, Second Edition, Washington: Georgetown University Press, 2006.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 302 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic.* Ann Arbor, MI: University of Michigan, 1981.

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part One, Second Edition, Washington: Georgetown University Press, 2004.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Two, Second Edition, Washington: Georgetown University Press, 2006.

Chaitanya, Krishna*. A History of Arabic Literature*. New Delhi, Manohar, 1983.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic.* Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Hammond, Andrew. *Pop Culture Arab World!Media, Arts and Lifestyle*. Santa Barbara, CA: ABC-CLIO, 2005.

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin’s, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictonary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 321
	2. **Course title:** Colloquial Arabic
	3. **Abbreviated course title:** Colloquial Arabic
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** A course in pronunciation, comprehension and oral expression in colloquial Arabic. Exercises focus on navigating common situations of daily life in an Arabic speaking country.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course provides an essential exposure to Colloquial Arabic, a major component of the Arabic language. Arabic is marked by a diglossia between the Standard Arabic taught in schools and used in formal communication and the Colloquial used for informal interaction. Although largely similar to Standard, Colloquial differs in about 10% of the vocabulary, and therefore, one semester of dedicated Colloquial study is sufficient. A person cannot be said to truly speak Arabic unless he or she can communicate in both versions. This course builds upon the foundation in Standard Arabic established in the first six semesters and develops the specific Colloquial skills needed to handle all ranges of communication.
	2. **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program’s own Arabic 300-level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department, will prepare students for study abroad and will enhance advanced studies with authentic media (ARBC 437 and ARBC 438).
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 321 will deepen students’ understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary and speaking skills that will improve students’ ability to do research with authentic Arabic materials. In this way, ARBC 321 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), POP 201 (Introduction to Popular Culture Studies), and PS 365 (Government and Politics of the Middle East).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be similar to the third year Colloquial Arabic courses in that program (AIS 301, 302), although at a higher level. The University of Louisville offers Arabic through the third year. This course would correspond most closely to the third year Advanced Conversation course (ARAB 321).

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* acquire the basic structural and lexical knowledge that will enable them to communicate in colloquial Levantine Arabic (the dialect of Syria, Jordan, Palestine and Lebanon);
* be able to perform basic language functions such as greeting others, introducing oneself, describing one’s background and seeking and providing information on daily activities;
* be able to differentiate between the various spoken regional dialects which vary considerably from one country to another (Egyptian, Gulf, Levantine and Maghrebi);
* be able to shift between Modern Standard and colloquial Levantine Arabic in a culturally appropriate manner for the situation, audience and task at hand.
	1. **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on communicative performance. The main course blocs include:
* Pronunciation differences between Modern Standard and Colloquial Arabic;
* Self and family;
* Work and school;
* Foods and dining etiquette;
* Travel and directions;
* Shopping and bargaining.
	1. **Student expectations and requirements:**

Requirements will include assignments, attending activities/workshops in and outside of class, working with international students as language partners, quizzes and exams.

* 1. **Tentative texts and course materials:**

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part One, Third Edition, Washington: Georgetown University Press, 2011.

Chouairi, Rajaa, *Shou fi Ma fi: Intermediate Levantine Arabic.* New Haven: Yale University Press, 2010.

Stowasser, Karl. *A Dictionary of Syrian Arabic*. Washington, DC: Georgetown University Press, 2004.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 321 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic.* Ann Arbor, MI: University of Michigan, 1981.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part One, Third Edition, Washington: Georgetown University Press, 2011.

Chouairi, Rajaa, *Shou fi Ma fi: Intermediate Levantine Arabic.* New Haven: Yale University Press, 2010.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Qafisheh, Hamdi and Raji Rammuny. *A Course in Levantine Arabic*. Ann Arbor, MI: University of Michigan, 1978.

Stowasser, Karl. *A Dictionary of Syrian Arabic*. Washington, DC: Georgetown University Press, 2004.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of** **Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 322
	2. **Course title:** Arabic Translation Studies
	3. **Abbreviated course title:** Arabic Translation
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** A concentrated study of the intricacies and methods of Arabic translation work (both Arabic to English and English to Arabic) and the responsibilities of the professional translator.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course will be a critical addition to our Arabic offerings and an essential part of an Arabic major and minor program. This will be the only course dedicated to all forms of translation in Arabic, an essential concept for any linguist to master. Translation is an important part of many careers in the Arabic language field. Moreover, linguists, Area specialists, historians and other social scientists will frequently deal with translations of original sources. Understanding the limitations of Arabic translation is an essential skill for these professionals, as is the ability to recognize common translation errors.
	2. **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program’s own Arabic 300-level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department and will enhance student performance in all advanced Arabic courses.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 322 will provide an enhanced vocabulary and reading skills that will improve students’ ability to do research with authentic Arabic materials. In this way, ARBC 322 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), POP 201 (Introduction to Popular Culture Studies), and PS 365 (Government and Politics of the Middle East).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be equivalent in level of material to the fourth year courses in that program (AIS 442, 443 Arabic Reading I and II), while offering greater depth in translation skills. The University of Louisville offers Arabic through the third year. This course would be more advanced than the third year Advanced Writing and Conversation courses (ARAB 321, 322).

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to translate written texts of paragraph length at the intermediate level of difficulty from Arabic to English with accuracy of main ideas and most details;
* be able to translate simple written texts from English into standard Arabic, conveying main ideas and essential details with reasonable control of spelling and essential grammar;
* be familiar with the basic principles of translation and translation theories, including translation of various text types; literary, legal, medical and technical texts;
* be able to conduct simultaneous and consecutive interpreting from Arabic into English and English into Arabic with sympathetic native speakers;
* be familiar with different text types, registers of written and verbal discourse, style and voice and their impact on translation;
* be familiar with available translation tools, their limitations and strengths and techniques for best using them;
* be able to use practical translation techniques to aid in translation, to include knowledge of text comparison, collocation, equivalents, and colloquialisms;
* be able to analyze translated texts for errors and misinterpreted phrases and idioms.
	1. **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on interpretative and communicative performance. The main content blocs focus on different translation tasks and subjects, to include:
* Literary texts and critical writings;
* Personal, business correspondence and official government documents;
* Medical and legal texts;
* News reports, analyses and briefs;
* Simultaneous and consecutive spoken interpreting;
* Team and group translation;
* Editing and evaluating translations.
	1. **Student expectations and requirements:** In addition to final and mid-term exams, homework assignments, interpreting exercises and translation, students will do extensive in-class translation exercises on literary, legal, medical and technical texts.
	2. **Tentative texts and course materials**:

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Baker, Mona, *In Other Words: A Course Book on Translation.* New York: Routledge, 2011*.*

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. 4th edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 322 Course Bibliogrpahy

‘Aazar, Armanius. *The Linguistic Reminder: an Arabic-English-French Dictionary of Zoological, Botanical and Metallurgical Terms*. Cairo: Mata’abat al-Missria, 1920.

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic.* Ann Arbor, MI: University of Michigan, 1981.

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Baker, Mona, *In Other Words: A Course Book on Translation.* New York: Routledge, 2011*.*

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. 4th edition. Ithaca, NY: Spoken Language Services, 1979.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Omar, Margaret K. *Levantine and Egyptian Arabic: A Comparative Study*. Washington: Foreign Service Institute, 1976.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

Qafisheh, Hamdi and Raji Rammuny. *A Course in Levantine Arabic*. Ann Arbor, MI: University of Michigan, 1978.

*Law Dictionary English-Arabic.* Tripoli: Libyan Publications, 1962.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal** **to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 323
	2. **Course title:** Arabic Civilization I
	3. **Abbreviated course title:** Arabic Civilization I
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** A survey course in early Arab history, culture and religion, from the pre-Islamic period through the eighteenth century. Taught in Arabic.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course is a fundamental component of the Arabic program and a critical part of any Arabic major and minor. It provides an in-depth understanding of Arabic perspectives on history and culture through the eighteenth century. It will build on existing and proposed courses, particularly ARBC 301 and 302 and will enhance students’ experience in Arabic literature, media and culture courses. An understanding of Arab history, culture and religion, and the distinctive Arabic terminology used to in these disciplines is essential for the advanced study of Arabic culture through authentic materials. The course will also supplement existing history and religion courses taught in English by giving students the vocabulary and reading skills necessary to read original Arabic sources and conduct independent research. This course will also focus on advanced reading and speaking skills, equipping students for study abroad and professional contact with native Arabic speakers.
	2. **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program’s own Arabic 300-level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department, will prepare students for study abroad and will enhance advanced studies with Arabic literature (ARBC 435 and ARBC 455).
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 323 will deepen students’ understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary and speaking skills that will improve students’ ability to do research with authentic Arabic materials. In this way, ARBC 321 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be equivalent in level to work done in the fourth year independent study course (AIS 495). The University of Louisville offers Arabic through the third year. This course would be at a higher level and with greater depth than any of the courses at the University of Louisville.

**3.** Discussion of proposed course:

* 1. **Course objectives**: Upon completion of the course, students will:
* be able to describe and differentiate main periods of Arab history (pre-Islamic, early Islamic, Umayyad, Abbasid, Mamluk, Ottoman);
* be able to describe and discuss key figures in Arab civilization, their historical contexts and influence (political and military leaders, philosophers, artists, religious scholars and authors);
* be familiar with key historical sites and their significance;
* be able to discuss main schools of thought in Muslim and Christian theology, philosophy and science from the pre-Islamic period to the eighteenth century;
* be familiar with principal types of art and architecture of the classical Arab periods;
* be able to describe and contrast major types of Arabic literary genres;
* have an in-depth knowledge of the geography of the Arab world.
	1. **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on cultural literacy and communicative performance. The course will be organized chronologically, in the following blocs:
* Pre-Islam (the *Jahiliyya*);
* The Prophet Muhammad, early Islam;
* The first four caliphs (the *Rashiduun*);
* The Umayyad dynasty;
* The Abbasid dynasty;
* Al-Andalus;
* The Fatimids;
* The Crusades;
* Salah al-Din and the Ayyubid dynasty;
* The Mamluk period;
* The Ottoman period.
	1. **Student expectations and requirements:**

In addition to a final exam and mid-term exam, students will have frequent writing assignments and give several oral presentations.

* 1. **Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Three, Washington: Georgetown University Press, 2007.

Chouairi, Rajaa, *Arab Civilization.* New Haven: Yale University Press, *forthcoming*.

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. 4th edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Spring 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 323 Course Bibliography

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Three, Washington: Georgetown University Press, 2007.

Chaitanya, Krishna*. A History of Arabic Literature*. New Delhi, Manohar, 1983.

Chouairi, Rajaa, *Arab Civilization.* New Haven: Yale University Press, *forthcoming*.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. 4th edition. Ithaca, NY: Spoken Language Services, 1979.

