

COLORADO COLLEGE

FACULTY AGENDA

Monday, March 8, 2010
Gates Common Room
Meeting begins at 3:30 p.m.
(Coffee served at 3:00 p.m.)

- I. Approval of the minutes of the February 8, 2010 faculty meeting.
- II. Dean's Report.
- III. Report of the Chair, Faculty Executive Committee.
- IV. Report of the Committee on Admission and Financial Aid, Professor Emily Chan.
- 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. 1-14)
 1. The Department of Religion proposes changing the course description of **RE 405-Senior Thesis**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course description: RE 405-Senior Thesis. Preparation of a thesis on a topic chosen by the student and approved by the department. *Prerequisite:* Consent of Instructor. 1 unit-Department.

Revised course description: RE 405-Senior Thesis. First block of thesis preparation on a topic chosen by the student and approved by the department. Extended Format for fall semester. Required by all majors. .50 unit.

Rationale: See the rationale in item two.
 2. The Department of Religion proposes adding a new course, **RE 406-Senior Thesis**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: RE 406-Senior Thesis. Second block of thesis preparation. An independent block in spring semester. Required of all majors. 1 unit-Department.

Rationale: "The Religion department decided that our Capstone experience will be a newly required two-block Senior Thesis in place of a one-block Senior Seminar we used to require. During the fall semester extended format block, all senior Religion majors will work both independently and as a group mentored by the entire department faculty, with regularly

scheduled group meetings in addition to individual meetings with a Thesis advisor. So our previously optional RE 405 Senior Thesis will now be a one and one-half block Thesis requirement.”

3. The Department of Religion proposes revising the requirements for the major in Religion in order to add the thesis requirement. These changes have been reviewed by the Humanities Executive Committee and the Committee on Instruction. Note: these changes to the requirements for the major in Religion do not require a vote of the faculty and are presented for the information of the faculty, especially with regard to advising.

Current requirements for the major in Religion:

The major in religion consists of at least 11 courses in religion, including the following:

1. Three 100-level courses in particular traditions, at least one of which must be chosen from religions originating in Asia (160, 170, 180) and at least one of which must be chosen from religions originating in the Middle East (120, 130, 140). These courses introduce students to basic skills and concepts in the academic study of religion, such as critical methods for the close reading of texts, the relation between religious beliefs and practices and their historical and cultural contexts, and basic elements of religion, including myth, ritual, devotion, theology, and ethics.
2. Two 200-level courses on topics in religious studies. These courses include material from two or more religious traditions, examine different interpretive approaches within a tradition, or compare patterns of the formation of religious identity or institutions in various traditions.
3. Three 300-level courses in advanced study of a topic or tradition. These courses carry prerequisites and demand greater depth of reading and higher quality of writing. Students will typically conduct independent research in the completion of a major project.
4. One course in biblical studies (111, 112, 213). The Bible is a central religious and literary text in the Western tradition and informs the music, literature, visual art, moral codes, architecture, political rhetoric, and social discourse of the cultural context in which our students are located.
5. Seminar in Theory and Method (302). This seminar examines theories about the origin and function of religion, as well as leading methods of religious studies, through close reading of classic and contemporary texts. Enrollment is limited to junior and senior majors.
6. One additional course in the department.

Revised requirements for the major in Religion:

The major in Religion consists of 12.5 courses in Religion, including:

