

COLORADO COLLEGE
FACULTY AGENDA

Revised

Monday, December 19, 2011
Gates Common Room
Meeting begins at 3:30 p.m.
(Coffee served at 3:00 p.m.)

- I. Approval of the minutes of the November 21, 2011 Faculty meeting.
- II. President's Report.
- III. Dean's Report.
- IV. Report of the Chair, Faculty Executive Committee, Professor Jonathan Lee.
 - A. **"Reducing Maximum Class Size."** (A working document for faculty scussion. See Appendix 1.
- V. Report of the Committee on Instruction.
 - A. The Committee on Instruction recommends approval of the following course additions, deletions, and revisions (Consent Agenda Items: V, A., 1-46)
 1. The Department of Spanish proposes changing the course description of **SP 307-Hispanic Culture**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: SP 307-Hispanic Culture. The study of Hispanic societies and their cultural productions, such as film, art, music, language and literature. Taught in Mexico. *Prerequisite:* Spanish 305 or equivalent. (not offered 2011-2012) 1 unit-Department.

Revised course description: SP 307-Hispanic Culture. The study of Hispanic societies and their cultural productions, such as film, art, music, language and literature. Ordinarily taught as part of a foreign study program. *Prerequisite:* Spanish 305 or equivalent. 1 unit-Department.

Rationale: "We propose to offer this course as part of a Mediterranean Semester in Spain, in the Spring Semester of 2012-13."
 2. The Department of Spanish proposes a new course in Portuguese with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: PG 320-Topics in Lusophone Culture. Study of culture, genres, art, film or literature of one or more Portuguese-speaking countries or region. 1 unit-Wood.

Rationale: “With the hiring of Prof. Naomi Wood, the Spanish Department is opening a program of instruction in Portuguese. Students beginning the language in PG 101 will not immediately have a second level course, but they, and students returning from study in Brazil, could benefit from the proposed topics course, which will include materials in Portuguese. The course is analogous to Italian 320: Topics in Italian Culture and Arabic 320: Topics in Arabic Language and Culture.”

3. The Department of Art proposes a new course, **AS 116-Introduction to Digital Practices**, with a class size limit of 24, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: AS 116-Introduction to Digital Practices. An introduction to using the computer to make art, including a survey of digital imaging, video, and web design. Emphasis on multimedia composition using basic techniques and software. Materials fee. Class limit: 24. 1 unit-Raffin.

Rationale: “Our students, regardless of their major or academic interests, must be able to use digital tools to communicate in our current culture. In order to do this well, that is, to be able to persuade others of the value of their intellectual work, they must have some grounding in aesthetic issues related to the use of these digital tools. One might think of this as teaching students to write well with visual means, but also as helping them understand the difference between writing and the visual. From the perspective of the Art Department, this course introduces majors or potential majors to creative practices that they will be able to use throughout their academic and non-academic pursuits.”

Rationale for course size limit of 24: “Twenty-Four students would put 2 students at each computer in the lab in which this course would be taught, the Cornerstone North Digital Lab. While two students at each computer is less than ideal, it is workable. The lab is not large enough for more than 24 students even if there were more computers.”

Library, staffing, and technology impact: None.

4. The Department of Art proposes changing the course title, description and prerequisites of **AS 316-Advanced Video Art** and limiting the course size to 12 students, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title, description and prerequisites: AS 316-Advanced Video Art. Non-traditional use of video, including non-linear narrative and installation in independent projects. Will cover advanced editing techniques. *Prerequisite:* Art Studio 216. Materials Fee. 1 unit- Raffin.

Revised course title, description and prerequisites: AS 316-Interactive Installation Art. Introduction to interactive art through design of interactive environments for digital media. Techniques include the use of Isadora software and sensor design. Emphasis will be on design of environment and appropriate composition of media. *Prerequisite:* one of the following: AS216 Video Art, FS212 Basic Filmmaking, or COI. 1 unit-Raffin. Class limit: 12.

Rationale: “Interactive environments have become an important component in performance based arts, including installation art, theater, dance, and music as well as public spaces (think of the interactive videos common in airports). Interactivity gives rise to new questions in aesthetics, about the composition of sound, image, and movement in such works. This course is meant to expose students to this significant cultural practice, enable them to participate in it as makers, and help position them to critique it.”

Library, staffing, and technology impact: None.

Rationale for class limit of 12: “It is absolutely necessary for each student to have a computer for this course given the intensive use of the computer to drive interactive environments. Additionally, because the students would be making installations in the space of the classroom, they will need considerable space in addition to the space of the computer table for their work. This course will be taught in the Cornerstone North Digital Lab (12 computers) and the Experimental Classroom (Rm 308 in Cornerstone). There are only 12 computers in the lab, and the classroom is barely large enough to accommodate 12 students working on installation projects. Some students might be able to work outside the classroom in the Cornerstone building, but this would create equipment security problems, as the computers are an essential piece of the work, as are video projectors.”

5. The Department of Art proposes revising the course description of **AH 100-Great Monuments in Western Art History**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: AH 100 Great Monuments in Western Art History. A survey of key monuments in the history of western art. Objects discussed span the major periods of art history (from antiquity to contemporary): painting, sculpture, and architecture, as well as other media. Emphasis on the social, historical and cultural context of these key objects and their place in the traditions of art history. Students

will utilize visual, verbal, and writing skills throughout the class. Required course work includes examinations, papers and research projects, in addition to daily reading, image study, and discussion. 1 unit-Tucker.

Revised course description: AH 100 Great Monuments in Western Art History. A survey of key monuments in the history of Western art. Objects discussed span the major periods of art history (from antiquity to contemporary): painting, sculpture, and architecture, as well as other media. Emphasis on the social, historical and cultural context of these key objects and their place in the traditions of art history. Students will utilize visual, verbal, and writing skills throughout the class. **No credit after Art History 112.** 1 unit-Department, Murray, Tucker

Rationale: “Students can take either the 1-block or the 2-block introductory course as gateways to the major, and should receive credit for only one type of introductory course.”

6. The Department of Art proposes revising the course description of **AH 112-Introduction to Art History**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: AH 112-Introduction to Art History. Salient developments in architecture, sculpture and painting from ancient to modern times. Focus on the Western European tradition. (Meets the Critical Perspectives: The West in Time requirement.) 2 units-Department, Tucker.

Revised course description: AH 112-Introduction to Art History. Salient developments in architecture, sculpture and painting from ancient to modern times. Focus on the Western European tradition. **No credit after Art History 100.** (Meets the Critical Perspectives: The West in Time requirement.) 2 units- Department, Murray, Tucker.

Rationale:”Students can take either the 1-block or the 2-block introductory course in Western art as gateways to the major, and should receive credit for only one type of introductory course. The 2-block version is recommended for majors.”

7. The Department of Art proposes revising the course description of **AH 113-Introduction to Asian Art**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: AH 113-Introduction to Asian Art. Introduction to Asian art in its historical and cultural context with emphasis on China, Japan and India. *Prerequisite:* No credit after Art History 115. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units-Bentley.

Revised course description: AH 113-Introduction to Asian Art. Introduction to Asian art in its historical and cultural context with emphasis on China, Japan and India. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units-Bentley.

Rationale: “We are dropping AH 115 as a prerequisite, because the course (AH 115) has not been taught in several years.”

8. The Department of Art proposes dropping the course **AH 115 Confluence and Conflict in Asian Culture**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course number, title, and description: AH 115 Confluence and Conflict in Asian Culture. Indian, Chinese, Japanese and Korean literature, culture, and politics with particular attention to interrelationships among Asian countries and their ongoing dialog with Western cultures. Course includes a museum visit, a number of films, and opportunities to examine Asian art objects firsthand. *Prerequisite:* FYE course (1st years only). (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 2 units. — Bentley

Rationale: AH 115 has not been taught since 2008-9; there are no plans to teach it again in the FYE program.

9. The Department of Art proposes revising the course prerequisites of **AH 200-Topics in Art History** and **AH 203-Women in Art**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisite: AH 200-Topics in Art History. Selected topics in art history at the intermediate level. *Prerequisite:* Art History 112 or consent of department. 1 unit-Department.

Revised course description and prerequisite: AH 200-Topics in Art History. Selected topics in art history at the intermediate level. *Prerequisite:* Any 100-level art history course or consent of department. 1 unit-Department.