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin’s, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a** **New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 324
	2. **Course title:** Arabic Civilization II
	3. **Abbreviated course title:** Arabic Civilization II
	4. **Credit hours and contact hours:** 3 credit hours, 40 credit hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** A survey course in later Arab history, culture and religion, from the eighteenth century to the present. Taught in Arabic.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course builds on the foundation of ARBC 323 by continuing the study of Arabic history, culture and religion from the nineteenth century to the present. Like ARBC 323, it will equip students to conduct independent research into authentic Arabic materials on these subjects, by focusing on distinctive Arabic terminology, schools of thought and writings. As such, the complete study of Arabic civilization is an essential component of the Arabic program and critical to the Arabic major and minor.
	2. **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program’s own Arabic 300-level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course is the companion to ARBC 323 Arabic Civilization I, and continues chronologically where that course ends. Students can elect to take only one of the two courses, based on historical interests. This course builds on the third year Arabic courses proposed by the department and will prepare students for study abroad, as well as enhance advanced studies with Arabic literature (ARBC 435 and ARBC 455).
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 324 will deepen students’ understanding of Arab culture, history and civilization. It will also provide an enhanced vocabulary and speaking skills that will improve students’ ability to do research with authentic Arabic materials. In this way, ARBC 321 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any particular course at UK but would be equivalent in level to work done in the fourth year independent study courses (AIS 495). The University of Louisville offers Arabic through the third year. This course would be at a higher level and with greater depth than the courses at the University of Louisville.

**3. Discussion of proposed course**:

* 1. **Course objectives**: Upon completion of the course, students will:
* be able to describe and differentiate main periods of modern Arab history (Ottoman, Colonialism, the Nahda, inter-war period, post-World War II, Arab-Israeli Wars, late twentieth century, Arab Spring);
* be able to describe and discuss key figures in Arab civilization, their historical contexts and influence (political and military leaders, philosophers, artists, religious scholars and authors);
* be able to discuss political ideologies in the Arab world;
* be familiar with the formation and histories of the individual Arab states;
* be able to describe and contrast major economic systems of the Arab world;
* be able to discuss in depth the geography of the Arab world;
* be able to discuss in detail major wars and conflicts in the Middle East since World War II, using the Arabic names and terminology;
* be able to discuss in depth Arab relations with Western Europe and the United States since the eighteenth century.
	1. **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context with a focus on cultural literacy and communicative performance. The course will be organized chronologically and geographically, in the following blocs:
* The arrival of Napoleon;
* The rise of Saudi Arabia and Wahhabism;
* The dynasty of Muhammad Ali;
* North Africa under French occupation;
* The Arabic renaissance (*al-Nahda*);
* Nationalism before World War II;
* Partition and the establishment of Israel;
* Abd al-Nasser and Egyptian nationalism;
* Oil and the development of the Arabian Gulf;
* Ba’athism and the fall of the Monarchy in Syria and Iraq;
* The Arab-Israeli Wars (1948, 1956, 1967, 1973);
* The Lebanese Civil War;
* Palestinian nationalism;
* The rise of political Islam;
* Saddam Hussein and the Gulf wars.
	1. **Student expectations and requirements:**

In addition to a final exam and mid-term exam, students will have frequent writing assignments and several oral presentations.

* 1. **Tentative texts and course materials:**

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Three, Washington: Georgetown University Press, 2007.

Chouairi, Rajaa, *Arab Civilization.* New Haven: Yale University Press, *forthcoming*.

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. 4th edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 324 Course Bibliography

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi, *Al-Kitaab fii Ta’allum al-Arabiyya* Part Three, Washington: Georgetown University Press, 2007.

Chaitanya, Krishna*. A History of Arabic Literature*. New Delhi, Manohar, 1983.

Chouairi, Rajaa, *Arab Civilization.* New Haven: Yale University Press, *forthcoming*.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. The Hans Wehr Dictionary of Modern Written Arabic. 4th edition. Ithaca, NY: Spoken Language Services, 1979.

Haywood, John A. *Modern Arabic Literature 1800-1970*. New York: St. Martin’s, 1970.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter C****ollege of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 435
	2. **Course title:** Arabic Literature
	3. **Abbreviated course title:** Arabic Literature
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** Reading of Arabic texts from the pre-Islamic period to the 20th century representing the major genres and movements of Arabic literature.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course is a critical component of the Arabic program and an important module in an Arabic major and minor. Literature is a key element of Arab culture and has played a major role in shaping the Arabic language. As such, the study of Arabic literature will assist in giving Arabic students a comprehensive view of Arab culture and deepened appreciation for the Arabic language, and will enhance their experience in all other Arabic courses. This course provides a comprehensive view of Arabic literary history, enabling students to discuss with native speakers the entire evolution of Arabic literature.
	2. **Projected enrollment in the proposed course:** 10-15. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. While the initial offering in spring 2016 will have a smaller enrollment, subsequent offerings are expected to reach 10-15 as the Arabic major and minor become better known. Students taking this course will come largely from the program’s own 300 level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Arabic courses offered in the department and the proposed third year courses. Those courses provide the essential foundation for students to succeed in this advanced level course.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 435 will deepen students’ understanding of Arab culture, history and civilization. It will also deepen their appreciation of literature, literary criticism and theory. In this way, ARBC 435 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East), ENG 200 (Introduction to Literature), ENG 385 (World Literature), and ENG 460 (Literary Theory and Criticism).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any individual course in that program, as UK does not offer a literature course. The University of Louisville offers Arabic through the third year. This course would be beyond the scope of those courses in depth of content and level of proficiency expected of students.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to identify and express the main ideas of representative literary works;
* be able to articulate the cultural context of representative literary works;
* be able to identify and discuss the cultural significance and impact of representative literary works;
* be able to present plot summaries, character analyses, personal reactions from representative literary works;
* recognize and be able to discuss cultural referents from representative literary works.
	1. **Content outline:** In this fourth year Arabic course, students will develop their language skills in a cultural context with a focus on interpretive and communicative performance. They will work extensively at the Low/Mid- Advanced Levels. The main content blocs include:
* *Pre-Islamic poetry and prose;*
* *The Rise of Islam;*
* *Classical prose of the Abbasid Age*;
* *Arabic Folklore;*
* *Islamic Mysticism;*
* *Al-Andalus;*
* *Modern Literary Criticism;*
* *The Modern Novel;*
* *Modern Poetry;*
* *Autobiography.*
	1. **Student expectations and requirements:**

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

* 1. **Tentative texts and course materials**:

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Frangieh, Bassam K. *Anthology of Arabic Literature, Culture and Thought from Pre-Islamic Times to the Present.* New Haven: Yale University Press, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 435 Course Bibliography

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Chaitanya, Krishna*. A History of Arabic Literature*. New Delhi, Manohar, 1983.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Frangieh, Bassam K. *Anthology of Arabic Literature, Culture and Thought from Pre-Islamic Times to the Present.* New Haven: Yale University Press, 2004.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 437
	2. **Course title:** Advanced Media Arabic
	3. **Abbreviated course title:** Advanced Media Arabic
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** Study of Arabic media reporting in written, audio and video formats, focusing on political, economic and security issues in their cultural contexts.

**2. Rationale:**

* 1. **Reason for developing the proposed course:**  This course is an essentially component of an Arabic major and minor and will play a critical role in preparing advanced Arabic students for independent study of current affairs in the Arab world. Specifically, ARBC 437 will help students develop the linguistic and cultural knowledge they will need to access authentic Arabic media resources, building a lifetime language skill they can use after graduation and enabling them to understand perspectives not reflected in the U.S. news media. ARBC 437 will address the particular subjects of political, economic and security issues, thus enabling students to conduct independent research on these topic areas.
	2. **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program’s own 300 level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department (ARBC 301 and ARBC 302). The course will complement other proposed offerings at the 300 and 400 level (Arabic Civilization, Translation and Literature). In terms of the topics covered, ARBC 437 is a companion course to ARBC 438 (Topics in Arabic Media), as both offer a survey of subjects covered in the Arabic news media. Either course can be taken separately.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 437 will provide an invaluable background and set of research skills for any student of journalism, Middle East politics, economics or history. The ability to read unfiltered, authentic Arabic news and commentaries on current events will give students access to perspectives and viewpoints not available to a student dependent on translated sources. In this way, ARBC 437 will complement course offerings in other departments, particularly HIST 462 (History of the Middle East), JOUR 201 (Media and Society), JOUR 354 (International Public Relations), PS 365 (Government and Politics of the Middle East), POP 201 (Introduction to Popular Culture Studies), PS 260 (Introduction to Comparative Politics), and PS 363 (Politics of Developing Nations).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. It does not have a media course, but some similar work could be potentially done in UK’s Independent Study course (AIS 495). The University of Louisville has Arabic only through the third year, and no course with the level or content of ARBC 437. This course guides students as they develop applied uses of Arabic language skills. It is relevant for students entering a variety of career fields.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to report the main ideas and significant details from authentic Arabic news broadcasts and newspaper articles;
* be able to draw upon background knowledge in Arab politics, economics and history, as well as journalistic practices in the Arab world to identify implied and assumed information in authentic news materials;
* be able to conduct independent research using authentic Arabic news sources;
* be able to critically identify biases in authentic Arab news reporting;
* be able to summarize key details of current news events in their own words;
* be able to compare Arabic news sources based on perspectives and biases.
	1. **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context while reading, listening to and critiquing authentic recent news reports on political, security, and economic issues. The course will be organized thematically, emphasizing key terminology for each theme. In each block, students will focus on pre-reading/pre-listening activities, reading/listening for main ideas, summarizing, reading/listening for detail, and detecting bias. The course blocks will be:
* I. Political negotiations and conferences:
	+ The Palestinian-Israeli peace process
	+ Summit meetings and conferences
	+ International organizations
* II. Elections and campaigns:
	+ Democracy in the Arab world
	+ Election monitoring
	+ Parliamentary elections
* III. Military and Conflict:
	+ Demonstrations and protest
	+ Military operations
	+ Civil war
* IV. Terrorism and Security:
	+ Terrorist attacks
	+ Police/Security operations
	+ Insurgency
* V. Business and Economic:
	+ International trade
	+ Unemployment, inflation, debt
	+ Investment and development
* VI. Legal:
	+ Rule of law/human rights
	+ Developing/amending constitutions
	+ Court cases
	1. **Student expectations and requirements:** In addition to final and mid-term exams, homework assignments and oral presentations, students will do extensive in-class exercises on current Arabic news broadcasts and newspaper items taken from the internet.
	2. **Tentative texts and course materials**: In addition to the texts below, the course will use daily video and newspaper items from *al-Jazeera, BBC Arabic, al-Sharq al-Awsat* and other news sources.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Egibali, Alaa and Nevenka Korica, *Media Arabic: A Coursebook for Reading Arabic News*, Cairo: American University of Cairo Press, 2007.