1. Three 100-level courses in particular traditions, at least one of which must be chosen from religions originating in Asia (160, 170, 180) and at least one of which must be chosen from religions originating in the Middle East (120, 130, 140). These courses introduce students to basic skills and concepts in the academic study of religion, such as critical methods for the close reading of texts, the relation between religious beliefs and practices and their historical and cultural contexts, and basic elements of religion including myth, ritual, devotion, theology, and ethics.
 2. Two 200-level courses on topics in religious studies. These courses include material from two or more religious traditions, examine different interpretive approaches within a tradition, or compare patterns of the formation of religious identity or institutions in various traditions.
 3. Three 300-level courses in advanced study of a topic or tradition. These courses carry prerequisites and demand greater depth of reading and higher quality of writing. Students will typically conduct independent research in the completion of a major project.
 4. One course in biblical studies (111, 112, 213). The Bible is a central religious and literary text in the Western tradition and informs the music, literature, visual art, moral codes, architecture, political rhetoric, and social discourse of the cultural context in which our students are located.
 5. Seminar in Theory and Method (302). This seminar examines theories about the origin and function of religion, as well as leading methods of religious studies, through close reading of classic and contemporary texts. Enrollment is limited to junior and senior majors.
 6. One and one-half Block Senior Thesis (405 and 406). One half unit extended format course in the fall and a one block course in the spring.
 7. One additional course in the department.
4. The Department of English proposes a new course, **FG 221-Women of the Negritude Movement, 1919-1960**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: FG 221-Women of the Negritude Movement, 1919-1960. Examines the role of women from French colonies in Africa and the Caribbean in the anti-colonial Négritude movement in the first half of the twentieth century. Studies how the ideology and values of the Négritude movement engaged with the major political and aesthetic ideologies of the day. Students have the option of reading the class material in the original French for French or Comparative Literature credit. 1 unit-Department.

Rationale: “I believe this course will be a valuable contribution to the Feminist and Gender Studies, Comparative Literature and Race and Ethnic Studies curricula. I would like to encourage students who are studying French to read some if not all of the material in the origi-

nal, and would like to work with a faculty member in the French (or Mediterranean Studies programs) on appropriate assignments for students who want Comparative Literature credit.”

5. The Department of Drama and Dance proposes revising the course title and course description of **DR 110-Fundamentals of Technical Theatre**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: DR 110- Fundamentals of Technical Theatre.

Basic technical theatre: its vocabulary, theory, and application, and its relationship to sets, lights, and costumes. Computer use for technical theatre, safety parameters, and basic board operation. *Prerequisite:* Requires participation in one stage production. Limited to 14. 1 unit-Davis-Green.

Revised course title and description: DR 110-Fundamentals of Design and Technical Theatre.

Basic theatrical design and technical theatre, its vocabulary, theory and application in the areas of technical direction, sound, lighting, set and costume design. A foundation course with emphasis placed on understanding the collaborative nature of technical theatre in production. Limited to 14. 1 unit-Davis-Green

Rationale: “Currently, drama and dance majors are required to take only one technical or design course. As proposed above, material for this course has been expanded to include the introductory elements of DR 111- Fundamentals of Theatrical Design as well as the previously taught content of DR 110, and will provide students with a basic introduction to all areas of technical theatre and design, albeit in less depth. This course will allow students to make more thoughtful choices about areas they would like to study in greater depth, while ensuring that all the fundamental areas of design are covered within the one required course. The class size limit is based on the actual space available in our design classroom and the intensive laboratory nature of the course.”

Library Impact: None.

6. The Department of Drama and Dance proposes dropping **DR 111-Fundamentals of Theatrical Design**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Drop: DR111- Fundamentals of Theatrical Design. Basic theatrical design-its vocabulary, drafting, theory, and application-taught in a historical and practical approach. Scene, lighting, properties, makeup, and costume designs will be covered. Computer use for theatrical design, including WYSIWYG, Minicad, and Sound Forge. Limited to 14. *Prerequisite:* Requires participation in one stage production. 1 unit-Davis-Green.

Rationale: “The department proposes this change based on the recommendation of our new design faculty person, Professor Marie Davis-Green. She feels DR 110 is better suited to teach a full introduction to technical design for students and majors who are only required to take one design course.”

7. The Department of Drama and Dance proposes revising the course number, title and description of **DR 300-Independent Study Drama**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course number, title and course description. DR 300-Independent Study in Drama. Work in special fields in Drama appropriate to the needs and/or interests of qualified students. *Prerequisite:* Consent of Instructor. 1 unit-Department.

Revised course number, title and course description. DR 325-Independent Study in Drama and Dance. Work in special fields in Drama and Dance appropriate to the needs and/or interests of qualified students. *Prerequisite:* Consent of Instructor. 1 unit-Department.