Current course description and prerequisite: AH 203-Women in Art. A survey of women artists and images of women in art in Western Europe and America from ancient to modern times, contrasting feminist and conventional perspectives. Social and historical context as well as special problems faced by women. Why have there been so few "great" women artists? Are there qualities unique to women's art? *Prerequisite:* Art History 112 or a Women's Studies course. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Murray.

Revised course description and prerequisite: AH 203-Women in Art. A survey of women artists and images of women in art in Western Europe and America from ancient to modern times, contrasting feminist and conventional perspectives. Social and historical context as well as special problems faced by women. Why have there been so few "great" women artists? Are there qualities unique to women's art? *Prerequisite:* Any 100-level Art History class or a Feminist and Gender Studies course or Consent of instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Murray.

Rationale: "At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major."

Library Impact: None.

10. The Department of Art proposes revising the prerequisites of **AH 207-Greece and Rome** and **AH 208-Byzantine Art**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisites: AH 207-Greece & Rome. Minoan Crete and Mycenaean Greece. The development of Greek art from Geometric to Hellenistic with emphasis on the classical monuments of Athens. Etruscan art. Survey of Roman art from its origins to the late empire with emphasis on the imperial monuments and topography of Rome. Art of the mystery cults and early Christianity. *Prerequisite:* Consent of Instructor or Art History 111 or 112. (Not offered 2010-11.) 1 unit-Kolarik.

Revised course description and prerequisites: AH 207-Greece and Rome. Surveys the art and architecture of Greece and Rome from their origins in Bronze Age Greece to their transformation in the late Roman Empire using methods of art history and archaeology. Ancient Greek cities and sanctuaries with emphasis on Athens and the monuments of the Acropolis. The spread of Hellenism and the formation of an imperial visual language under Alexander the Great and his successors. The influence of Etruscan and Greek art in the Roman Republic. Imperial monuments of the city of Rome and throughout the empire as instruments of power. The class will consider political and social factors in the formation and utilization of Classical forms in both ancient and modern times. (Also listed as CL223) *Prerequisite:* Any 100-level art history course or Consent of Instructor. 1 Unit-Kolarik.

Rationale: “The expanded description gives more information about the actual course content.”

Current course description and prerequisites: AH 208-Byzantine Art. Art of the Byzantine Empire. Its sources in late Roman art. The "golden age" of Justinian, Iconoclasm and later Byzantine art until 1453. Byzantine influences in medieval Armenia, Serbia and Russia. Philosophy and theology of images in eastern Christianity. *Prerequisite:* Consent of Instructor or Art History 111 or 112. (Not offered 2010-11.) 1 unit-Kolarik.

Revised course description and prerequisites: AH 208-Byzantine Art. Studies the art and architecture of the Byzantine empire from its sources in ancient Rome to its fall in 1453 and its aftermath in Eastern Orthodox Christian art in Russia, Greece, Serbia and elsewhere. Focus on the foundation of the city of Constantinople (modern Istanbul) and its urban development. The origins of icon painting, the rejection of images during Iconoclasm and the subsequent establishment of a theology of icons. Evolution and significance of the domed church and its program of images from Justinian’s Hagia Sophia to medieval monastic churches. Influence of Byzantine art in western European centers such as Venice. *Prerequisite:* Any 100-level art history course or Consent of Instructor. 1 Unit-Kolarik.

Rationale: “The expanded description gives more information about the actual course content. At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

11. The Department of Art proposes revising the course prerequisites of **AH 209-Late Antiquity** and **AH 210-Islamic Art**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisite: AH 209-Late Antiquity. Continuity and change from Roman antiquity to the Christian Middle Ages in the art and architecture of Mediterranean lands (200-600 A. D.). The "decline" of Rome and the development of Christian imagery will be studied through art, archaeological sites, and texts-writings from the time as well as later historians. *Prerequisite:* Art History 111 or Art History 112 or Art History 114 or Consent of Instructor. 1 unit-Kolarik.

Revised course description and prerequisite: AH 209-Late Antiquity. Continuity

and change from Roman antiquity to the Christian Middle Ages in the art and architecture of Mediterranean lands (200-600 A. D.). The "decline" of Rome and the development of Christian imagery will be studied through art, archaeological sites, and texts – contemporary authors as well as later historians. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Kolarik.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

Current course description and prerequisite: AH 210-Islamic Art. Survey of Islamic art from its origins in the 7th century to the 17th century, from Muslim Spain to India. Philosophy and theology of art in Islam. *Prerequisite:* Consent of Instructor or Art History 111 or 112. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Kolarik.

Revised course description and prerequisite: AH 210 Islamic Art. Survey of Islamic art from its origins in the 7th century to the 17th century, from Muslim Spain to India; orientalism and contemporary artists from Islamic lands. Philosophy and theology of art in Islam. *Prerequisite:* Any 100-level Art History course or COI. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Kolarik.

Rationale: “Reflects the current content of the course.”

Library impact: none.

12. The Department of Art proposes revising the course prerequisites of **AH 211-Medieval Europe** and **AH 221-Art of the Renaissance**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisite: AH 211-Medieval Europe. Medieval monuments of Western Europe from Irish manuscripts to the Gothic cathedrals. Survey of selected monuments with consideration of the interaction of classical tradition and barbarian elements; the impact of monasticism, pilgrimages and scholasticism. *Prerequisite:* Consent of Instructor or Art History 111, 112. 1 unit-Department.

Revised course description and prerequisite: AH 211-Medieval Europe. Medieval monuments of Western Europe from Irish manuscripts to the Gothic cathedrals.

Survey of selected monuments with consideration of the interaction of classical tradition and barbarian elements; the impact of monasticism, pilgrimages and scholasticism. *Prerequisite:* Any 100-level Art History course or Consent of Department. 1 unit-Department.

Current course description and prerequisite: AH 221-Art of the Renaissance.

Explores issues in the painting, sculpture, and architecture of the Renaissance in Europe from 1300 to c. 1480, with emphasis on the social, historical, material, and intellectual circumstances that shaped artistic production. Themes may include constructions of the self, patronage, gender roles, social class, religion, and artistic status, among others. Artists may include Giotto, Brunelleschi, Donatello, Leonardo da Vinci, Jan van Eyck, Robert Campin, and Hieronymus Bosch. *Prerequisite:* Art History 111 or Art History 112 or Consent of Instructor. 1 unit-Tucker.

Revised course description and prerequisite: AH 221-Art of the Renaissance.

Explores issues in the painting, sculpture, and architecture of the Renaissance in Europe from 1300 to c. 1480, with emphasis on the social, historical, material, and intellectual circumstances that shaped artistic production. Themes may include constructions of the self, patronage, gender roles, social class, religion, and artistic status, among others. Artists may include Giotto, Brunelleschi, Donatello, Leonardo da Vinci, Jan van Eyck, Robert Campin, and Hieronymus Bosch. *Prerequisite:* Any 100-level Art History class or Consent of Instructor. 1 unit-Tucker.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

13. The Department of Art proposes revising the course prerequisites of **AH 223-16th Century Art of Europe** and **AH 231-The Age of the Baroque: Art and Empire of the 17th Century**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisite: AH 223-16th Century Art of Europe. Focus on the development of art and architecture between c. 1480 and 1600 in Europe. From the period known as the "High" Renaissance (Raphael, Michelangelo, Durer and Titian), examines the spread and development of the Renaissance style. Looks at art made in Germany, the Netherlands, and Spain during the Reformation, and includes questions of style, iconography, patronage, function, and interpreta-

tion within that historical context. *Prerequisite:* Art History 111 or Art History 112 or Consent of Instructor. 1 unit-Tucker.

Revised course description and prerequisite: AH 223-16th Century Art of Europe. Focus on the development of art and architecture between c. 1480 and 1600 in Europe. From the period known as the "High" Renaissance (Raphael, Michelangelo, Durer and Titian), examines the spread and development of the Renaissance style. Looks at art made in Germany, the Netherlands, and Spain during the Reformation, and includes questions of style, iconography, patronage, function, and interpretation within that historical context. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Tucker.