Kendall, Elisabeth. *The Top 1,000 Words for Understanding Media Arabic.* Washington: Georgetown University Press, 2005.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

* 1. **Library resources:** adequate. Authentic course materials will be drawn from publicly accessible, no-cost news sites, to include *BBCArabic, al-Jazeera, al-Sharq al-Awsat, al-Hayat and al-Ahram*.
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 437 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic.* Ann Arbor, MI: University of Michigan, 1981.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Egibali, Alaa and Nevenka Korica, *Media Arabic: A Coursebook for Reading Arabic News*, Cairo: American University of Cairo Press, 2007.

Hammond, Andrew. *Pop Culture Arab World!Media, Arts and Lifestyle*. Santa Barbara, CA: ABC-CLIO, 2005.

Kendall, Elisabeth. *The Top 1,000 Words for Understanding Media Arabic.* Washington: Georgetown University Press, 2005.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

Zweiri, Majhoob and Emma Murphy. *The New Arabic Media: Technology, Image and Perception.* Reading, UK: Ithaca, 2011.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**News Websites:**

***Ahram.org.eg* Al-Ahram Newspaper online (Cairo).**

***AlArabiya.net* Al-Arabiya News Channel (Dubai).**

***AlHayat.com* Al-Hayat Newspaper online (London-Saudi).**

***Aljazeera.net* Al-Jazeera News Network (Qatar).**

***AlQuds.com* Al-Quds Newspaper online (Jerusalem-Palestinian).**

***AlSharqAlAwsat.com* Al-Sharq al-Awsat Newspaper online (London-Saudi).**

***BBCArabic.co.uk* BBC Arabic News Service (London).**

***LBC.com* Lebanese Broadcasting Service online (Beirut).**

***MBC.net* Middle East Broadcasting Company (Dubai).**

***Nile.eg* Nile TV News online (Cairo).**

***Shurouknews.com* Al-Shurouk News Service online (Cairo).**

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area) and number:** ARBC 438
	2. **Course title:** Topics in Arabic Media
	3. **Abbreviated course title:** Topics in Arabic Media
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** An advanced study of Arabic media reporting in written, audio and video formats, focusing on social, ideological and cultural issues in their cultural contexts.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course builds on existing and proposed Arabic courses to improve students’ ability to conduct independent study of current events in the Arab world. It will serve as a key building block of the Arabic major and minor. ARBC 438 will address issues of social, cultural and ideological natures that are not covered in ARBC 437 (Advanced Media Arabic). Specifically, ARBC 438 will help students develop the linguistic and cultural knowledge they will need to access Arabic media resources, building a lifetime language skill they can use after graduation and enabling them to understand perspectives not reflected in the U.S. news media.
	2. **Projected enrollment in the proposed course:** 15-20. This course will be offered in alternating years as part of what will soon be proposed as an Arabic major and minor. Based on course sequencing and prerequisites, most junior and senior Arabic majors and minors would be enrolled in the course every time it is offered. Thus, the 15-20 projection reflects two cohorts of Arabic majors and minors taking the course at the same time. Students taking this course will come largely from the program’s own 300 level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the third year Arabic courses proposed by the department (ARBC 301 and ARBC 302). The course will complement other proposed offerings at the 300 and 400 level (Arabic Civilization, Translation and Literature). In terms of the topics covered, ARBC 438 is a companion course to ARBC 437 (Advanced Media Arabic), as both offer a survey of subjects covered in the Arabic news media. This course focuses on subjects and materials with a higher degree of subjectivity and requires greater attention to cultural nuances and implied meaning.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 438 will provide an invaluable background and set of research skills for any student of journalism, Middle East politics, economics or history. The ability to read unfiltered, authentic Arabic news and commentaries on current events will give students access to perspectives and viewpoints not available to a student dependent on translated sources. In this way, ARBC 438 will complement course offerings in other departments, particularly HIST 462 (History of the Middle East), JOUR 201 (Media and Society), JOUR 354 (International Public Relations), PS 365 (Government and Politics of the Middle East), POP 201 (Introduction to Popular Culture Studies), PS 260 (Introduction to Comparative Politics), and PS 363 (Politics of Developing Nations).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. It does not have a media course, but some similar work could be potentially done in UK’s Independent Study course (AIS 495). The University of Louisville has Arabic only through the third year, and no course with the level or content of ARBC 438. This course guides students as they develop applied uses of Arabic language skills. It is relevant for students entering a variety of career fields.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to report the main ideas and significant details from authentic Arabic news broadcasts and newspaper articles;
* be able to draw upon background knowledge in Arab politics, economics and history, as well as journalistic practices in the Arab world to identify implied and assumed information in authentic news materials;
* be able to conduct independent research using authentic Arabic news sources;
* be able to critically identify biases in authentic Arab news reporting;
* be able to summarize key details of current news events in their own words;
* be able to compare Arabic news sources based on perspectives and biases.
	1. **Content outline:** In this advanced Arabic course, students will develop their language skills in a cultural context while reading, listening to and critiquing authentic recent news reports on social, ideological and cultural issues. The course will be organized thematically, emphasizing key terminology for each theme. In each block, students will focus on pre-reading/pre-listening activities, reading/listening for main ideas, summarizing, reading/listening for detail, and detecting bias. The course blocks will be:
* Poverty and Social Class;
* Civil Order, Strikes and Public Disturbances;
* Ideology and Extremism;
* Religion in the Media;
* US-Arab relations/Perceptions;
* Natural Disasters/Humanitarian actions;
* Oil and the Petroleum Industry;
* Entertainment/Sports News.
	1. **Student expectations and requirements:** In addition to final and mid-term exams, homework assignments and oral presentations, students will do extensive in-class exercises on current Arabic news broadcasts and newspaper items taken from the internet.
	2. **Tentative texts and course materials**:

Al-Warraki, Nariman Naili and Ahmed Taher Hassanein. *The Connectors in Modern Standard Arabic*, Cairo: American University in Cairo Press, 2006.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic,* 4th edition. Ithaca, NY: Spoken Language Services, 1979.

Kendall, Elisabeth. *The Top 1,300 Words for Understanding Media Arabic.* Washington: Georgetown University Press, 2012.

Lahlali, El Mustapha. *Advanced Media Arabic*, Washington: Georgetown University Press, 2008.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Daily video and newspaper items from *al-Jazeera, BBC Arabic, al-Sharq al-Awsat* and other news sources.

**4. Resources:**

* 1. **Library resources:** adequate. Authentic course materials will be drawn from publicly accessible, no-cost news sites, to include *BBCArabic, al-Jazeera, al-Sharq al-Awsat, al-Hayat and al-Ahram*.
	2. **Computer resources:** adequate

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 438 Course Bibliography

Abdel Massih, Ernest T. *An Introduction to Egyptian Arabic.* Ann Arbor, MI: University of Michigan, 1981.

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Egibali, Alaa and Nevenka Korica, *Media Arabic: A Coursebook for Reading Arabic News*, Cairo: American University of Cairo Press, 2007.

Hammond, Andrew. *Pop Culture Arab World!Media, Arts and Lifestyle*. Santa Barbara, CA: ABC-CLIO, 2005.

Kendall, Elisabeth. *The Top 1,000 Words for Understanding Media Arabic.* Washington: Georgetown University Press, 2005.

Lahlali, El Mustapha. *Advanced Media Arabic*, Washington: Georgetown University Press,

 2008.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

Zweiri, Majhoob and Emma Murphy. *The New Arabic Media: Technology, Image and Perception.* Reading, UK: Ithaca, 2011.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**News Websites:**

***Ahram.org.eg* Al-Ahram Newspaper online (Cairo).**

***AlArabiya.net* Al-Arabiya News Channel (Dubai).**

***AlHayat.com* Al-Hayat Newspaper online (London-Saudi).**

***Aljazeera.net* Al-Jazeera News Network (Qatar).**

***AlQuds.com* Al-Quds Newspaper online (Jerusalem-Palestinian).**

***AlSharqAlAwsat.com* Al-Sharq al-Awsat Newspaper online (London-Saudi).**

***BBCArabic.co.uk* BBC Arabic News Service (London).**

***LBC.com* Lebanese Broadcasting Service online (Beirut).**

***MBC.net* Middle East Broadcasting Company (Dubai).**

***Nile.eg* Nile TV News online (Cairo).**

***Shurouknews.com* Al-Shurouk News Service online (Cairo).**

Proposal Date: October 1, 2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course in Arabic**

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

**1. Identification of proposed course:**

* 1. **Course prefix (subject area)** **and number:** ARBC 455
	2. **Course title:** Topics in Arabic Literature and Culture
	3. **Abbreviated course title:** Arabic Literature and Culture
	4. **Credit hours and contact hours:** 3 credit hours, 40 contact hours
	5. **Type of course:** L-Lecture
	6. **Prerequisites:** ARBC 302 or equivalent
	7. **Course catalog listing:** Reading of Arabic texts on selected themes of cultural and literary interest. Topics may change with each iteration of the course.

**2. Rationale:**

* 1. **Reason for developing the proposed course:** This course is a critical component of a robust Arabic program. ARBC 435 will provide students with a general overview of Arabic literary history and genres. ARBC 437 enables students to pursue in depth topics of great current interest, such as the literature of revolution, women in Arab society and relations of East and West. As such, it will bring together and refine skills and knowledge that advanced Arabic students have built up through the Arabic program, particularly in ARBC 323, 324, and 435.
	2. **Projected enrollment in the proposed course:** 10-15. This course is part of the regular sequence of courses building language proficiency for what will soon be proposed as an Arabic major and minor. Students taking this course will come largely from the program’s own 300 level sequence.
	3. **Relationship of the proposed course to courses now offered by the department:** This course builds on the second year Arabic courses offered in the department and the proposed third year courses. Those courses provide the essential foundation for students to succeed in this advanced level course.
	4. **Relationship of the proposed course to courses offered in other departments:** ARBC 455 will deepen students’ understanding of Arab culture, history and civilization. It will also deepen their appreciation of literature, literary criticism and cultural studies. In this way, ARBC 455 will complement course offerings in other departments, particularly RELS 306 (Islam), RELS 311 (The Qur’an), RELS 320 (Religions of the Middle East), GEOG 467 (Geography of the Middle East), HIST 462 (History of the Middle East), and PS 365 (Government and Politics of the Middle East), ENG 200 (Introduction to Literature), ENG 385 (World Literature), and ENG 460 (Literary Theory and Criticism).
	5. **Relationship of the proposed course to courses offered in other institutions:**

The University of Kentucky offers Arabic courses through the fourth year as part of an Islamic Studies minor. The material covered in this course would not correspond to any individual course in that program, as UK does not offer a literature course. The University of Louisville offers Arabic through the third year. This course would be beyond the scope of those courses in depth of content and level of proficiency expected of students.