Rationale: “Assigning 325 as the course number for independent study in both Drama and Dance simplifies “housekeeping” for the department, and frees the DR 200 number to clarify the appropriate level of preparation for our topics courses.”

8. The Department of Drama and Dance proposes adding five new courses, **DA 200-Topics in Dance, DR 300-Topics in Drama or Dance, DA 300-Topics in Drama or Dance, DR 400-Topics in Drama or Dance, and DA 400-Topics in Drama and Dance**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Add: DA 200-Topics in Dance. Courses offered by resident and visiting faculty on specialized topics. 1 unit-Department.

Add: DR 300-Topics in Drama or Dance. Courses offered by resident and visiting faculty on specialized topics. 1 unit-Department.

Add: DA 300-Topics in Drama or Dance. Courses offered by resident and visiting faculty on specialized topics. 1 unit-Department.

Add: DR 400-Topics in Drama and Dance. Courses offered by resident and visiting faculty on specialized topics. 1 unit-Department.

Add: DA 400-Topics in Drama and Dance. Courses offered by resident and visiting faculty on specialized topics. 1 unit-Department.

Rationale: “The recent hires and reorganization of our department curriculum has necessitated renumbering of topics courses that are of interest to both drama and dance students, allowing us to properly “cross list” courses with the department.

Currently, we have 2 ways to offer topics: DR 200 in Drama, and DA325 in Dance. If we cross list a course, it is confusing to students who see a 300 level listed in one case, and a 200 level listed in the other.

The Drama/Dance Department seeks to clarify the numbering of our topics courses while implementing an easy way to “cross list” courses within our department.”

9. The Department of Mathematics proposes adding a new course, **MA 129-Calculus 2**, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

Add: MA 129-Calculus 2. Techniques of integration, applications of the definite integral, differential equations, Taylor polynomials, vectors in two and three dimensions, differential calculus of functions of several variables. *Prerequisite:* Mathematics 125 or 126. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) No Credit after MA127 or MA128. 1 unit-Anderson, Brown, Erickson, McDougall, Siddoway.

Rationale: Because of the substantial changes in topics to be taught in our modified Calculus 2 course, we are assigning a new course number: MA 129-Calculus 2. We also note that a large number of students are likely to be affected by this change, as we offer six blocks of Calculus 2 to approximately 130 students each year. Over the next few years, students who have completed either MA 128 or MA 129 will simultaneously enroll in MA 204-Calculus 3 and other 200 level classes for which Calculus 2 is a prerequisite. The two sets of students will differ in their preparation, and it will simplify advising and class room procedures to be able to determine which students have taken which version of Calculus 2.

The course will no longer include infinite sequences and series (now in the new MA 204 Calculus 3 already approved by the faculty). Taylor polynomials and applications will still be studied but without consideration of convergence for the corresponding infinite series. In place of sequences and series students will learn techniques of multi-variable differential calculus, formerly taught in Calculus 3. Although sequences and series are fundamental to the study of mathematics, they are not as widely applicable in scientific applications as multi-variable differential calculus. Many applications in the sciences and in economics involve functions of more than one variable; students completing Calculus 2 will be able to apply the fundamental ideas of differential calculus in such situations.

Vectors in two and three dimensions, formerly taught in Calculus 3, are also new in the proposed course description. In order to effectively teach partial derivatives and applications such as constrained optimization (Lagrange multipliers), it is necessary to provide a basis of knowledge of the underlying vector geometry. In addition, we propose that students who have completed Calculus 2 will have the option of enrolling directly in MA220 Linear Algebra or MA251 Number Theory without taking the former prerequisite Calculus 3; an understanding of vector geometry is also essential background for Linear Algebra.”

10. The Department of Mathematics proposes dropping **MA 128-Calculus 2**, with the approval of the Natural Sciences Executive Committee and the Committee on Instruction.

Drop: MA 128-Calculus 2. Techniques of integration, applications of the definite integral, differential equations, infinite series. (No credit if taken after 127.) *Prerequisite:* Mathematics 125 or 126 No credit after Mathematics 127. (Meets the Critical Perspectives: Scientific

Investigation of the Natural World requirement.) 1 unit-Anderson, Erickson, McDougall, Siddoway.