Current course description and prerequisite: AH 231-The Age of the Baroque: Art and Empire of the 17th Century. Art and architecture made for the major courts of 17th-century Europe, with an emphasis on the absolute monarchies. Focus on the key artists (such as Velazquez, Rubens, Van Dyck, Bernini, Carracci, and Poussin), and on architectural sites such as St. Peter's and Versailles. Themes include the relationship between art, politics, and power; courtly self-fashioning; the function of spectacle, collecting, and display; the unity of the arts; and others. *Prerequisite:* Art History 111 or Art History 112 or Consent of Instructor. 1 unit-Tucker.

Revised course description and prerequisite: AH 231-The Age of the Baroque: Art and Empire of the 17th Century. Art and architecture for the major courts of 17th-century Europe, with an emphasis on the absolute monarchies. Focus on the key artists (such as Velazquez, Rubens, Van Dyck, Bernini, Carracci, and Poussin), and on architectural sites such as St. Peter's and Versailles. Themes include the relationship between art, politics, and power; courtly self-fashioning; the function of spectacle, collecting, and display; and the unity of the arts. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Tucker.

Rationale: "At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major."

Library Impact: None.

14. The Department of Art proposes revising the course prerequisites of **AH 232-Art of the Dutch Republic** and dropping **AH 242-Turn of the Century Arts and Letters in London, Paris, and Vienna**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisite: AH 232-Art of the Dutch Republic.

The Golden Age of Holland was a time of economic, cultural, and political growth. Artists developed innovative styles and visual modes that play upon, subvert and enhance our understanding of seeing, living, and thinking in the early modern era. The class examines the primary genres of Dutch art and major artists such as Rembrandt and Vermeer while focusing on questions of interpretation, method, and context. Addresses the production, marketing, ownership, iconography, and remarkable visual power of Dutch art. *Prerequisite:* Art History 111 or Art History 112 or Consent of Instructor. 1 unit-Tucker.

Revised course description and prerequisite: AH 232-Art of the Dutch Republic.

The Golden Age of Holland was a time of economic, cultural, and political growth. Artists developed innovative styles and visual modes that play upon, subvert and enhance our understanding of seeing, living, and thinking in the early modern era. The class examines the primary genres of Dutch art and major artists such as Rembrandt and Vermeer while focusing on questions of interpretation, method, and context. Addresses the production, marketing, ownership, iconography, and remarkable visual power of Dutch art. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Tucker.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

Drop: AH 242-Turn of the Century Arts and Letters in London, Paris and Vienna.

Prerequisite: Consent of instructor or Comparative Literature 100 or Art History 112. (Not offered 2010-11.) 1 unit.

Rationale: AH242 has been replaced with AH342.

15. The Department of Art proposes revising the course prerequisites of **AH 243-Revolution and Tradition in Modern Art: 1880 to 1945** and **AH 245-Art since 1945**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description and prerequisite: AH 243-Revolution and Tradition in Modern Art: 1880 to 1945. Post Impressionism, Fauvism, Cubism, Expression-

ism, Futurism, Constructivism, Dada and Surrealism. An analysis of the styles, meanings and concepts of modern art, their evolution and interrelationship with the other arts and society. *Prerequisite:* Consent of Instructor or Art History 112. 1 unit-Murray.

Revised course description and prerequisite: AH 243-Revolution and Tradition in Modern Art: 1880 to 1945. Post Impressionism, Fauvism, Cubism, Expressionism, Futurism, Constructivism, Dada and Surrealism. An analysis of the styles, meanings and concepts of modern art, their evolution and interrelationship with the other arts and society. *Prerequisite:* Any 100-level Art History course or COI. 1 unit-Murray.

Current course description and prerequisite: AH 245-Art since 1945. Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, Earth and Process Art, the New Realism, Decorative and New Image Art, Neo-Expressionism, and other recent developments. The emergence of New York as the major center of avant-garde art. Emphasis on the period 1945-1980. *Prerequisite:* Consent of Instructor or Art History 112. 1 unit-Murray.

Revised course description and prerequisite: AH 245-Art since 1945. Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, Earth and Process Art, the New Realism, Decorative and New Image Art, Neo-Expressionism, and other recent developments. The emergence of New York as the major center of avant-garde art. Emphasis on the period 1945-1980. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Murray.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

16. The Department of Art proposes revising the course prerequisites of **AH 248-American Art** and **AH 254-Art of China**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course prerequisites: AH 248-American Art. Painting and sculpture in the United States from colonial times until World War II, concentrating on the relationship of the major artistic trends to concurrent developments in American social and intellectual history. *Prerequisite:* Consent of Instructor or Art

History 112. 1 unit-Murray.

Revised course prerequisites: AH 248-American Art. Painting and sculpture in the United States from colonial times until World War II, concentrating on the relationship of the major artistic trends to concurrent developments in American social and intellectual history. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Murray.

Current course prerequisites: AH 254-The Art of China. Early Chinese funerary art examined in relation to the Chinese religious philosophies of Confucianism and Daoism. Relationships between Chinese painting and poetry explored, particularly in relation to the handscroll format. The rise of scholar-literati painting in the Song followed by issues of politics, commerce, and art. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Bentley.

Revised course prerequisites: AH 254-The Art of China. Early Chinese funerary art examined in relation to the Chinese religious philosophies of Confucianism and Daoism. Relationships between Chinese painting and poetry explored, particularly in relation to the handscroll format. The rise of scholar-literati painting in the Song followed by issues of politics, commerce, and art. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Bentley.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

17. The Department of Art proposes revising the course prerequisites of **AH 255-The Art of Japan** and **AH 265-China/Europe/Japan: Art and International Trade 1550-1800**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course prerequisites: AH 255-The Art of Japan. Classical relationships between Heian-period court art, poetry, and aristocratic patronage; medieval Kamakura and Muromachi periods, dominated respectively by Pure Land Buddhism and Zen Buddhism; consolidation of the tea ceremony and unique qualities of castle architecture and screen paintings in the Momoyama; the Edo-period shift towards more inexpensive and widely-reproducible formats, such as the woodblock

print. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Bentley.

Revised course prerequisites: AH 255-The Art of Japan. Classical relationships between Heian-period court art, poetry, and aristocratic patronage; medieval Kamakura and Muromachi periods, dominated respectively by Pure Land Buddhism and Zen Buddhism; consolidation of the tea ceremony and unique qualities of castle architecture and screen paintings in the Momoyama; the Edo-period shift towards more inexpensive and widely-reproducible formats, such as the woodblock print. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Bentley.

Current course prerequisites: AH 265-China/Europe/Japan: Art and International Trade 1550-1800. Considers the impact on art of expanding sea trade between Europe and East Asia in the early modern period. Begins by examining what goods went where; how increasingly global trade affected particular economies; how the East India companies operated; and what effects stepped-up contact had stylistically and iconographically on art forms such as porcelain, prints and paintings. On a more theoretical level, the course addresses "things foreign" as a means of asserting cultural authority at home; and the impact of vastly expanded markets on the artist's practice and identity. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Bentley.

Revised course prerequisites: AH 265-China/Europe/Japan: Art and International Trade 1550-1800. Considers the impact on art of expanding sea trade between Europe and East Asia in the early modern period. Begins by examining what goods went where, how increasingly global trade affected particular economies, how the East India companies operated, and what effects stepped-up contact had stylistically and iconographically on art forms such as porcelain, prints and paintings. On a more theoretical level, the course addresses "things foreign" as a means of asserting cultural authority at home, and the impact of vastly expanded markets on the artist's practice and identity. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit- Bentley.

Rationale: "At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major."

Library Impact: None.

18. The Department of Art proposes revising the course prerequisites of **AH 275-Art in Context** and **AH 342-Turn of the Century Art in London, Paris and Vienna.**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course prerequisites: AH 275-Art in Context. Study of artworks of a selected period, artist, or theme in their historical, social, political, intellectual, and geographical context. This course is taught on campus for approximately half of the block. The second half is spent in the appropriate location off campus (in the U. S. or abroad), where readings, student and faculty presentations, and discussions are focused on the actual artworks in situ. Need-based financial aid for all students is available from the Berg Endowment. Limit 15 students. 1 unit-Department.

Revised course prerequisites: AH 275-Art in Context. Study of artworks of a selected period, artist, or theme in their historical, social, political, intellectual, and geographical context. This course is taught on campus for approximately half of the block. The second half is spent in the appropriate location off campus (in the U. S. or abroad), where readings, student and faculty presentations, and discussions are focused on the actual artworks in situ. Need-based financial aid for all students is available from the Berg Endowment. Limit 15 students. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Department.