**3. Discussion of proposed course:**

* 1. **Course objectives:** Upon completion of the course, students will:
* be able to identify and express the main ideas of representative literary works;
* be able to articulate the cultural context of representative literary works;
* be able to identify and discuss the cultural significance and impact of representative literary works;
* be able to present plot summaries, character analyses, personal reactions from representative literary works;
* recognize and be able to discuss cultural referents from representative literary works.
	1. **Content outline:** In this fourth year Arabic course, students will develop their language skills in a cultural context with a focus on interpretive and communicative performance. They will work extensively at the Low/Mid- Advanced Levels. The topics around which each iteration of the course will be structured will vary based on student interest and the current events in the Arab world. Examples of topics are:
* *Revolution in literature and the literature of revolution;*
* *Depiction of women in Arabic literature;*
* *East and West in Arabic literature*;
* *Activist literature and the role of the writer in political change;*
* *Encounters with the pre-Islamic past;*
* *Social Alienation and social disruption;*
* *Literature of conflict;*
* *Travel literature.*
	1. **Student expectations and requirements:**

Students will regularly complete homework assignments, in-class speaking and writing exercises, quizzes and tests of each unit, in addition to a final exam.

* 1. **Tentative texts and course materials**: In addition to the texts below, the core of the course readings will come from authentic Arabic texts, to include short stories, poems, novels and novel excerpts, plays and excerpts of plays, critical articles selected by the instructor.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

**4. Resources:**

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

**5. Budget implications:**

* 1. **Proposed method of staffing:** Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. **Special equipment needed:** None
	3. **Expendable materials needed:** None
	4. **Laboratory materials needed:** None

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department/Division: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

ARBC 455 Course Bibliography

Awde, Nicholas. *Arabic Practical Dictionary*. New York: Hippocrene, 2004.

Buckworth, Tim and Dilworth Parkinson. *A Frequency Dictionary of Arabic: Core Vocabulary for Learners.* New York: Routledge, 2011.

Chaitanya, Krishna*. A History of Arabic Literature*. New Delhi, Manohar, 1983.

Cooperson, Michael and Shawkat Toorawa. *Arabic Literary Culture: 500-925*. Detroit: Thompson Gale, 2005.

Cowan, J. M., ed. *The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, 1979.

Frangieh, Bassam K. *Anthology of Arabic Literature, Culture and Thought from Pre-Islamic Times to the Present.* New Haven: Yale University Press, 2004.

Meisami, Julie and Paul Starkey. *Encyclopedia of Arabic Literature*. New York: Routledge, 1998.

Mir, Mustansir. *Dictionary of Quranic Arabic Terms and Concepts.* New York: Garland, 1987.

Penrice, John. *A Dictionary and Glossary of the Koran*. Mineola, New York: Dover, 2004.

*The Oxford Essential Arabic Dictionary*. Oxford: Clarendon, 2010.

Proposal Date: 9/3/2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ekaterina Myakshina, ekaterina.myakshina@wku.edu, 745-2401

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: RUSS 202
	2. Course title: Intermediate Russian II
	3. Abbreviated course title: Intermediate Russian II
	4. Credit hours and contact hours: 3
	5. Type of course: L
	6. Prerequisite: RUSS 201 or equivalent

 1.7 Course catalog listing: Continued expansion of interpersonal communication skills at

the intermediate level. Emphasis on increasing comprehension, the building of

vocabulary, and on presentational modes of speaking and writing.

**2. Rationale:**

2.1 Reason for developing the proposed course: This course offers students the

opportunity to build on the first three semesters of Russian language study, so that

they can communicate better the intermediate level. It contributes to the

international dimension of education at WKU. International Affairs requires

students to study a language through 202 (4th semester). The International

Business major lists 202 in any language as an elective.

2.2 Projected enrollment in the proposed course: 20. Students taking this course will

generally come from Russian 201. Two to three sections of first year Russian

annually feed into the 200-level.

* 1. Relationship of the proposed course to courses now offered by the department: This course builds on the first three semesters of Russian being offered, to complete the intermediate sequence.
	2. Relationship of the proposed course to courses offered in other departments:

The study of intermediate Russian will complement courses such as HIST 338: Russia to 1900, HIST 438: Twentieth century Russia, PS 367: Government and Politics of Russia and Eastern Europe, HIST 338: History of Russia, and HIST 439: The Rise and Decline of Communism.

* 1. Relationship of the proposed course to courses offered in other institutions: The University of Kentucky offers 5 years of Russian. The University of Louisville offers three years of Russian.

**3. Discussion of proposed course:**

* 1. Course objectives: In this fourth semester course, students will continue to develop their skills at the Intermediate level on the ACTFL scale.
	2. Content outline: Upon completion of the course, students will

 ● achieve a higher level of comprehension of written and spoken Russian

 ● expand vocabulary and structures to include more communicative functions

 ● communicate at the paragraph level, with a greater degree of complexity

 ● gain an appreciation for the Russian culture.

* 1. Student expectations and requirements: Requirements will include completion of reading and listening comprehension assignments, writing activities in and outside of class, speaking activities in small groups and in pairs, quizzes and tests.
	2. Tentative texts and course materials: Robin, R., Evans-Romaine, K., Shatalina, G.: *Golosa; a basic course in Russian, Book Two,* Upper Saddle River, NJ: Pearson Education, 2008.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
	2. Special equipment needed: none
	3. Expendable materials needed: none
	4. Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2013

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

Modern Languages Department: October 16, 2012

 PCAL Curriculum Committee November 1, 2012

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

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

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

Proposal Date: September 8, 2012

**Potter College of Arts & Letters**

**Department of Sociology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 745-2645

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: SOCL 361
	2. Course title: Race, Class, and Crime
	3. Abbreviated course title: Race, Class, and Crime
	4. Credit hours and contact hours: 3
	5. Type of course: L
	6. Prerequisites/corequisites: SOCL 100 or consent of instructor
	7. Course catalog listing: Course examines how race, ethnicity and social class pose differential risks for offending, victimization, and disparate processing by the criminal justice system.

**2. Rationale:**

* 1. Reason for developing the proposed course:

This course is necessary to provide students with the opportunity to critically examine race, ethnicity, and social class in relation to trends in offending and victimization, as well as differential experiences within the criminal justice system and the resulting impact on both the individual and wider society. A course on race, class, and crime is extremely common in any criminology major or minor program, yet our department does not currently offer such a course at the undergraduate level. The current lack of a course that deals exclusively with issues of race, class, and crime creates an obvious hole in our program and the proposed course is essential to better serve our students by exposing them to one of the most important topics in the field of criminology.

Criminologists and sociologists have long noted the following crime patterns: significant racial disparity exists in arrest and incarceration rates; individuals from more disadvantaged social backgrounds are overrepresented in the criminal justice system and the social problems posed by that position in society may contribute to the high recidivism rate in the U.S.; some criminal justice policies and sentencing schemes have disproportionality impacted the poor and minorities; and victimization rates for various offenses are not equally distributed among racial groups or socio-economic standing. For these reasons, most criminology major and minor degree programs have a course that directly confronts the intersection of race and social class with theories of crime and criminal justice policy.

These issues have garnered an increased level of attention over the past few years and there is a growing awareness in the field of the need for serious discourse on these topics with a focus on creating more equitable means of crime prevention and policy that are sensitive to racial and economic inequalities. Social responsibility, a core component of the university mission, includes recognition of social inequalities within a variety of social institutions, yet current sociology majors do not have the opportunity to examine these issues as they specifically relate to the crime problem in society and its interaction with racial and class based inequality.

* 1. Projected enrollment in the proposed course: 48 students (every one to two years)
	2. Relationship of the proposed course to courses now offered by the department: The proposed course will complement the following courses currently offered within the department: SOCL 260: *Race and Ethnic Relations;* SOCL 362: *Race, Class, and Gender;* SOCL 350: *Social Inequality;* SOCL 375: *Diversity in Modern Society;* SOCL 231: *Introduction to Criminal Justice*; SOCL 330: *Criminology*; SOCL 332: *Juvenile Delinquency*; SOCL 380: *Penology*; SOCL 438: *Victimology*. None of these courses, however, considers the issue of race, ethnicity and social class specifically within the context of the broader issue of crime in relation to differential experiences in offending and victimization posed by societal and structural inequalities.
	3. Relationship of the proposed course to courses offered in other departments: The following courses may have subject matter relating to the proposed course, but there is little overlap or a sole focus on the intersection of race and social class and the criminal justice system: PHIL 202: *Racial Justice;* HIST 430: *American Civil Rights Movement;* SWRK 356: *Services for Juvenile Offenders*; FLK 280: *Cultural Diversity in the US;* PS 373: *Minority Politics.* The proposed course will complement these offerings by providing a more in-depth examination of these issues specifically within the context of crime as a social phenomenon and important developments in the field designed to address racial and class based inequalities.
	4. Relationship of the proposed course to courses offered in other institutions: A course with a central focus on issues of race and social class and their relation to crime is common in most sociology, criminology, and criminal justice programs and a similar course is currently offered at the following benchmark schools: Ball State University (CJC: *Race, Ethnic, and Gender Issues in Criminal Justice*); California State University - Chico (SOCI: 350: *Ethnic and Race Relations*), California State University - Fresno (CRIM 174: *Ethnic and Gender Issues in Victim Services*), Middle Tennessee State University (CJA 4220: *Community Relations and Minority Problems*, Missouri State University (CRM 415: *Crime, Class, Race, and Justice),* Montclair State University (JUST 317: *Race and the U.S. Legal system*), Northern Arizona University (CCJ 545: *Ethnicity, Race, & Justice*; CCJ 654: *Inequality, Crime and Criminal Justice*); Oakland University (CRJ 332: *Race/Ethnicity, Crime and Justice*); University of Northern Iowa (CRIM: 3151: *Crime and Social Inequality*; SOC 3037: *Race, Ethnicity and Social Justice*); Towson University (CRMJ 345: *Race and Crime*)In addition, similar courses are also offered at the following institutions: Eastern Kentucky University (CRJ 345: *Diversity and Criminal Justice*); Murray State (CRJ 445: *Race, Ethnicity, and Gender in Criminal Justice*); Morehead State University (CRIM 380: *Race, Class, Gender, and Crime*); Northern Kentucky University (JUS 231: *Race, Gender, and Crime*); University of Louisville (JA 523: *Race and Gender in Criminal Justice*); University of Cincinnati (CJ 386: *Race, Class, and Crime*);University of Miami (SOC 487: *Race, Ethnicity, and Criminal Justice*); University of North Carolina Wilmington (CRM 370: *Minorities, Crime and Criminal Justice Policy*); University of Northern Iowa (CRIM 3151: *Crime and Social Inequality*); Cleveland State (SOC 355: *Race, Class, and Crime*); Florida State University (CCJ 4662: *Minorities, Crime and Social Policy*).