11. The Department of Mathematics proposes changing the course description and course title of **MA 127-Calculus Review**, with the approval of the Natural Science Executive Committee and the Committee on Instruction.

Current course title and description: MA 127-Calculus Review. A review of the differential and integral calculus of one variable, including techniques, some applications and an introduction to infinite series. This course is intended for students who have had a previous two-semester course in calculus covering basic techniques of both differentiation and integration, and wish to review this material. This course fulfills all requirements met by 128; no credit given if taken after 128. Prerequisite: Consent of instructor and 1 year calculus. No credit after Mathematics 128. (Meets the Critical Perspectives: Scientific Investigation of the Natural World requirement.) (Not offered 2009-10.) 1 unit-Department.

Revised course title and description: MA 127-Calculus 1 and 2 Accelerated Review. An accelerated review of differential and integral calculus of one variable, including a study of the differential calculus for functions of several variables. Designed for students who have already been exposed to topics traditionally included in two semesters of calculus. MA 127 fulfills all requirements met by MA 129; no credit after MA 128 or MA 129. *Prerequisite:* One year of high school calculus and consent of instructor. (Meets the Critical Perspectives: Scientific Investigations of the Natural World requirement.) 1 unit-Department.

Rationale: “Although MA 127 is only occasionally offered, it continues to be a useful course description for some of our FYE classes in mathematics. We also anticipate that after our modifications to the calculus sequence, the course may become more useful for incoming freshman who have taken two semesters of calculus in high school and wish to use this course to prepare for taking other 200 level courses in the department. The new description adapts to the modified material in our new MA 129 Calculus 2.”

Staffing impact: There will be no staffing impact. We will continue to offer the same number of calculus two courses each year (currently six).

Library impact: None expected.

Technology impact: None expected.

Impact on other departments: These changes will affect a number of departments who require calculus as prerequisites, or as recommended courses. We have consulted with each department in the Natural Science Division with calculus prerequisites for their students, and with the Economics Department. All departments responded favorably to the changes we described.

The Curran Rule and MA129. The course MA129 is a new class that replaces MA128 Calculus 2 – there will be no net addition of classes in approving MA129 Calculus 2.

12. The Race and Ethnic Studies Program propose revising the course description of **ES 209-Youth, Power and Social Movements**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: ES 209-Youth, Power, and Social Movements. Explores how youth-based and youth-led social movements emerge, how youth conceptualize and frame issues of social justice and social change, and the role of expressive forms such as art and music in the formation, development, and trajectory of social movements and political activism. 1 unit-Tiongson.

Revised course description: ES 209-Youth, Power, and Social Movements. Examines how youth-based and youth-led social movements emerge, how youth conceptualize and frame issues of social justice, and how youth who occupy marginal positions provide critical perspectives on social change based on their race, class, gender and sexuality. Explores the role of expressive forms such as art and music in the formation, development, and trajectory of social movements and political activism. 1 unit-Tiongson.

Rationale: “The revised description includes a key theme of the course -- the critical role of marginalized perspectives in generating social movements.”

13. The Department of Economics and Business proposes changing the prerequisite and course description of **EC 209-Intermediate Macroeconomic Theory**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description and prerequisite: EC 209-Intermediate Macroeconomic Theory. Economic aggregates as they relate to the determination of income and employment, saving, investment and the rate of interest, wages, and prices. The Keynesian model and its implications for macroeconomic policies, especially monetary and fiscal policies, as a means of coping with problems of unemployment, inflation and economic growth. Some comparisons with the classical macro model and some extensions to recent growth theories. *Prerequisite:* Economics 150 (or 151 and 152). 1 unit-de Araujo and Redmount.

Revised course description and prerequisite: EC 209-Intermediate Macroeconomic Theory. Macroeconomic models that study the relationships between economic aggregates such as: income, consumption, employment, savings, investment, government expenditures, net exports, interest rates, wages, and prices. Comparison of models to real world data and applications to fiscal and monetary policies in the short and long runs. *Prerequisite:* Economics 150 (or 151 and 152) and Math 126. 1 unit-de Araujo and Redmount.