Current course prerequisites: AH 342-Turn of the Century Art in London, Paris and Vienna. Artistic and related intellectual and cultural developments in three important capitals of Europe circa 1880-1910. Focus on such movements as Aestheticism, Symbolism, Decadence, Jugendstil, and Art Nouveau. Artists to be studied include Toulouse-Lautrec, Redon, Klimt, Schiele, Burne-Jones and Beardsley. *Prerequisite:* Consent of Instructor or Art History 241 or 243. 1 unit-Murray.

Revised course prerequisites: AH 342-Turn of the Century Art in London, Paris and Vienna. Artistic and related intellectual and cultural developments in three important capitals of Europe circa 1880-1910. Focus on such movements as Aestheticism, Symbolism, Decadence, Jugendstil, and Art Nouveau. Artists to be studied include Toulouse-Lautrec, Redon, Klimt, Schiele, Burne-Jones and Beardsley. *Prerequisite:* Any 200-level Art History course or Consent of Instructor. 1 unit-Murray.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improv-

ing the sequencing of our major.”

Library Impact: None.

19. The Department of Art proposes revising the course prerequisites of **AH 345-Special Topics in Art History**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course prerequisites: AH 345-Special Topics in Art History. Selected topics in art history at the advanced level. 1 unit-Department.

Revised course prerequisites: AH 345-Special Topics in Art History. Selected topics in art history at the advanced level. *Prerequisite:* Any 200-level Art History course or Consent of Instructor. 1 unit-Department.

Rationale: “At the 200 and 300 levels, the art history courses are currently inconsistent in listing prerequisites. We are attempting to rectify that problem, as well as to incorporate the new 1-block 100-level survey course (AH100) added last year, and to better balance our major by allowing both Asian and Western survey courses to serve as prerequisites for upper-level courses. This is part of our ongoing work on improving the sequencing of our major.”

Library Impact: None.

20. The Department of Art propose adding a new course, **AH 241-Nineteenth Century Art: 1780-1880**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: AH 241-Nineteenth-Century Art: 1780-1880. European art from the Age of Revolution to the later 19th century. An investigation of Neoclassical, Romantic, Realist and Academic trends throughout Europe with particular emphasis on French Impressionism. *Prerequisite:* Any 100-level Art History course or Consent of Instructor. 1 unit-Murray

Rationale: “This course was removed from the catalogue of courses some years ago (2004), even though Professor Murray continued to teach a version of it in Summer Session, with the same course number. Since she now plans to teach it during the academic year, we would like to request that it be put back in the catalogue.”

Library Impact: none.

21. The Department of Anthropology proposes a new course, **AN 256-Language Socialization**, with the approval of the Social Science Executive Committee and the

Committee on Instruction.

Add: AN 256-Language Socialization. Explore the ways new speakers of a language are socialized through the process of language acquisition to become culturally competent members of their communities. Examine how individuals are taught the knowledge, skills, and attitudes expected in their particular cultural and speech communities. Focus will be placed on the process of language socialization for children learning the languages of their native communities, but the course will also explore issues of language socialization for foreign language learners. 1 unit-Leza.

Rationale: “Further develops the existing linguistic anthropology program within the Department of Anthropology, and expands course options for the thematic minor in Linguistics.”

Library, staffing, and technology impact: None.

22. The Department of Anthropology proposes a new course **AN 262-Theory and Methods in Linguistic Anthropology** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 262-Theory and Methods in Linguistic Anthropology. Introduction to basic research methods and the theoretical development of research methodologies applied in the field of linguistic anthropology. In addition to learning basic interviewing, recording and participant observation techniques applied by linguistic anthropologists, students will be introduced to digital technologies for transcription and linguistic data analysis. Students will collaborate on a small research project to gain experience with the research techniques and technologies. *Prerequisite:* Anthropology 102 or 105 or 258 or 260 or Consent of the Instructor. 1 unit-Leza.

Rationale: “Will supplement the Department of Anthropology’s current course offerings that develop students’ working knowledge of anthropological theory and research methods, further develops the existing linguistic anthropology program within the Department of Anthropology, and expands course options for the thematic minor in Linguistics.”

Enrollment Limit: 15

Justification for lower enrollment limit: “Limited lab space in the department. We are using a small office that only accommodates three students at a time using a weekly rotation for the full class of 15.”

Library, staffing, and technology impact: None.

ture and Mind: Cognitive Anthropology with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 311-Language in Culture and Mind: Cognitive Anthropology. Explores cognitive anthropology, which is concerned with the relationship between language and mind, how cultural worlds are created and structured through language, and how individual languages shape the attitudes and behaviors of their speakers. We will consider both potential universals in human thought as expressed through language and the diversity of worldviews and behaviors between language communities. *Prerequisite:* Anthropology 101 or 102 or Consent of Instructor. 1 unit-Leza.

Rationale: “Further develops the existing linguistic anthropology program within the Department of Anthropology, expands course options for the existing minor in Linguistics, and enhances the major/minor in Anthropology by contributing additional training in anthropological theory.”

Library, staffing, and technology impact: None.

24. The Department of Anthropology proposes a new course **AN 312-The Language of Racism** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 312-The Language of Racism. Focuses on the language of racism across cultures, examining the nature of discourses that communicate and reproduce racist ideologies. A special focus will be placed on racist discourse in the United States, New Zealand, and certain societies of Latin America. We will examine the structures and effects of a range of racist discourses, from the extreme discourses of “white pride” organizations to the everyday language of covert racism. 1 unit-Leza.

Rationale: “Further develops the existing linguistic anthropology program within the Department of Anthropology, expands course options for the thematic minor in Linguistics, expands elective course options for the Race and Ethnic Studies Thematic Minor, and contributes a Writing Intensive course to assist students in developing composition skills.”

Library, staffing, and technology impact: None.

25. The Department of Anthropology proposes a new course **AN 372-Language, Ideology, and Power** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 372-Language, Ideology, and Power. Examines the relationship between

23. The Department of Anthropology proposes a new course **AN 311-Language in Cul-**to contemporary theory on “language ideologies,” addressing their development, and how they create and sustain certain relations of power in a society. The course will further explore how individuals and groups negotiate power through the manipulation of existing, conventionalized language practices. *Prerequisite:* AN 101 or 102 or Consent of Instructor. 1 unit - Leza.

Rationale: “Further develops the existing linguistic anthropology program within the Department of Anthropology, expands course options for the thematic minor in Linguistics, enhances the major/minor in Anthropology by contributing additional training in anthropological theory.”

Library, staffing, and technology impact: None.

26. The Department of Anthropology proposes a new course **AN 217-Precolumbian Civilizations of Mesoamerica** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 217-Precolumbian Civilizations of Mesoamerica. Survey of the archaeologically known cultures of Mesoamerica, which include some of archaeology's most celebrated subjects of study, the Olmecs, Mayans and Aztecs. Students will learn the history and geography of the region, the nature of sociopolitical and cultural developments in the region, the material culture distinctive of different times and places within the region and key issues and debates of ongoing concern. 1 unit-Gómez.

Rationale: “Will supplement the Department of Anthropology’s current course offerings that develop student’s working knowledge of anthropological theory and research methods, further develops the existing archaeology program in the Department of Anthropology, expands elective course options for the Latin American Studies thematic minor, and is a pre-requisite for AN 322 Archaeological Field Methods, a summer session course in Costa Rica, Central America.”

Library, staffing, and technology impact: None.

27. The Department of Anthropology proposes a new course **AN 218-The Archaeology of the African Diaspora** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 218-The Archaeology of the African Diaspora. Explores the diverse range of the African diaspora in the Americas through an archeological lens. ars have creatively engaged with available resources (material remains, ethnohistoric accounts, historical records, oral texts) to increase our understanding of the life conditions of various African-based societies and communities in the Caribbean, Latin America,

and the United States. Special emphasis on the theories, frameworks, and methods employed for understanding race and ethnicity. 1 unit-Gómez.

Rationale: “Further develops the existing archaeology program within the Department of Anthropology, expands elective course options for the African Studies thematic minor, and enhances the major/minor in Anthropology by contributing additional training in anthropological theory and method.”

Library, staffing, and technology impact: None.