**3. Discussion of proposed course:**

* 1. Course objectives:
* Place criminal justice and minority interactions in a historical context
* Define basic terms essential to understanding issues of race, ethnicity, and social class
* Identify patterns of criminal offending and victimization through a discussion of how they compare across racial and ethnic groups, as well as socioeconomic classes
* Understand how the poor and minority individuals are processed by the criminal justice system from arrest through incarceration and post-incarceration supervision
* Create practical recommendations for crime prevention and social control policies that treat individuals of various racial, ethnic, and social standings in a more equitable manner
	1. Content outline:
1. Police treatment of individuals or groups due to police perceptions of traits like race, class, and ethnicity
2. Politics of racial and ethnic labeling
3. Geography of Racial and Ethnic Justice or Injustice
4. Race, Ethnicities and Social Structures and Crime
5. Economic Factors Affecting Treatment of Poor Citizens and Citizens of Color
6. Type of Interaction between the Criminal Justice System and Victims, Depending on Race and Class
	1. Student expectations and requirements: Students will be evaluated on their performance on multiple examinations, classroom participation and discussion, and a research paper.
	2. Tentative texts and course materials:

Walker, S., Spohn, C., & DeLone, M. (2007). *The color of justice: Race, ethnicity, and crime in America* (4th ed.). Belmont, CA: Wadsworth.

Reiman, J. & Leighton, P. (2009). *The rich get richer and the poor get prison* (9th ed.). Boston, MA: Allyn & Bacon Publishing.

McNamara, R. & Burns, R. (2009). *Multiculturalism in the criminal justice system*. New York, NY: McGraw-Hill.

**4. Resources:**

* 1. Library resources: The course does not heavily rely on library resources and current library resources are sufficient.
	2. Computer resources: Students will use existing computer resources to access materials and write course papers. Blackboard may be used for the course.

**5. Budget implications:**

* 1. Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department may need to request an additional faculty line to support that growth.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2013**

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

Sociology Department/Division: October 25, 2012

 Potter College Curriculum Committee December 6, 2012

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

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

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

Proposal Date: September 12, 2012

**Potter College of Arts & Letters**

**Department of Sociology**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Carrie Trojan, carrie.trojan@wku.edu, 745-2645

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: SOCL 437
	2. Course title: The Death Penalty in America
	3. Abbreviated course title: Death Penalty in America
	4. Credit hours and contact hours: 3
	5. Type of course: L
	6. Prerequisites/corequisites: Six hours of sociology courses or consent of instructor
	7. Course catalog listing: Course examines the death penalty in relation to public policy, legal, historical, and ethical issues, as well as arguments for and against its use.

**2. Rationale:**

* 1. Reason for developing the proposed course:

The subject of the death penalty is sometimes raised in a number of sociology and criminology classes taught in the department and there is substantial student interest in the topic. However, student knowledge on the topic is limited. No course is currently offered in the department that addresses this topic in depth and this course is essential to help students develop a more substantive knowledge base about one of the most contentious and difficult issues in society and provide them with a comprehensive education in criminology.

The course is designed to stimulate student’s thinking about a controversial topic beyond convenient stereotypes and slogans either for or against the use of capital punishment. Though the death penalty has a long history in the U.S., recent Supreme Court cases have increased restrictions on how it can be implemented and which groups of offenders are eligible for this punishment, leading to increased debate in the field of criminology. Societal trends in public opinion are seemingly being impacted as well, with a recent gallop poll reporting the lowest level of support for the death penalty in 39 years. This course will provide students with the requisite knowledge about all aspects of the death penalty so they may better contribute to the societal debate on the issue in a more informed manner by placing the death penalty within the context of broader criminological topics, theories, and public policies. In accordance with the university mission, this course will encourage students to become more engaged in productive public discourse on this contentious topic and provide them with the necessary knowledge for lifelong contribution to the evolving debate surrounding the death penalty.

* 1. Projected enrollment in the proposed course: 45
	2. Relationship of the proposed course to courses now offered by the department: There is no course currently offered in the sociology department that deals with the subject of capital punishment in-depth. However, the following courses will be complemented by the addition of this course: SOCL 231: *Introduction to Criminal Justice*;SOCL 330: *Criminology*; SOCL 332: *Juvenile Delinquency;* SOCL 380: *Penology*; SOCL 432: *Sociology of Criminal Law;* SOCL 438*: Victimology*. Each of these courses, however, only touches upon the death penalty in relation to highly specific subject areas appropriate for that course and do not deal with the broader issues and complexities surrounding capital punishment.
	3. Relationship of the proposed course to courses offered in other departments: The following courses may contain subject matter relating to the proposed course, but do not have an exclusive focus on capital punishment. As a result, the proposed course will complement these courses with minimal overlap of material: PS 220: *Judicial Process*; PS 328: *Criminal Justice Procedures*.
	4. Relationship of the proposed course to courses offered in other institutions: Courses with an exclusive focus on the death penalty are commonly taught at other institutions as a special topic without a designated, regularly offered course. However, courses on capital punishment are offered at the following benchmark institutions: Missouri State University (CRM 303: *Capital Punishment*) and Montclair State University (JUST 326: Death Penalty Perspectives). In addition, similar courses are offered by the University of Louisville (JA 520: *Capital Punishment*); Boise State University (CJ 428: *The Death Penalty in America*); Ohio Dominican University (CRJ 330: *Punishment, Sentencing, and the Death Penalty*); Drury University (CRIM 337: *Death Penalty*); University of California - Irvine (CJ 165: *The Death Penalty*); University of Texas, Arlington (CRCJ: 4365: *Capital Punishment*); University of Missouri - St. Louis (CRIMIN 3320: *The Death Penalty*); and University of Denver (SOCL: 2795: *Capital Punishment*).

**3. Discussion of proposed course:**

* 1. Course objectives: Upon completion of this course students will:
* Be able to place capital punishment in a historical context within the criminal justice system
* Be conversant in the legal and ethical issues surrounding the death penalty
* Be familiar with the various methods of execution
* Be familiar with the impact of the death penalty on broader policy issues within the criminal justice system
* Be able to converse on the direct and indirect costs of capital punishment
* Understand how and why miscarriages of justice occur
* Be able to explain how race, gender, social class, and politics impact death penalty policy and implementation
* Be familiar with historical and contemporary case law surrounding the death penalty
* Be informed about the arguments against and in favor of the death penalty, as well as trends in public opinion
* Be well acquainted with contemporary literature and research on capital punishment
* Understand the effects of the death penalty on death row inmates, prison staff, jurors, families of victims, and society as a whole.
	1. Content outline:
1. Contemporary opinions and attitudes on the death penalty
2. History of the death penalty in the U.S.
3. Case law on the death penalty
4. Methods of execution
5. Deterrence and the death penalty
6. Economic costs of capital punishment
7. Wrongful convictions and prosecutions
8. Impact of social class, race, and gender on administration of death penalty
9. Conditions of confinement on death row
10. Living and working on death row
11. Impact of executions on involved parties
	1. Student expectations and requirements: Students are expected to attend class, having read all assigned readings, as well as attend guest lectures. Students will be evaluated through participation in class discussions and debates, multiple examinations, and completion of writing assignments.
	2. Tentative texts and course materials:

Bohm, R.M. (2012). *Deathquest: An introduction to the theory and practice of capital punishment* (4th ed.). Waltham, MA: Anderson Publishing.

Johnson, R. (2005). *Death work: A study of the modern execution process* (2nd ed.). Belmont, CA: Wadsworth Publishing.

Lytle, L. (2008). *Executioner’s doorstep: The true stories of the innocent and near damned*. Boston, MA: Northeastern University Press.

Nelson, L. & Foster, B. (2001). *Death watch: A death penalty anthology*. Upper Saddle River, NJ: Prentice Hall.

**4. Resources:**

* 1. Library resources: The course does not heavily rely on library resources and current library resources are sufficient.
	2. Computer resources: Students will use existing computer resources to access materials and write course papers. Blackboard may be used for the course.

**5. Budget implications:**

* 1. Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow, the department may need to request an additional faculty line to support that growth.
	2. Special equipment needed: None
	3. Expendable materials needed: None
	4. Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2013**

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

SociologyDepartment/Division: October 25, 2012

 Potter College Curriculum Committee December 6, 2012

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

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

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

Proposal Date: 03/15/2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Minor Program**

**(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu , 745-5694

**1. Identification of program:**

* 1. Program title: Chinese Minor
	2. Required hours in minor program: 30
	3. Special information: N/A
	4. Catalog description:

The minor in Chinese 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. No course with a grade of “D” or below may be counted toward the minor.

Required core courses: (18 hours)

* CHIN 102 (3 hours) Elementary Chinese II
* CHIN 201, 202 (6 hours) Intermediate Chinese I & II
* CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
* CHIN 333 (3 hours) Chinese Culture and Civilization

Elective courses (12 hours):

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Chinese Language Courses | 3 hours | CHIN200-level courses other than 201/202 |
| 12 hours | CHIN318 (3 hours) Business Chinese I |
| CHIN401 (3 hours) Advanced Chinese I |
| CHIN402 (3 hours) Advanced Chinese II |
| CHIN418 (3 hours) Business Chinese II |
| CHIN420 (3 hours) Advanced Chinese Stylistics |
| Study Abroad | 6 hours | CHIN306 (3 hours) Experiencing Chinese Abroad |
| Courses on Chinese Studies (delivered in English) | 3 hours | HIST461 (3 hours) Modern East Asia |
| HIST471 (3 hours) Modern China |
| PS366 (3 hours) Government and Politics in East Asia |
| RELS308 (3 hours) East Asian Religious Traditions |
| RELS317 (3 hours) Confucianism |
| RELS318 (3 hours) Daoism |
| HIST460 (3 hours) Traditional East Asia |
| Other courses with permission of program advisor. |

At least four courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among the four courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence), six credit hours of study abroad, and three credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion) with permission of program advisor.

**2. Rationale:**

* 1. Reason for developing the proposed minor program:

This program provides a response to the rapidly growing number of students who want to start or continue their study of Chinese in college. In 2011-2012, 23 schools in the surrounding region are offering Chinese to 4800 students through the WKU Confucius Institute. Of the 23, eight are high schools with 380 students taking Chinese five times a week with 60 of them enrolled in the WKU Dual Credit Chinese in the fall of 2011. These numbers will continue to increase in the coming academic year: 33 teachers will come to this region serving 10,000 students. At the same time, current students at WKU have also demonstrated a strong interest in majoring in Chinese. In addition, 30 students have studied Chinese through the Chinese Flagship Program, who may want the option to major in Chinese. In 2012, of the fifty-eight students who enrolled in CHIN102, twenty-four of them (41.4%) continued to take CHIN 201. Nine out of the ten students (91%) continued to take CHIN202 after completing CHIN201. Over fifty percent of the students in the 200-level Chinese classes indicated that they would be interested in majoring in Chinese.

In view of the growing economic, political, and cultural significance of Chinese societies worldwide, the need for people with advanced Chinese language skills and a sophisticated understanding of Chinese culture will increase dramatically. Studying Chinese helps prepare students for the challenges and opportunities of the twenty-first century. The proposed Chinese minor fulfills this need in the marketplace. In 2010, President Obama singled out China as the country offering the most important relationship for the United States both politically and economically. At the current pace of growth, China will surpass the U.S. to become the world’s largest economy in 20 years. The companies or organizations our students will work for most likely have business or collaborative relationships with China and will need employees who understand the Chinese language and culture. Minoring in Chinese gives our college graduates a competitive edge for an important position in government or business. Additionally, Chinese is the modern language with the *oldest,* continuously written *language* in the world. Extensive study of the Chinese language thus also opens the way to other important fields such as Chinese history, literature, art and archaeology.