Rationale:The revised course description more accurately describes the content of the course as it is currently taught. In addition, EC209 – Intermediate Macroeconomic Theory now employs models that require more mathematical training than previously needed.

Library Impact: None.

Other Impacts: Since IPE majors are required to take either E209 or E207, and both would have a math prerequisite under the new description, they would need to satisfy that requirement before enrolling for either of these courses.

This proposed change should not affect the overall number of students enrolling in mathematics courses as Probability and Statistics would not be required for the major anymore.

14. The Faculty of International Political Economy propose revising the requirements for the major with the approval of the Social Science Executive Committee and the Committee on Instruction. These changes do not require a vote of the faculty and are presented for the information of the faculty especially with regard to academic advising.

Current requirements for the major in International Political Economy.

International Political Economy. Advisers: Professors GOULD, HENDRICKSON (Political Science), KAPURIA-FOREMAN (Economics), LYBECKER (Economics).

THE MAJOR — REQUIREMENTS:

The major in International Political Economy prepares students for careers in government, international organizations, international business, or private foundations; for further study in international economics and politics; and for constructive citizenship in a world of increasing interdependence. The major is designed for students with broad interests in international studies.

The major focuses on the interaction between politics and economics in comparative and international settings. It examines the possibilities and constraints furnished by social structures, institutions, ideologies, and culture within and across societies, and it looks at the interplay of economic and political forces in the world arena.

Students are introduced to the field in their junior year when they take Introduction to International Political Economy, a course emphasizing theoretical foundations. They draw upon this body of theory as they undertake a research experience during the senior year.

A student majoring in International Political Economy must complete a minimum of 16 units of credit, including the following requirements:

- a.) At least five units of credit in political science, including one theory course (PS205, 270, 265, or 292) AND PS 209 or 225. Either PS209 or 225 can be counted towards the IPE major, but not both. The remaining units must come from the comparative and international relations subfields, including one unit from each. Students may take a maximum of one pre-approved elective from outside the political science department;

- b.) At least five units of credit in economics, including: EC 150, (or 151 and 152), 207 or 209, 342 or 344 and 334 or 337 or 339 or EC 390 when applicable (e.g., Global Environmental Economics);
- c.) Demonstrate second-year college proficiency in a modern foreign language or earn at least three units of credit from an approved program of studies outside the United States;
- d.) EC/PS 375 (normally taken in the junior year);
- e.) Statistics (EC 200, MA 117 or BY 220);
- f.) Capstone Research Experience — student must complete one of the following: PS 470 (or 410 or 412), EC 498, or PS 450. Senior international political economy majors must also participate in a noncredit, extended-format seminar to present their project and discuss the projects of their peers.

Revised requirements for the major in International Political Economy:

A student majoring in international political economy must complete a minimum of 16 units of credit, including the following requirements:

- a.) At least five units of credit in political science, including one theory course (PS205, 270, 265, or 292) AND PS 209 or 225. Either PS209 or 225 can be counted towards the IPE major, but not both. The remaining units must come from the comparative and international relations subfields, including one unit from each. Students may take a maximum of one pre-approved elective from outside the political science department;
- b.) At least four units of credit in economics, including: EC 150, (or 151 and 152), EC 207 or 209 AND EC 342 or 344. One of the following courses is strongly recommended but NOT REQUIRED EC 334, 337, 339 or EC 390 when applicable (e.g. Global Environmental Economics);
- c.) Demonstrate second-year college proficiency in a modern foreign language or earn at least three units of credit from an approved program of studies outside the United States;
- d.) EC/PS 375 (normally taken in the junior year);
- e.) Statistics (EC 200, MA 117 or BY 220);
- f.) Capstone Research Experience — student must complete one of the following: PS 470 (or 410 or 412), EC 498, or PS 450. Senior international political economy majors must also participate in a noncredit, extended-format seminar to present their project and discuss the projects of their peers.