28. The Department of Anthropology proposes a new course **AN 317-The Anthropology of Place-Making** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 317-The Anthropology of Place-Making. Covers a wide range of theoretical and methodological approaches in anthropology that relate to studies and interpretations of place making. Encourages wide-ranging curiosity about the social construction of places and spaces, from small-scale structures to large-scale landscapes. Involves close readings and critical discussions of written works that analyze the ways in which people use spaces and places (such as rooms, buildings, street grids, fields, or regions) to articulate social relations. *Prerequisite:* Any 100 level anthropology course. 1 unit-Gómez.

Rationale: “Will supplement the Department of Anthropology’s current course offerings that develop students’ working knowledge of anthropological theory and research methods.”

Library, staffing, and technology impact: None.

29. The Department of Anthropology proposes a new course **AN 318-The Archaeology of Colonial Entanglements** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Add: AN 318-The Archaeology of Colonial Entanglements. Explores the multifaceted nature of colonial encounters between Europeans and indigenous people, using the Americas as the geographical focus. Special attention to the analytical and theoretical discourse shaping anthropological approaches to colonialism through the topics of material culture, gender, ideology, ethnicity, race, identity, labor, class, and resistance. Readings and discussions will draw on data and perspectives from ethnohistory, historical archaeology, and cultural anthropology to tackle the simultaneously global and local nature of colonialism. 1 unit-Gómez.

Rationale: “Contributes to the General Education Critical Perspectives D offerings,

will supplement the Department of Anthropology's current course offerings that develop students' working knowledge of anthropological theory and research methods, and expands elective course options for the Museum Studies thematic minor."

Library, staffing, and technology impact: None.

30. The Department of Anthropology proposes a new course **AN 219-The Archaeology of the American Southwest** with the approval of the Social Sciences Executive Committee and the Committee on Instruction and the Committee on Instruction.

Add: AN 219-The Archaeology of the American Southwest. An introduction to the cultures of the American Southwest, from the initial populations of the greater region through the wrenching contact of European conquistadores. With occupation beginning sometime before 12,000 years ago, we have evidence for social and ritual complexity in the archaeological record dating before 2000 B.C.E. Current archaeological research in the American Southwest is redefining our concept of the adoption of agriculture in North America, our view of historically defined culture areas (Hohokam, Salado, Mogollon, Sinagua, Anasazi) with the probability of complex multi-ethnic communities, and the Southwest's former position as a region defining American archaeological method and theory. Course begins with a historical review of Southwestern archaeology and moves on to the current methodological and theoretical issues. 1 unit-Gómez.

Rationale: "Will supplement the Department of Anthropology's current course offerings that develop students' working knowledge of anthropological theory and research methods, expands course options for the existing Southwest Studies program, and contributes a Writing Intensive course to assist students in developing composition skills."

Library, staffing, and technology impact: None.

31. The Department of Anthropology proposes dropping **AN 236-Peoples of Latin America** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Drop: AN 236-Peoples of Latin America. Introduces anthropological perspectives on Latin America, including South and Central America and with some references to the Caribbean. A historical and geographical overview is followed by investigation of key cultural themes and problems faced throughout the region: the legacy of European colonialism and U.S. imperialism; dependent development; political forms from authoritarian to democratic; machismo and marianismo as gendered ideologies; the Protestant challenge to Catholic ubiquity; environmental crises; urbanization; foreign debt; and ethnic conflict. 1 unit - Hautzinger.

Rationale: “The framing of this course is so broad that it has not sustained importance as a priority in Professor Hautzinger’s Latin American offerings; her two remaining courses cover many of the same issues, but with greater focus.”

32. The Department of Anthropology proposes dropping **AN207-Prehistory of the Andes** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Drop: AN 207-Prehistory of the Andes. This course will examine the patterns of development of Andean culture from its earliest roots over five millennia ago through the Spanish conquest in the 16th century. We will look at how this unique environment gave birth to highly efficient adaptations and cultural systems. Emphasis will be placed on trade and interaction in the Andean sphere, the development of complex social and political structures, and early contacts with Europeans. The focus will be on recent archaeological investigations and interpretations combined with appropriate analogy from ethnohistory and ethnography. No credit if taken after AN 203: States and Empires in the Ancient Andes. 1 unit-C. Torres-Rouff.

Rationale: “This course will not be taught in the upcoming two years and hasn't been taught during the regular year since 06/07. If it returns to the regular curriculum it will be taught under the rubric of AN204: Prehistory”.

33. The Department of Anthropology proposes dropping **AN 255-Language Acquisition** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Drop: AN 255-Language Acquisition. Explores the way in which humans learn their native language. Topics include developmental stages, the biological basis for language acquisition, and the relationship between cognitive and linguistic development. Critical examination of primate language ability. Students work with young children in the early period of language learning.) 1 unit-L. Watkins.

Rationale: “The Department envisions that Professor Leza’s **AN 256 - Language Socialization** will better fulfill the needs of the requirements of the major.”

34. The Department of Anthropology proposes dropping **AN 304-Forensic Anthropology** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Drop: AN 304-Forensic Anthropology. The study of human skeletal remains from contexts with legal implications — crimes, unexplained deaths, mass disasters, etc. The fundamental questions of human identification (age at death, sex, ancestry, and

living stature), other characteristics used to identify people, estimating time since death, cause and manner of death, and the limitations of methods used in these investigations. Legal and ethical considerations are examined. Emphasis on case studies and laboratory analysis. (Limited to 15 students.) *Prerequisite:* 201 or 202 or consent of instructor; Statistics suggested. 1 unit - Fulginiti.

Rationale: “The Department is no longer able to staff this course.”

35. The Department of Anthropology proposes dropping **AN 307-Museums and the Presentation of the Southwest** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Drop: AN 307-Museums and the Presentation of the Southwest. Examines the role of museums as educational institutions in preserving and presenting cultural products and heritages. Emphasis on the interpretation of material culture and the presentation of the cultures of the Southwest. *Prerequisite:* Anthropology 102 or consent of instructor. 1 unit - Taylor.

Rationale: “The Department is no longer able to staff this course.”

36. The Department of Anthropology proposes dropping **AN 375-Peoples on the Move: Nomads, Migrants, Sojourners, and Settlers** with the approval of the Social Sciences Executive Committee and the Committee on Instruction.

Drop: AN 375-Peoples on the Move: Nomads, Migrants, Sojourners, and Settlers. Emphasizes the interconnectedness and interpenetration of the world’s peoples, offering an alternative to the atomized and bounded implications of concepts like “culture” and “society.” Course topics include: patterns of prehistorical expansion; forager vs. nomadic vs. sedentary societies; gypsies; the Navajo-Hopi land dispute; expatriate communities; and diverse cases of modern immigration and globalization. *Prerequisite:* Anthropology 102 or consent of instructor. 1 unit-Hautzinger.

Rationale: “ Professor Hautzinger has not been able to offer this course frequently; she teaches three other 300-level courses and prefers to concentrate on sustaining those courses.”

37. The Department of Anthropology proposes changing the course description of **AN 103-Introduction to Archaeology** with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: AN 103-Introduction to Archaeology. Archaeology is the study of past human societies through material remains. Archaeologists employ multidisciplinary methods to investigate anthropological questions in the past, using

evidence provided by objects, buildings, and other material traces. Basic history, methods, theory, and politics of archaeology are presented. Students learn practical skills such as artifact analysis and site mapping as well as the course of human prehistory, from fossil ancestors to ancient states. 1 unit-Gómez.

Revised course description: AN 103-Introduction to Archaeology. This course is an introduction to the methods, theories, goals and some of the “findings” of archaeology, with a primary emphasis on the anthropological archaeology practiced in the Americas. We will use basic concepts, methods, and theories to highlight an important goal of contemporary archaeology: the construction of alternative, pluralistic histories using multiple lines of evidence. Students learn practical skills, such as artifact analysis and site mapping, as well as marginalized histories, from ancient states to the more recent past. 1 unit-Gómez.

Rationale: “The current description of AN 103 Introduction to Archaeology highlights the basic history, methods, and theoretical approaches used to investigate the shaping of human history, from fossil ancestors to ancient states. The new course description is a more accurate reflection of how the course is currently taught. Instead of highlighting the progression of human history, from fossil ancestors to ancient states, the course now focuses on the construction of pluralistic histories using multiple lines of evidence. More emphasis is placed on marginalized histories and excluded pasts, rather than on the "course of the human past."