A variety of career options will be open to our minors with solid Chinese language skills. Some graduates may become university scholars and teachers; some may pursue careers in international affairs, law or diplomacy, and others may opt for careers in international business and trade. This program helps train students to be more competitive in the marketplace and to bring more collaboration and business with China to Kentucky’s communities and economy.

* 1. Projected enrollment in the proposed minor program:
	15-20 annually. Based on informal surveying, there is strong student interest in the Chinese minor among current Asian Religions and Cultures majors, Asian Studies minors, political science majors and business majors. We expect the enrollment will expand over the next few years, based on statewide promotion, increasing popularity of Chinese courses in K-12 offered through the WKU Confucius Institute, the Chinese Flagship Program, and word of mouth.
	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 and culture family. Courses on Asian languages and cultures are offered, but so far there are no minors in those less commonly taught languages. The proposed minor program fills the gap.

* 1. Relationship of the proposed minor program to other university programs:
	WKU has several interdisciplinary majors and minors, including Asian Religions and Cultures, Asian Studies, History, Mass Communication, Business, Political Science, and Engineering. For these majors/minors, extensive training in Chinese language, culture and society prepares students to be more competitive in their respective fields. Thus, the proposed minor program complements other WKU major and minor programs.
	2. Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Currently, in the Commonwealth of Kentucky, only the University of Kentucky offers both Chinese major and minor programs. The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. Chinese major and minor programs have become strategic curricular options to attract students at many institutions, e.g. the University of Tennessee, the University of Illinois, Indiana University, the University of North Carolina, the Ohio State University, etc.

The student-centered curriculum of our program shares a lot in common with the Chinese programs at the University of Kentucky, the University of Louisville, and other regionally accredited American institutions of higher education. We offer similar core courses and some even carry the same course titles and credit hours. However, our program differs from other programs in that almost all of our courses are delivered in the target language until students’ proficiency has reached the advanced level at which point they can take up to six credit hours of 300- or 400-level Chinese studies courses delivered in English. The electives of the other programs do not have such a strict language proficiency component.

The existence of the Chinese programs in WKU’s service area, WKU’s Chinese Flagship, WKU’s Confucius Institute, the Asian Studies Minor Program, and the Asian Religions and Cultures Major Program at WKU have created the demand in this region for an articulated program of Chinese language that leads to advanced proficiency. This program proposes to satisfy that need.

* 1. Relationship of the proposed minor program to the university mission and objectives:

The proposed minor program serves the university mission and objectives to be a leading American university with international reach. Through coursework, experience abroad, and other cultural encounters, the proposed program cultivates communicative skills and cultural awareness that prepare students to be more knowledgeable and sensitive citizens of the local, regional, and global communities. The proposed proficiency-based Chinese minor attracts new students and helps them develop an in-depth understanding of cultural diversity and international connections. The minor ensures that students will become life-long learners and succeed in a global society.

**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 advanced proficiency level. They will be advanced Chinese speakers and writers of Chinese, and can use Chinese proficiently in their government work, business or other professional endeavors, and interact with Chinese people in a culturally appropriate way.

**4. Curriculum:**

Required core courses: (18 hours)

* CHIN 102 (3 hours) Elementary Chinese II
* CHIN 201, 202 (6 hours) Intermediate Chinese I & II
* CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
* CHIN 333 (3 hours) Chinese Culture and Civilization

Elective courses (12 hours):
At least four courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. May include among the four courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence), six credit hours of study abroad, and three credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion) with permission of program advisor.

List of electives:

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Chinese Language Courses | 3 hours | CHIN200-level courses other than 201/202 |
| 12 hours | CHIN318 (3 hours) Business Chinese I |
| CHIN401 (3 hours) Advanced Chinese I |
| CHIN402 (3 hours) Advanced Chinese II |
| CHIN418 (3 hours) Business Chinese II |
| CHIN420 (3 hours) Advanced Chinese Stylistics |
| Study Abroad | 6 hours | CHIN306 (3 hours) Experiencing Chinese Abroad |
| Courses on Chinese Studies (delivered in English) | 3 hours | HIST461 (3 hours) Modern East Asia |
| HIST471 (3 hours) Modern China |
| PS366 (3 hours) Government and Politics in East Asia |
| RELS308 (3 hours) East Asian Religious Traditions |
| RELS317 (3 hours) Confucianism |
| RELS318 (3 hours) Daoism |
| HIST460 (3 hours) Traditional East Asia |
| Other courses with permission of program advisor. |

1. **Budget implications:** Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban through the WKU Confucius Institute to teach a portion of the lower level courses. If this service is no longer available or not working effectively, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.

**6. Proposed term for implementation:** Fall 2013

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

Modern LanguagesDepartment/Division: 04/17/2012

Potter College Curriculum Committee November 1, 2012

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

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

Proposal Date: 03/15/2012

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to Create a New Major Program**

**(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu , 745-5694

**1. Identification of program:**

* 1. Program title: Chinese Major
	2. Degree Type: Bachelor of Arts (B.A.)
	3. Classification of Instructional Program Code (CIP): 160301
	4. Required hours in proposed major program: 36
	5. Special information: Students who enter the program with previous knowledge of Chinese should take measures to gain credit for their language skills. For current information on verified credit, AP credit, or the STAMP placement test, 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 Chinese.
	6. Program admission requirements:
	Students must earn a “C” or better in CHIN101 or equivalent courses.
	7. Catalog description:
	The proficiency-oriented Chinese major is built upon student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Chinese culture and society, which prepares them to use Chinese 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. No course with a grade of “D” or below may be counted toward the major.

**Required core courses: (21 hours)**

* CHIN 102 (3 hours) Elementary Chinese II
* CHIN 201, 202 (6 hours) Intermediate Chinese I & II
* CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
* CHIN 320 (3 hours) Chinese Conversation and Composition
* CHIN 333 (3 hours) Chinese Culture and Civilization

**Elective courses (15 Hours):**

At least five 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 five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion), only after the student has completed 6 hours at 300-level with permission of program advisor.

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Chinese Language Courses | 3 hours | CHIN200-level courses other than 201/202 |
| 15 hours | CHIN318 (3 hours) Business Chinese I |
| CHIN401 (3 hours) Advanced Chinese I |
| CHIN402 (3 hours) Advanced Chinese II |
| CHIN418 (3 hours) Business Chinese II |
| CHIN420 (3 hours) Advanced Chinese Stylistics |
| Study Abroad | 6 hours | CHIN306 (3 hours) Experiencing Chinese Abroad |
| Courses on Chinese Studies (delivered in English) | 6 hours | HIST461 (3 hours) Modern East Asia |
| HIST471 (3 hours) Modern China |
| PS366 (3 hours) Government and Politics in East Asia |
| RELS308 (3 hours) East Asian Religious Traditions |
| RELS317 (3 hours) Confucianism |
| RELS318 (3 hours) Daoism |
| HIST460 (3 hours) Traditional East Asia |
| Other courses with permission of program advisor. |

**2. Rationale:**

* 1. Reason for developing the proposed major program:
	This program provides a response to the rapidly growing number of students who want to start or continue their study of Chinese in college. In 2011-2012, 23 schools in the surrounding region are offering Chinese to 4800 students through the WKU Confucius Institute. Of the 23, eight are high schools with 380 students taking Chinese five times a week with 60 of them enrolled in the WKU Dual Credit Chinese in the fall of 2011. These numbers will continue to increase in the coming academic year: 33 teachers will come to this region serving 10,000 students. At the same time, current students at WKU have also demonstrated a strong interest in majoring in Chinese. In addition, 30 students have studied Chinese through the Chinese Flagship Program, who may want the option to major in Chinese. In 2012, of the fifty-eight students who enrolled in CHIN102, twenty-four of them (41.4%) continued to take CHIN 201. Nine out of the ten students (91%) continued to take CHIN202 after completing CHIN201. Over fifty percent of the students in the 200-level Chinese classes indicated that they would be interested in majoring in Chinese.

In view of the growing economic, political, and cultural significance of Chinese societies worldwide, the need for people with advanced Chinese language skills and a sophisticated understanding of Chinese culture will increase dramatically. Studying Chinese helps prepare students for the challenges and opportunities of the twenty-first century. The proposed Chinese major fulfills this need in the marketplace. In 2010, President Obama singled out China as the country offering the most important relationship for the United States both politically and economically. At the current pace of growth, China will surpass the U.S. to become the world’s largest economy in 20 years. The companies or organizations our students will work for most likely have business or collaborative relationships with China and will need employees who understand the Chinese language and culture. Majoring in Chinese gives our college graduates a competitive edge for an important position in government or business. Additionally, Chinese is the modern language with the *oldest* continuously written *language* in the world. Extensive study of the Chinese language thus also opens the way to other important fields such as Chinese history, literature, art and archaeology.

A variety of career options will be open to our majors with solid Chinese language skills. Some graduates may become university scholars and teachers; some may pursue careers in international affairs, law or diplomacy, and others may opt for careers in international business and trade. This program helps train students to be more competitive in the marketplace and to bring more collaboration and business with China to Kentucky’s communities and economy.

* 1. Projected enrollment in the proposed major program:

Based on informal surveying, there is strong student interest in the Chinese major among current Asian Religions and Cultures majors, political science majors and business majors. Furthermore, majors will no doubt increase over the next few years, based on statewide promotion, increasing popularity of Chinese courses in K-12 offered through the WKU Confucius Institute, the Chinese Flagship Program, and word of mouth. By 2018 (five years after initial start-up), we expect approximately 50 majors and expanding enrollment across the university, as the Chinese major attracts students who would otherwise not have attended WKU.

* 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 and culture family. Courses on Asian languages and cultures are offered, but so far there are no majors offered in those less commonly taught languages. The proposed major program fills the gap.
	2. Relationship of the proposed major program to other university programs:
	WKU has several interdisciplinary majors, including Asian Religions and Cultures, History, Mass Communication, Business, Political Science, and Engineering. For these majors, extensive training in Chinese language, culture and society prepares students to be more competitive in their respective fields. Thus, the proposed 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):

Currently, in the Commonwealth of Kentucky, only the University of Kentucky offers both Chinese major and minor programs. The University of Louisville offers coursework in Chinese through the 400 level and a Chinese minor. Chinese major and minor programs have become strategic curricular options to attract students at many institutions, e.g. the University of Tennessee, the University of Illinois, Indiana University, the University of North Carolina, the Ohio State University, etc.

The student-centered curriculum of our program shares a lot in common with the Chinese programs at the University of Kentucky, the University of Louisville, and other regionally accredited American institutions of higher education. We offer similar core courses and some even carry the same course titles and credit hours. However, our program differs from other programs in that almost all of our courses are delivered in the target language until students’ proficiency has reached the advanced level at which point they can take up to six credit hours of 300- or 400-level Chinese studies courses delivered in English. The electives of the other programs do not have such a strict language proficiency component.