Rationale: “The Economics Department is requiring one less unit of elective credit in order

to accommodate the one unit Math 126 prerequisite for EC209: Intermediate Macroeconomic Theory and to comply with the 16 unit rule for maximum number required courses in a major.”

Library Impact: None.

VI. The General Education Oversight Committee presents the following courses for Critical Perspectives: Diverse Cultures and Critiques with the approval of the Committee on Instruction.

Courses proposed for Diverse Cultures and Critiques:

1. EC 390-Advanced Topics in Economics: Economic Development of China and India. This course deals with the recent growth and development of China and India. It will emphasize models of growth and growth accounting for India and China and cover pre-reform, reform and post-reform performance in terms of growth, poverty, and inequality. It will examine these economies’ global impact and their mutual interdependence. *Prerequisites:* EC150 (or EC 151 and EC152). 1 unit-Kapurria-Foreman.

Rationale: “This course will focus on the economic development of non-Western societies (China and India). The readings and class assignments will deal with the Chinese and Indian growth and development experiences and their roles in the world economy.”

2. RE 352--Holy Men, Manly Men: Gods, Buddhas, and Gurus in South Asia. Cults of masculinity have been intrinsic to South Asian culture for millennia. Whether in ancient Vedic literature, or in the heterodox traditions of Buddhism and Jainism and the Hindu epics that followed; whether in the ascetic traditions of *yoga*, the popular *puranas*, or the lives of modern-day saints, the leading Man has been carefully fashioned to represent power, purity and prestige. This course examines such texts and traditions from diverse periods in Indian history in order to identify and deconstruct the ideologies that divinize masculinity and masculinize divinity. *Prerequisite:* RE 160 or RE 170 or consent of instructor.1 unit-Coleman.

Rationale: “This course focuses primarily on non-western cultures and religions. Its focus on ideologies of masculinity in religion more generally, moreover, implies a critique of western religions as well.”

3. ES 207-Hip Hop and Ya’ Don’t Stop: Issues, Debates and Controversies. Provides a rigorous historical and theoretical understanding of the emergence of hip hop culture. The course examines how this expressive form both reflects and shapes existing social relations, and analyzes the relationship between hip hop, youth politics, youth violence, commercialization and globalization. 1 unit-Tiongson.

Rationale: “This course examines an expressive form that has been associated historically with marginalized communities and has served as a vehicle for marginalized youth to contest power.”

4. ES 209-Youth, Power, and Social Movements. Examines how youth-based and youth-led social

movements emerge, how youth conceptualize and frame issues of social justice, and how youth who occupy marginal positions provide critical perspectives on social change based on their race, class, gender and sexuality. Explores the role of expressive forms such as art and music in the formation, development, and trajectory of social movements and political activism. 1 unit-Tiongson.

Rationale: “The course explores the various ways youth have challenged systems of power through their involvement in social movements. Many of the youth who participate in social movements occupy marginal positions with respect to their race, class, gender and sexuality. The course examines their perspectives.”

5. PS 203-Topics in Politics: African Politics. Taken from the course syllabus: “This course provides an overview of post-colonial politics in the states of Sub Saharan Africa. Africa is often characterized as a continent in political and economic crisis. The course focuses on explanations for what many perceive as a crisis of African politics and traces developments that have played a significant role in shaping the politics of Africa's states, stressing variations both across the continent and across time. The course aims at bringing together macro and micro perspectives, not only analyzing broad trends of contemporary African politics, but also looking at competing interest groups and key figures, and studying how politics work in particular contexts . . . The course is structured in three parts. The first part is devoted to Africa's recent history from colonialism to independence. The second part looks at the challenges faced by post-colonial governments, from state crisis to economic failure and reform and democratization. The third part concentrates on conflicts, exploring their origin, their termination, and the intervention of external actors.”

Rationale: “The course treats “some facet of a non-Western society”. It focuses exclusively on Africa in a comparative political perspective.”

VII. President’s report.

VIII. New business.

IX. Announcements.

Respectfully submitted,
Susan Ashley
Dean of the Faculty
Dean of the College