38. The Department of History proposes revising the course title and description of **HY 261-The Great Age of Islam, 550-1500**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course title and description: HY 261-The Great Age of Islam, 550-1500. Introduction to the Middle East from the rise of Islam in the 7th century to the consolidation of most of the region under the Ottoman Empire in the sixteenth century. Emphasis on the social and political organization of early Islamic empires, Turkic and Mongol invasions, and the courtly military, legal and domestic spheres. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit - Murphy.

Revised course title and description: HY 261-Formation of Islamic Societies. Development of an Islamic world through formation of key institutions of Islamic urban life, the changing relationships of tribal and agrarian societies to urban society, and the differentiation of public and private space. 1 unit-Murphy.

Rationale for renaming: “Bring course title into line with other curricular offerings to more accurately reflect course focus and relationship to other courses. In particular, HY 261 and HY 262 will no longer serve as separate blocks forming ‘the survey’ of Islamic history in the Middle East, since that survey is now offered in a two-block

course (HY 133) and comparatively in the two-block HY 104, in line with offerings in other geographic regions within the History Department.”

Rationale for revised course: “I have taught a closely related version of this course twice under the History Topics rubric and would like to regularize it as part of the standing Middle Eastern history curriculum. This course investigates and critically examines the privileged role of urban history in Islamic history, introducing students to central institutions of Islamic society and changes in the urban landscape from late antiquity. Additionally, the course uses urban history to illuminate key contours in Islamic and Western historiographies. It serves the History major as a course focusing on the pre-modern period, and serves the HY/PS major and Arabic minor. As a topics course, this course has already received Diverse Cultures and Critiques designation; such designation will be requested for the permanent course number as well.”

Library, staffing, and technology impact: None.

39. The Department of History proposes revising the course title and description of **HY 262-Islamic Empires and Their Discontents, 1500-Present**, with the approval of the Social Science Executive Committee and the Committee on Instruction

Current course title and description: HY 262-Islamic Empires and Their Discontents, 1500-Present. Study of the Middle East through the increasing economic and cultural globalization of the early modern and modern periods. Focus on internal and external ideas of science and technology, economic and individual liberty, and religious identity. Places these in the context of the rise and fall of nationalism, secularism, and Ottoman and European empires in the region. (Meets the Critical Perspectives: Diverse Cultures and Critiques requirement.) 1 unit-Murphy.

Revised course title and description:: HY 262/FG 206-The Modern Middle East: Freedoms and Authorities. Analysis of the variety of lived experiences and questions of freedom and authority in everyday life in the Middle East. Attention to the impact of modernity on gender roles and social order in the Middle East. 1 unit-Murphy.

Rationale for renaming: “Bring course title into line with other curricular offerings to more accurately reflect course focus and relationship to other courses, including the long-standing two-block Freedom and Authority course. In particular, HY 261 and HY 262 will no longer serve as separate blocks forming ‘the survey’ of Islamic history in the Middle East, since that survey is now offered in a two-block course (HY 133) and comparatively in the two-block HY 104, in line with offerings in other geographic regions within the History Department.”

Rationale for revised course: “I have taught this course twice under the History Top-

ics rubric and would like to regularize it as part of my standing Middle Eastern history curriculum. This course uses social history and ‘everyday life’ analysis to critically examine issues of gender, law, and popular culture in modern Middle Eastern and Muslim-majority states of Afghanistan and Pakistan. This approach highlights the diversity of experience in Muslim-majority societies and offers an alternative to top-down studies of politics. It also serves the History major as a course focusing on the modern period, and serves the HY/PS major, FGS Program, and Arabic minor. As a topics course, this course has already received Diverse Cultures and Critiques designation; such designation will be requested for the permanent course number as well.”

Library, staffing, and technology impact: None

40. The Department of History proposes revising the course title and description of **HY 252-Origins of Modern Science**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course title and description: HY 252-The Origins of Modern Science.

The history of science from the ancient world through Newton, with emphasis on the relationships of scientific developments to social patterns and philosophical and theological models of the universe. 1 unit-Department.

Revised Title and Catalogue Description: HY 252-Magic, Science, and Religion in the Mediterranean. How have science and religion come to be seen as such different enterprises? What role has the charge of ‘magic’ played in setting boundaries between communities as they sought to understand both the workings of the natural world and spiritual revelation? This course examines the intertwined histories of what we now call magic, science, and religion, through Babylonian, Hebrew, Greek, Arabic, and Latin sources, from the ancient through the early modern periods. 1 unit-Murphy, Schwarz.

Rationale: “HY 252 has not been taught regularly in recent years. Staffing changes in the History and Religion Departments mean that new faculty with training in the intersection of magic, religion and science will be teaching this course and this title and course description change more accurately reflect the revised offering. In particular in this course, we explore the fuzzy boundaries for practitioners between magic, natural philosophy and natural history, and religion, and the way these categories informed one another over time. Special attention to the interreligious dialogue that took place around ‘scientific’ and ‘religious’ texts and practices in the Mediterranean region.”

Library, staffing, and technology impact: None

41. The Department of History is proposing to add a new course, **HY 269-The Old South: Settlement, Slavery, Secession** and to drop **HY 251-The History of American**

Thought and Culture, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: HY 269-The Old South: Settlement, Slavery, Secession. Explores key themes in Southern history from colonial settlement through the American Civil War. Examines the distinctiveness of the American South, and how Southern life was shaped by slavery, particularly in the ways the plantation economy informed Southern political culture, gender and race relations. Other important issues include: Anglo-American encounters with Native Americans, the Great Awakening, the American Revolution, Jeffersonian republicanism, the War of 1812, the Mexican-American War, and the rise of Southern nationalism. 1 unit- Rommel-Ruiz.

Rationale: “This course has been offered twice as a HY 200: Topics in History course, and Professor Bryan Rommel-Ruiz’s wants to add it to the History Department’s regular course offerings as part of his emerging curriculum in the history of the American South.”

Library, Staffing, and Technology Impact: None.

Drop: HY 251-The History of American Thought and Culture.

42. The Department of History is proposing a new course, **HY 270-The New South: Modernity, Race and the Transformation of Southern Life** and dropping **HY 376-England: The Age of Kings**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: HY 270-The New South: Modernity, Race, and the Transformation of Southern Life. Examines the ways the American Civil War and Reconstruction reshaped the American South and forced the region to live in a world without plantation slavery, the historic foundation of its political economy and social relations. This course will also look at how white supremacy defined regional race and class relations from the civil rights movements during Reconstruction through the 1960s. Key issues include the legacy of Jeffersonian agrarianism, the history of the Ku Klux Klan, industrial capitalism, the Great Depression and the New Deal, religious life, the American two-party system, and whether the South remains a distinctive region in the modern United States. 1 unit- Rommel-Ruiz.

Rationale: “This course is the second half of the proposed HY 269 survey course in the history of the American South. This course is also important to Professor Bryan Rommel-Ruiz’s emerging curriculum in American Southern History.”

Library, Staffing, and Technology Impact: None.

Drop HY 376-England: The Age of Kings. This course has not been taught since Robert McJimsey retired in 2008.

43. The Department of History is proposing a new course, **HY 315-Film and History** and dropping **HY 377-England: Age of Reformation and Revolution**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: HY 315-Film and History. Examines the representation of history in film. It compares a series of films to major themes and issues in the historiographical literature, and raises questions about the ways films should adhere to the academic standards of the historical discipline. Students will read significant debates among cinematic and academic historians, and explore the possibilities and limitations of cinematic presentations of history. 1 unit-Rommel-Ruiz, Showalter, Neel.

Rationale: “This course has been taught as HY 200 Topics in History more than twice, and Professor Bryan Rommel-Ruiz’s wants to add it to the History Department’s regular course offerings. This course has been part of Professor Rommel-Ruiz’s curriculum in American popular culture. Other members of the History Department have expressed interest in teaching this course as well. The History Department wants to offer this course as an upper-level class because it encourages students to examine issues that define the discipline and major arguments that inform particular historical fields.”

Library, Staffing, and Technology Impact: None. Currently, History classrooms are equipped with the technology to present films. The History Department provides its faculty with funds to support their curricula, which faculty can use to purchase films related to their courses.”