The existence of the Chinese programs in WKU’s service area, WKU’s Chinese Flagship, WKU’s Confucius Institute, the Asian Studies minor program, and the Asian Religions and Cultures major program at WKU have created the demand in this region for an articulated program of Chinese language that leads to advanced proficiency. This program proposes to satisfy that need.

* 1. Relationship of the proposed major program to the university mission and objectives:

The proposed major program serves the university mission and objectives to be a leading American university with international reach. Through coursework, experience abroad, and other cultural encounters, the proposed program cultivates communicative skills and cultural awareness that prepare students to be more knowledgeable and sensitive citizens of the local, regional, and global communities. The proposed proficiency-based Chinese major, unique on account of that emphasis, attracts new students and helps them develop an in-depth understanding of cultural diversity and international connections. The major ensures that students will become life-long learners and succeed in a global society.

**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 Chinese speakers and writers of Chinese as a foreign language who can use Chinese proficiently in their research, government work, business or other professional endeavors, and interact with Chinese people in a culturally appropriate way.

**4. Program description:**

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

***Required core courses***: (21 hours)

* CHIN 102 (3 hours) Elementary Chinese II
* CHIN 201, 202 (6 hours) Intermediate Chinese I & II
* CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I & II
* CHIN 320 (3 hours) Chinese Conversation and Composition
* CHIN 333 (3 hours) Chinese Culture and Civilization

***Elective courses***: (15 hours)
At least five 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 five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion), only after the student has completed 6 hours at 300-level with permission of program advisor.

List of electives:

|  |  |  |
| --- | --- | --- |
| **Category of Electives** | **Max Hours** | **Course Number & Title** |
| Chinese Language Courses | 3 hours | CHIN200-level courses other than 201/202 |
| 15 hours | CHIN318 (3 hours) Business Chinese I |
| CHIN401 (3 hours) Advanced Chinese I |
| CHIN402 (3 hours) Advanced Chinese II |
| CHIN418 (3 hours) Business Chinese II |
| CHIN420 (3 hours) Advanced Chinese Stylistics |
| Study Abroad | 6 hours | CHIN306 (3 hours) Experiencing Chinese Abroad |
| Courses on Chinese Studies (delivered in English) | 6 hours | HIST461 (3 hours) Modern East Asia |
| HIST471 (3 hours) Modern China |
| PS366 (3 hours) Government and Politics in East Asia |
| RELS308 (3 hours) East Asian Religious Traditions |
| RELS317 (3 hours) Confucianism |
| RELS318 (3 hours) Daoism |
| HIST460 (3 hours) Traditional East Asia |
| Other courses with permission of program advisor. |

4.2 Program delivery

Most of the courses will be provided primarily through classroom courses. When the curriculum is well established, some courses may be offered as hybrid courses or offered online through the Kentucky Virtual University and the Distance Learning Center. Study abroad is strongly recommended.

**5. Resources:**

* 1. Faculty: Staffing for Chinese will be adequate initially if the program continues to receive an instructor from Han Ban through the WKU Confucius Institute to teach a portion of the lower level courses. If this service is no longer available or not working effectively, it will be necessary to hire at least one full time instructor to support the program. If the program grows enrollments substantially over time, additional faculty lines will be needed.
	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:** Fall 2013

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

Modern LanguagesDepartment/Division: 04/17/2012

Potter College Curriculum Committee November 1, 2012

Contact with Office of Academic Affairs

re: CPE Posting November 26, 2012

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

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

Proposal Date: October 5, 2012

**Potter College of Arts & Letters**

**Department of History**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Selena Sanderfer, selena.sanderfer@wku.edu, 745-4739

**1. Identification of program:**

* 1. Current program reference number: 462
	2. Current program title: Southern Studies
	3. Credit hours: 21

**2. Identification of the proposed program changes:** Course additions/course deletions

Additions

* ENG 394 Kentucky Literature
* HIST 390 Blacks in the American South
* HIST 456 Kentucky History
* PS 377 Southern Politics
* PS 412 Kentucky Government and Politics
* Three-credit service-learning component in consultation with program director

Deletions

* FLK/ANTH 378 Southern Appalachian Folklife

**3. Detailed program description:**

Course of Study

Required Courses (15 Hours)

|  |  |
| --- | --- |
| Current Course Programs | Proposed Course Programs |
| FLK 281: Roots of Southern Culture (3)HIST 457: Old South (3)HIST 458: New South (3)HIST 443: Civil War and Reconstruction (3)ENG 495: Southern Literature (3) | **No Changes** |

Electives (6 Hours From The Following)

|  |  |
| --- | --- |
| Current Course Programs | Proposed Course Programs |
| ANTH 432: Field Course in Archaeology (3)ENG 398: Hemingway and Faulkner (3)FLK/ANTH 378: Southern Appalachian Folklife (3)GEOG 451: Geography of Kentucky (3)HIST 430: The Civil Rights Movement in America (3)HIST 481: The Rise and Fall of the Confederacy (3)RELS 330: Religion in the American South (3) | ANTH 432: Field Course in Archaeology (3)ENG 398: Hemingway and Faulkner (3)FLK/ANTH 378: Southern Appalachian Folklife (3)GEOG 451: Geography of Kentucky (3)HIST 430: The Civil Rights Movement in America (3)HIST 481: The Rise and Fall of the Confederacy (3)RELS 330: Religion in the American South (3)**ENG 394: Kentucky Literature (3)****HIST 456: Kentucky History (3)****HIST 390: Blacks in the American South (3)****PS 377: Southern Politics (3)****PS 412: Kentucky Government and Politics (3)****Three-credit service-learning component in consultation with program director (3)** |

**4. Rationale for the proposed program change:** By including HIST 390, HIST 456, PS 377, PS 412 and ENG 394 in the curriculum students will have a greater number of elective choices in the minor. Three courses, ENG 394, HIST 456, And PS 412 will examine Kentucky history, culture and politics in particular and thus allow students the opportunity of focusing on the Kentucky region within the Southern Studies minor. A new course PS 412 has recently been implemented and its addition to the Southern Studies minor will allow students to investigate a range of political issues affecting the American South. HIST 390 is also a newly created course that will appeal to students particularly interested in the experiences of black southerners. The addition of a service-learning component will allow students the flexibility to take special topic courses that would be relevant to the Southern Studies minor, but are not offered as regular courses. The deletion of FLK/ANTH 378 is necessary because the course is no longer regularly offered by the Department of Folk Studies and Anthropology.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2013

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

History Department \_\_\_\_10/18/2012\_\_\_\_\_

 Potter College Curriculum Committee \_\_\_\_\_11/1/2012\_\_\_\_\_\_

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

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

Proposal Date: August 2, 2012

**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. Credit hours: 33

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

* 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 want to correct a typo re: a course prefix in our original program description

**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 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 **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)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 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 **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)
* DMT 151 (Introduction to History of Architecture and Interior Design I)
* DMT 152 (Introduction to History of Architecture and Interior Design II)
* DMT **332** (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 |  |  |

**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. 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 August 2012 (e-vote)

 Potter College Curriculum Committee December 6, 2012

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

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

Proposal Date: 6/1/2012

**Potter College of Arts & Letters**

**Department of Art**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Brent Oglesbee, brent.oglesbee@wku.edu, 745-6566

**1. Identification of program:**

* 1. Current program reference number: 509
	2. Current program title: Bachelor of Arts, Visual Studies
	3. Credit hours:

BA Visual Studies, Studio Track - 49 semester hours

BA Visual Studies, Art Education Concentration – 66 semester hours

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

* Deletion of ART 432 Portfolio as a requirement of the studio track
* Addition of one upper level studio elective in studio track

**3. Detailed program description:**

|  |  |
| --- | --- |
| BA Visual Studies, studio track Hrs.  | Proposed BA Visual Studies, studio track Hrs. |
| ART 130 Design 3 | ART 130 Design 3 |
| ART 131 3-D Design 3 | ART 131 3-D Design 3 |
| ART 140 Drawing 3 | ART 140 Drawing 3 |
| ART 105 History of Art to 1300 3 | ART 105 History of Art to 1300 3 |
| ART 106 History of Art since 1300 3 | ART 106 History of Art since 1300 3 |
| 2 upper-level art history courses 6ART 305, 312, 313, 314, 315, 316, 325, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305 | 2 upper-level art history courses 6 ART 305, 312, 313, 314, 315, 316, 325, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305 |
| Any three of the following basic studios 9 | Any three of the following basic studios 9  |
| ART 220 Ceramics  | ART 220 Ceramics  |
| ART 231 Graphic Design | ART 231 Graphic Design |
| ART 240 Drawing | ART 240 Drawing  |
| ART 243 Digital Media | ART 243 Digital Media |
| ART 250 Printmaking | ART 250 Printmaking |
| ART 260 Painting | ART 260 Painting |
| ART 270 Sculpture | ART 270 Sculpture |
| ART 280 Weaving | ART 280 Weaving |
| 2 upper-level elective studio courses 6 | **3 upper-level elective studio courses 9**  |
| 3 upper-level studio courses in one medium 9 | 3 upper-level studio courses in one medium 9 |
| **ART 432 Portfolio** 3 |  |
| ART 434 Capstone Seminar 1 | ART 434 Capstone Seminar 1 |
| Total semester hours 49 | Total semester hours 49 |

|  |  |
| --- | --- |
| BA Visual Studies, Art Ed. concentration Hrs. | BA Visual Studies, Art Ed. concentration Hrs. |
| ART 130 Design 3 | ART 130 Design 3 |
| ART 131 3-D Design 3 | ART 131 3-D Design 3 |
| ART 140 Drawing 3  | ART 140 Drawing 3  |
| ART 105 History of Art to 1300 3 | ART 105 History of Art to 1300 3 |
| ART 106 History of Art since 1300 3 | ART 106 History of Art since 1300 3 |
| ART 325 Art of Asia, Africa, Americas 3 | ART 325 Art of Asia, Africa, Americas 3 |
| 1 upper level art history elective 3ART 305, 312, 313, 314, 315, 316, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305 | 1 upper level art history elective 3ART 305, 312, 313, 314, 315, 316, 334, 390, 401, 403, 405, 407, 408, 409, 410, 445, 494, PHIL 305 |
| ART 240 3  | ART 240 3  |
| ART 340 3 | ART 340 3 |
| Choose six of the following basic studios 18 | Choose six of the following basic studios 18 |
| ART 220 Ceramics  | ART 220 Ceramics  |
| ART 231 Graphic Design | ART 231 Graphic Design |
| ART 243 Digital Media | ART 243 Digital Media |
| ART 250 Printmaking | ART 250 Printmaking |
| ART 260 Painting | ART 260 Painting |
| ART 270 Sculpture | ART 270 Sculpture |
| ART 280 Weaving | ART 280 Weaving |
| 3 upper level studio elective courses 9 | 3 upper level studio elective courses 9 |
| ART 311 Found. of Art Ed. & Methods I 3 | ART 311 Found. of Art Ed. & Methods I 3 |
| ART 411 Found. of Art Ed. & Methods II 3 | ART 411 Found. of Art Ed. & Methods II 3 |
| ART 413 Found. of Art Ed. & Methods III 3 | ART 413 Found. of Art Ed. & Methods III 3 |
| ART 490 3 | ART 490 3 |
| EDU 250 3 | EDU 250 3 |
| PSY 310 3 | PSY 310 3 |
| EXED 330 3 | EXED 330 3 |
| EDU 489 3 | EDU 489 3 |
| Choose two of three, 5 hours each for a total of 10 hours: SEC 490, ELED 490, MGE 490  | Choose two of three, 5 hours each for a total of 10 hours: SEC 490, ELED 490, MGE 490  |
| Total semester hours 8866 hours of Art course work\*22 hours of Professional Education course work | Total semester hours 8866 hours of Art course work\*22 hours of Professional Education course work |