Drop: HY 377-England: Age of Reformation and Revolution. This course has not been taught since Robert McJimsey retired in 2008.

44. The Department of Economics and Business propose limiting the course size to 16 students (when taught internationally) in **EC 391-Advanced Topics in Business: Social Entrepreneurship**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description and prerequisites: EC 391-Advanced Topics in Business: Social Entrepreneurship. A critical examination of how social and environmental challenges can create entrepreneurial opportunities. Topics include microfinance, investment, planning, government regulation, distribution and sustainment of private sector activity through both non-profit and for-profit approaches. Requires field study and additional student expense. *Prerequisite:* EC 150 (or 151 and 152) and; EC 160 and COI. 1 unit-Parco. Course Limit: 16, when taught internationally.

Rationale: “Building transformative businesses that serve the underprivileged requires talented individuals who have the skills, passion and moral imagination to create global solutions to world poverty. Given both student and college-wide community interest in supporting social development, there seems to be strong justification for such a course aimed at developing business leaders of tomorrow in this realm. Very few undergraduate institutions are able to pursue a course incorporating field studies in social entrepreneurship because of the geographic distances involved and the lack of networked relationships in the areas of the world of greatest potential. However, the CC Block Plan affords a unique opportunity to do so.

I plan to offer a course, co-taught with a colleague (Wendy Volkland-Wallace) who is currently working in microfinance and social entrepreneurship in East Africa. She plans to return to the US later next year, but before she does, she has expressed an interest in hosting a field study portion of the proposed course in Kenya and Burundi. Thus, I hope to pilot this course as a jointly-taught endeavor with her during Block 2 next fall (2012) to determine the feasibility and potential long-term viability of such a course. The potential opportunities could extend to future student theses and summer internships.

After considerable consultation about the feasibility of such a course with my colleague, we feel the richest experience would be to spend an intensive week-long classroom immersion (8-hours a day for 5 days) at CC, followed by two week-long field studies: one in Nairobi, the most well-developed center of social entrepreneurship in all of Africa; and another week in Bujumbura, one of the poorest areas in the world where the potential for microfinance and social entrepreneurship is most apparent. Students would return home and present their field analyses and proposed business plans during the final week of the course.

Given the political instability of the region, the alternative to the African field studies could be scheduled for India, although our networked contacts are less well-developed there. Thus, our preference is to travel to Africa where we feel we can provide the most robust field study possible.

We are requesting “Consent of Instructor” as part of the course offering so that students can be made fully aware of (1) the potential extra expense associated with the field trip in the event sufficient external funding cannot be secured in time; (2) their commitment to make payment prior to the beginning of the course, if necessary; and, (3) the procedures for applying for financial aid, if necessary. Because of foreign travel requirements, we would also want to ensure travel eligibility (valid passports and visas) is secured in a timely fashion.”

Course Limit Justification: For reasons of cost, logistics and safety, the maximum

number of students we would feel comfortable in taking is sixteen. Other schools, such as Johns Hopkins and MIT, have developed similar programs where their standard travel group sizes are routinely kept to 10-12. We feel that with two faculty advisors on the trip, we could increase this to sixteen and when necessary, break up into smaller groups.

The first concern is one of cost. Our desire is to secure an external source of funding so that no student has to incur any additional expense for the trip. With a class size of 16, the pricetag for the trip would be \$81,000. In the current fundraising environment, this will prove to be a challenge – one that we ardently hope to overcome as best we can. However, adding additional students will only increase the chances that students will have to pay for some, if not all of the trip expenses.

Many of the facilities and areas to which we would travel simply cannot accommodate large groups, which is also related to our second concern, and that is one of logistics. Because many of the facilities to where we traveling have limited space (e.g., 12-erson conference rooms, hotel availability, etc.), there is a limit to how much we can over-subscribe the available facilities. Absent access to reliable public transportation, we plan to travel to Burundi site visits using vans and taxis. Our desire is to secure 10-passenger vans, however, in some cases we may be forced to use private taxis. Naturally, increasing group size creates an additional layer of logistical complexity that could stifle some of our plans.

The final concern is one of safety. Both Nairobi and Bujumbura are relatively safe places to visit so long as one knows where not to venture. These particular African nations are accustomed to Western visitors in small groups (mostly missionaries and church groups). To maximize the safety of the travel experience, it is our desire to blend in as much as we can, and thus, a smaller group size is preferable. The US State Department has travel advisories in place for travel to Burundi and Kenya due to the involvement of both countries' ongoing peacekeeping operations in Somalia. Nevertheless, we currently estimate the local risks of the specific areas to where we would travel as low, but will monitor the situation closely. Safety is, and will remain our primary consideration for this trip.

Idealistically, our preference would be to take as many students into the course as possible. Yet, we don't wish to diminish, dilute or place any additional risk on the course, and for these reasons, we wish to establish sixteen students as the maximum upper limit for which we feel capable or comfortable.

Teaching Rotation: This course will be taught every other year opposite of *EC320 Entrepreneurship*. Although both courses look at the process of evaluating opportunities for innovation and taking advantage of market opportunities, the core readings and realms that are covered in each course are completely different (quite similar to sepa-

rate business courses in Corporate Finance and Investments).

Library Impact: We will work with the librarian well in advance of the course to ensure relevant and adequate reference materials are available to the students.

Technology Impact: Given the proposed structure of the course, we don't foresee any technological impacts. However, in the event a field study no longer is feasible for reasons of cost and/or concerns for student safety and well-being, we will likely need access to a dedicated facility for video conferencing at potentially off-hours (Bujumbura and Nairobi are +9 hours ahead of Mountain Standard Time).

45. The Department of Sociology proposes a new course, **SO 241-The Nonprofit Sector and Dropping SO 232-Japanese Society**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

SO 241-The Nonprofit Sector. An exploration of the history, structure, and functions of the nonprofit sector, especially in the United States. Topics will include philanthropy and voluntarism, the mixed (public-nonprofit) economy, the roles of the nonprofit sector in filling gaps left by the market and the state and in producing social capital, the rise of international nongovernmental organizations, and the emergence of new hybrid social enterprises with double- and triple-bottom lines. *Prerequisite:* Any 100 level SO class or consent of instructor. 1 unit-Livesay.

Rationale: "This course grew out of both Jeff Livesay's longstanding interest in the revival of the notion of civil society in academic and policy discourses and the relative neglect of the nonprofit sector in the college's curriculum. It has been successfully taught three times as Advanced Topics in Sociology: The Nonprofit Sector. College rules require that it be formally approved by the faculty as a regular part of the curriculum in order to be taught a fourth time."

The library impact will be minimal, and the technology impact will be nil.

Drop: SO 232-Japanese Society: to follow the Curran rule, we are asking to drop this course which was taught by a visitor many years ago and is no longer offered.

46. The Department of Education proposes revising the course description of **ED 120-Experienced Aides in the Colorado Springs Schools (.50 extended format)** and adding a new extended format course, **ED 140-Advanced Aides in the Colorado Springs Schools** with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: ED 120-Experienced Aides in the Colorado Springs

Schools. Students serve as an experienced instructional aide in local schools, completing 30 hours of service-learning in a K-12 classroom per semester. Activity varies according to the needs of the classroom, but the emphasis is on comparing and contrasting educational theories and practices with the earlier aiding experience and on offering direct instruction under the guidance of the classroom teacher. *Prerequisite:* ED100. 0.5 unit-Gortner, Stanec.

ED 120-Experienced Aides in the Colorado Springs Schools. Students serve as an experienced instructional aide in local schools, completing 30 hours of service-learning per semester in a K – 12 classroom. Activity varies according to the need of the classroom, but the emphasis is on comparing and contrasting educational theories and practices with earlier aiding experience, gaining a foundational understanding of lesson planning and teaching a lesson under the guidance of placement personnel. (Offered in fall, spring and January half-block). *Prerequisite:* ED100. 0.5 unit-Gortner, Stanec.

Add: ED 140-Advanced Aides in the Colorado Springs Schools. Students serve as an advanced instructional aide in local schools, completing 30 hours of service-learning per semester in a K – 12 classroom. Activity varies according to the need of the placement, but the emphasis is on gaining a deeper understanding of lesson planning and teaching a lesson with the focus on differentiation under the guidance of the placement personnel. (Offered in fall, spring and January half-block). *Prerequisite:* ED120. 0.5 unit-Gortner, Stanec.

Rationale: Each semester the Education Department offers ED100 College Aides in Colorado Springs Schools (0.5 units; extended format). The second course in the sequence is ED120. We often find that many students wish to repeat ED120, desiring a third course in the sequence. At the recommendation of the registrar, we are adding a third extended format course, ED140 Advanced Aides in the Colorado Springs Schools to address the concern of a repeat course appearing on a student’s transcript.

In addition, we are modifying the current course description for ED120 to better vertically align with the addition of ED140.

Library, staffing and technological Impact: There is currently adequate staffing in the Education Department to offer the course, which will run concurrently with ED120. In addition, Tutt Library and Information Technology will provide sufficient support for the course. There is no significant impact on either of these two services.

- VI. The General Education Oversight Committee and the Committee on Instruction have approved the following courses for Critical Perspectives: Diverse Cultures and Critiques designation.

a. **Courses proposed for Critical Perspectives: Diverse Cultures and Critiques.**

- i. **ES 200-Unpacking the Invisible Knapsack: Critical Whiteness Studies.** Introduces students to Critical Whiteness Studies (CWS), the scholarly interrogation of the social construction of whiteness, its interaction with gender, socioeconomic status, and other social markers, as well as the historical and contemporary social, cultural, and political resistance to white privilege. The premise of CWS is that historically, as well as in contemporary societies, whiteness, like gender and class, has been a fundamental source of societal stratification. It also recognizes that other forms of inequality have been or are based on age, religion, sexual orientation, and other social markers. Especially in the United States, customs and laws perpetuate discrimination and inequality based on white privilege. Hence, this course will also entail an interdisciplinary and intersectional critique and historical examination of the origins of white privilege in U.S. culture. Throughout the course, students will gauge the economic and political forces responsible for the construction and maintenance of whiteness. In addition, they will critique the multiple axes of race, gender and class in order to gain an understanding of the function of various mechanisms of privilege. 1 unit-Lewis.

The following questions will guide the course:

- a. What is Critical Whiteness Studies?
- b. What material work is necessary in order to intervene in the assumption that “whiteness always equals terror and racism?”
- c. How is whiteness an “unmarked marker?”
- d. What historical and social conditions led European immigrants to claim a racial identity?
- e. How and why have definitions of whiteness changed over historical time?
- f. What are the “wages of whiteness?”
- g. How does racism hinder class-based political movements?
- h. What is the relationship between working-class identities and epistemological solipsism and middle-class identities, neo-liberalism, and colorblind racism?
- i. How does “othering” work as a process of identity denial and formation?

Rationale: “Critical Whiteness Studies acknowledges that discussions about white privilege are distinct from conversations about overt racism and prejudice. Rather, theories of white privilege suggest that whites understand their social, cultural, and economic positions as a norm that everyone could attain, rather than as an advantaged position that is systemically maintained at the expense of others. As a result, this assumption implicitly constrains deconstructions of racial inequality; such explanations are limited to factors specific to disadvantaged racial groups (viewed as failing to achieve the norm), and solutions focus on what can be done to help those groups achieve the “normal” standards. It is important that our students understand that studying white privilege encourages us to conceptu-

alize racial inequality in a way that focuses as much on the advantages white privilege bequeaths white individuals as on the disadvantages that people of color experience as a result. A primary premise of white privilege theories is that racial injustice cannot be obliterated solely by examining disadvantaged groups. Rather, solutions to problems of racial inequality can only be achieved by explicitly interrogating the implicit advantages that whites, as a group, hold in society.”

- ii. **SO 290-Advanced Topics in Sociology: Socio-Economic Development in Contemporary Cuba.** Based on a collaborative relationship between Colorado College and the University of Havana, this international field course focuses on economic, political, and social change in Cuba since the collapse of the Soviet Bloc, with particular emphasis on recent socio-economic changes brought about by the global economic crisis. Topics addressed include Cuban economic thought, agriculture and rural economic policy, migration, U.S.-Cuban relations, health care, education, and the environment. At base, the course seeks to develop not only an understanding of how Cuban society came to be organized, but how it is attempting to adapt to broader economic, social, and political pressures. The course combines study of relevant literature and classroom discussion with local experts, conducted in Spanish, with related field excursions and a community engagement component. 1.5 units-Popkin and Roberts.

Rationale: “The purpose of the College’s Diverse Cultures and Critiques requirement is to help students “understand the unique perspective of their own culture by confronting other perspectives, both those *within the culture and those outside it.*” It further “urges students to consider the different arrangement of human society across space.” This course meets both of these objectives. Through a broad-based examination of and immersion in Cuban society, students will be exposed to *different ways of organizing economies* (e.g., agriculture, labor and property markets) *and public goods* (e.g., health care; education). The economic theories and principles that have informed Cuban social organization over the past half century will compel *students to reflect critically on taken-for-granted forms of social organization and perspectives within their own society.* Whether considered internal or external to the West, much of Cuban society is based on a critique of Western economic institutions, social policy, and their cultural underpinnings. Lastly, the course also addresses *marginalized communities* within Cuba—both historical and emerging. Specifically, as Cuba negotiates market reforms and introduces privatization initiatives, new social cleavages are beginning to emerge and existing inequalities are exacerbated. Through both academic work and extended civic engagement through a community center in a poor barrio of Havana that is being adversely affected by tourism-driven gentrification, this course will seek to understand the unique situation and struggles of these communities.”

- iii. **SO 190-Social Entrepreneurship in the Andes: Doing and Debating Development in Ecuador.** This course introduces students to the complex issues involved in grassroots community development in the global South at the contemporary moment. The

course combines both intensive study of the academic literature dealing with the subject and a community engagement component with an NGO carrying out social entrepreneurship work across Ecuador. We begin by reviewing major strands in the sociology of development, from the “modernization” theory that accompanied the rise of “development” in the immediate post-World War II period, through the critiques of that paradigm offered by dependency theorists and world-systems analysts, and the more recent arguments of “post-development” theorists and practitioners. We then turn to look at the emergence of neoliberal globalization and examine community development interventions associated with it, most notably in the field of microfinance. The course will then introduce students to different models of grassroots development interventions, including the “microconsignment model” pioneered by the Social Entrepreneurship Corps. Following this initial focus on the academic treatment of development theory and practice, the second module of the course involves community-based learning. During this second module, students will engage in development practice through an internship with Social Entrepreneur Corps, assisting this NGO with its work with micro-entrepreneurs in indigenous communities in Southern Ecuador. After this field placement, the final module of the course brings students back to the classroom and seeks to integrate their academic understanding of grassroots development with their experience in the field. 1 unit-Bakker.

Rationale: “This course, to be carried out in the South American nation of Ecuador, involves classroom-based and community-engaged learning around issues related to international development and poverty alleviation. Reflecting upon and working with communities to improve their livelihood prospects, the course offers students an in-depth look at various socio-economic aspects of marginalized communities within the Western tradition and it offers a numerous critiques of the Western tradition, both from the outside and from within. The course introduces students to critiques of the theory and practice of international development as well as innovative alternative development strategies currently being pursued at the grassroots in Ecuador. Our examination of the theory and practice of international development will address policies and interventions derived from modernization theory and neoliberalism, as well as critiques and alternatives emanating from dependency theory, world-systems analysis, and the post-development perspective. Also, in preparing students for their work in the indigenous communities, we will examine emergent Ecuadorian development strategies that critique mainstream models and are shaped by the Kechua understanding of “Sumak Kawsay” (“Buen Vivir” in Spanish, or “Living Well” in English). During the course’s community engagement module, students will be working hand-in-hand with residents in the region of Loja helping to implement an alternative development strategy (the microconsignment model) and striving to improve living conditions in these indigenous communities by providing access to needed goods, services, and economic opportunities.

VII. Committee Reports:

A. Curriculum Committee Report, Professor Genevieve Love, Chair.

1. First reading of the Committee's Proposed Modifications of the All-College General Education Requirements. The proposal will be distributed at the meeting. Please send your comments and suggestions to Professor Love.

VIII. New Business.

IX. Announcements.

Respectfully submitted,

Susan Ashley,
Dean of the Faculty
Dean of the College