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

* ART 432 Portfolio is a course directed toward professional interests in studio and graphic arts. This program is not considered a professional track therefore the course is inappropriate to the goals of the BA major.
* Adding an additional upper level studio course to the Studio track assures that half of the semester hours will be 300-400 level coursework.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Art Department/Division: 9/14/2012

 Potter College Curriculum Committee ­­­­­­­­­­­­­­­10/11/2012

 Professional Education Council 11/14/2012

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

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

Proposal Date: October 11, 2012

**Potter College Arts & Letters**

**Department of Music**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

**1. Identification of program:**

* 1. Current program reference number: 593
	2. Current program title: Bachelor of Music, concentration in Music Education, Integrated Sequence
	3. Credit hours: 77

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements.

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**3. Detailed program description:**

**CURRENT REQUIREMENTS - MusEd Integ.**

MUS 100 Theory I 3

MUS 101 Theory II 3

MUS 200 Theory III 3

MUS 201 Theory IV 3

MUS 326 Music History I 3

MUS 327 Music History II 3

**MUS 328 Music History III 3**

MUS 160/349 Group Piano I /Accompanying 1

MUS 161/349 Group Piano II/Accompanying 1

MUS 260/349 Group Piano III/Accompanying 1

MUS 261/349 Group Piano IV/Accompanying 1

MUS 304 Form and Analysis 2

MUS 317 Conducting I 2

MUS 318 Conducting II 2

MUS 152/162 Diction/Group Voice 1

MUS 214 String Techniques 1

MUS 215 Brass Techniques 1

MUS 315 Clarinet/Sax Techniques 1

MUS 316 Flute/Double Reed Techniques 1

MUS 319 Percussion Techniques 1

MUS 312 Teaching Music Elementary 3

MUS 412 Teaching Music Middle School3

MUS 416 Instrumental Methods 3

MUS 414/417/338 Chor Mats./MB Tech./Strings DIS 2

MUS 405/407 Choral Arr./Orch. & Arranging 3

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Opposite Area Ens. 1

MUS 340/341344/347/348 Opposite Area Ens. 1

 **TOTAL = 77**

**NEW REQUIREMENTS - MusEd Integ.**

MUS 100 Theory I 3

MUS 101 Theory II 3

MUS 200 Theory III 3

MUS 201 Theory IV 3

MUS 326 Music History I 3

MUS 327 Music History II 3

MUS 160/349 Group Piano I /Accompanying 1

MUS 161/349 Group Piano II/Accompanying 1

MUS 260/349 Group Piano III/Accompanying 1

MUS 261/349 Group Piano IV/Accompanying 1

MUS 304 Form and Analysis 2

MUS 317 Conducting I 2

MUS 318 Conducting II 2

MUS 152/162 Diction/Group Voice 1

MUS 214 String Techniques 1

MUS 215 Brass Techniques 1

MUS 315 Clarinet/Sax Techniques 1

MUS 316 Flute/Double Reed Techniques 1

MUS 319 Percussion Techniques 1

MUS 312 Teaching Music Elementary 3

MUS 412 Teaching Music Middle School3

MUS 416 Instrumental Methods 3

MUS 414/417/338 Chor Mats./MB Tech./Strings DIS 2

MUS 405/407 Choral Arr./Orch. & Arranging 3

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Major Ensemble 1

MUS 340/341344/347/348 Opposite Area Ens. 1

MUS 340/341344/347/348 Opposite Area Ens. 1

 **TOTAL = 74**

**Rationale for the proposed program change:** Most benchmark institutions and comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee April 11, 2012

MusicDepartment/Division: August 15, 2012

 PCAL Curriculum Committee October 11, 2012

 Professional Education Council (if applicable) November 14, 2012

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

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

Proposal Date: October 11, 2012

**Potter College Arts & Letters**

**Department of Music**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

**1. Identification of program:**

* 1. Current program reference number: 593
	2. Current program title: Bachelor of Music, concentration in Music Education, Vocal Sequence
	3. Credit hours: 72

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements.

**3. Detailed program description:**

**CURRENT REQUIREMENTS - MusEd Vocal**

MUS 100 Theory I 3

MUS 101 Theory II 3

MUS 200 Theory III 3

MUS 201 Theory IV 3

MUS 326 Music History I 3

MUS 327 Music History II 3

**MUS 328 Music History III 3**

MUS 160/349 Group Piano I /Accompanying 1

MUS 161/349 Group Piano II/Accompanying 1

MUS 260/349 Group Piano III/Accompanying 1

MUS 261/349 Group Piano IV/Accompanying 1

MUS 304 From and Analysis 2

MUS 317 Conducting I 2

MUS 318 Conducting II 2

MUS 152 Diction I 1

MUS 252 Diction II 1

MUS 166 Group Guitar 1

MUS 214 String Techniques 1

Guided Elective Tech. Course (215, 315, 316, 319) 1

MUS 349 Accompanying 1

MUS 312 Teaching Music Elementary 3

MUS 412 Teaching Music Middle School3

MUS 415 Choral Methods 3

MUS 414 Choral Materials 2

MUS 405 Choral Arranging 3

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

 **TOTAL = 72NEW REQUIREMENTS - MusEd Vocal**

MUS 100 Theory I 3

MUS 101 Theory II 3

MUS 200 Theory III 3

MUS 201 Theory IV 3

MUS 326 Music History I 3

MUS 327 Music History II 3

MUS 160/349 Group Piano I /Accompanying 1

MUS 161/349 Group Piano II/Accompanying 1

MUS 260/349 Group Piano III/Accompanying 1

MUS 261/349 Group Piano IV/Accompanying 1

MUS 304 From and Analysis 2

MUS 317 Conducting I 2

MUS 318 Conducting II 2

MUS 152 Diction I 1

MUS 252 Diction II 1

MUS 166 Group Guitar 1

MUS 214 String Techniques 1

Guided Elective Tech. Course (215, 315, 316, 319) 1

MUS 349 Accompanying 1

MUS 312 Teaching Music Elementary 3

MUS 412 Teaching Music Middle School3

MUS 415 Choral Methods 3

MUS 414 Choral Materials 2

MUS 405 Choral Arranging 3

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

MUS 340/341 Major Ensemble 1

 **TOTAL = 69**

**4. Rationale for the proposed program change:** Most benchmark institutions and

comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

**5. Proposed term for implementation and special provisions:** Fall 2013

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

Music Department Curriculum Committee April 11, 2012

MusicDepartment/Division: August 15, 2012

 PCAL Curriculum Committee October 11, 2012

 Professional Education Council (if applicable) November 14, 2012

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

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Proposal Date: October 11, 2012

**Potter College Arts & Letters**

**Department of Music**

**Proposal to Revise A Program**

**(Action Item)**

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

**1. Identification of program:**

* 1. Current program reference number: 593
	2. Current program title: Bachelor of Music, concentration in Music Education, Instrumental Sequence
	3. Credit hours: 72

**2. Identification of the proposed program changes:** Remove MUS 328 Music History III (3 hours) from degree requirements.

**3. Detailed program description:**

**CURRENT REQUIREMENTS - Music Ed, Inst.**

MUS 100 Theory I 3

MUS 101 Theory II 3

MUS 200 Theory III 3

MUS 201 Theory IV 3

MUS 326 Music History I 3

MUS 327 Music History II 3

**MUS 328 Music History III 3**

MUS 160/349 Group Piano I /Accompanying 1

MUS 161/349 Group Piano II/Accompanying 1

MUS 260/349 Group Piano III/Accompanying 1

MUS 261/349 Group Piano IV/Accompanying 1

MUS 304 Form and Analysis 2

MUS 317 Conducting I 2

MUS 318 Conducting II 2

MUS 162 Group Voice 1

MUS 214 String Techniques 1

MUS 215 Brass Techniques 1

MUS 315 Clarinet/Sax Techniques 1

MUS 316 Flute/Double Reed Techniques 1

MUS 319 Percussion Techniques 1

MUS 312 Teaching Music Elementary 3

MUS 412 Teaching Music Middle School3

MUS 416 Instrumental Methods 3

MUS 417/338 Marching Band Tech./Strings DIS 2

MUS 407 Orchestration & Arranging 3

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

 **TOTAL = 72NEW REQUIREMENTS - Music Ed, Inst.**

MUS 100 Theory I 3

MUS 101 Theory II 3

MUS 200 Theory III 3

MUS 201 Theory IV 3

MUS 326 Music History I 3

MUS 327 Music History II 3

MUS 160/349 Group Piano I /Accompanying 1

MUS 161/349 Group Piano II/Accompanying 1

MUS 260/349 Group Piano III/Accompanying 1

MUS 261/349 Group Piano IV/Accompanying 1

MUS 304 Form and Analysis 2

MUS 317 Conducting I 2

MUS 318 Conducting II 2

MUS 162 Group Voice 1

MUS 214 String Techniques 1

MUS 215 Brass Techniques 1

MUS 315 Clarinet/Sax Techniques 1

MUS 316 Flute/Double Reed Techniques 1

MUS 319 Percussion Techniques 1

MUS 312 Teaching Music Elementary 3

MUS 412 Teaching Music Middle School3

MUS 416 Instrumental Methods 3

MUS 417/338 Marching Band Tech./Strings DIS 2

MUS 407 Orchestration & Arranging 3

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 153 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 353 Applied Principal 2

MUS 155 Performance Attendance (P/F) 0

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

MUS 344/347/348 Major Ensemble 1

 **TOTAL = 69**

**4. Rationale for the proposed program change:** Most benchmark institutions and

comparable music units offer a 2-semester sequence in Music History. The current 3-semester sequence requires 9 credit hours and places both juniors and seniors (2 cohorts of students) into History classes every Fall semester. Existing courses MUS 326 Music History I and MUS 327 Music History II have been revised to address the core content of the current 3-semester music history sequence. This revision will reduce Degree Program Requirements in the Bachelor of Music degree by 3 hours.

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