

COLORADO COLLEGE FACULTY AGENDA

Monday, April 18, 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 March 14, 2011 faculty meeting.
- II. Report of the Dean.
- III. Report of the Chair, Faculty Executive Committee, Professor Esther Redmount.
- IV. Report of the Committee on Instruction.
 - A. The Committee on Instruction recommends approval of the following course additions, deletions, and revisions (Consent Agenda Items: IV, A., Items 1-8.)
 1. The Feminist and Gender Studies program proposes revising the course description of **FG 206-Topics in Feminist and Gender Studies**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: FG 206-Topics in Feminist and Gender Studies. Focuses on contemporary areas of concern. Courses will vary from year to year. 1 unit-Department.

Revised course description: FG 206-Topics in Feminist and Gender Studies. Focuses on contemporary areas of concern. Courses will vary from year to year. May be taught as a block or half-block course. 1 or .5 unit-Department.

Rationale: “We request the change in course description to accommodate faculty who wish to teach half-block courses under the topics rubric and reflect the corresponding change in units awarded when they do so.”

Library and technology impact: none.
 2. The Race and Ethnic Studies program proposes revising the course description of **ES 200-Topics in Race and Ethnic Studies**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: ES 200-Topics in Race and Ethnic Studies. Selected topics in the critical study of race and ethnicity. 1 unit-Department.

Revised course description: ES 200-Topics in Race and Ethnic Studies. Selected topics in the critical study of race and ethnicity. May be taught as block or half-block course. .5 or 1 unit-Department.

Rationale: “We request the change in course description to accommodate faculty who wish to teach half-block courses under the topics rubric and reflect the corresponding change in units awarded when they do so.”

Library and technology impact: none.

3. The Department of Political Science proposes revising the course description of **PS 408-Tutorial in Political Theory**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course description: PS 408-Tutorial in Political Theory. *Prerequisite:* Consent of Instructor. 1 unit-Grace.

Revised course description: PS 408-Tutorial in Political Theory. May be taught as a block course or as an extended format year-long course. *Prerequisite:* Consent of Instructor. 1 unit.

Rationale: “The faculty who teach this course believe that the extended format is often more suitable for the purposes of this course, and students have repeatedly requested this option as affording them both more scheduling flexibility and more time to reflect on the materials taught.”

4. The Department of Political Science proposes adding a new course, **PS 304-Political Psychology**, and dropping a course, **PS 316-State and Local Government**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: PS 304-Political Psychology. An overview of the interdisciplinary field of political psychology. Questions include: 1) Why do people engage in ‘evil’ behavior; 2) Why is there intergroup conflict; 3) How does the media alter political attitudes; and 4) Why do people make ‘irrational’ political decisions? To answer these questions we will engage the situationist - dispositionist debate: which shapes political behavior more, the situations in which individuals find themselves, or the psychological dispositions of those individuals? 1 unit-Wittmer.

Rationale: “This course adds a new dimension to our curriculum and reflects the interests of our new hire, Dana Wittmer.”

Library impact: none.

Drop: PS 316-State and Local Government. Examination of the political structures and leadership patterns in state and local governments. This will be an historical and beha-

vioral approach to exploring who governs, who wins and loses, and what kinds of people and groups make things happen in sub-national America. This course will be comparative in approach but will also focus on Colorado politics and government. (Also listed as Southwest Studies 316.) 1 unit-Loevy.

Rationale: “With Bob Loevy’s retirement, PS 316: State and Local Government will no longer be taught and can be dropped from the catalogue.”

5. The Department of Political Science proposes adding a new course cross-listed with Feminist and Gender Studies, **PS 211/FG 200-Women, Government and Public Policy** and dropping **PS 250-African American Feminist Thought**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: PS 211 /FG 200-Women, Government and Public Policy. Examines the relationship between women, government, and public policy --- with the primary goal of understanding how politics is gendered. Topics include the ‘waves’ of feminism, how female lawmakers navigate the electoral and legislative arenas, and the role of gender in public policy. 1 unit-Wittmer.

Rationale: “This course adds a previously uncovered subfield of political science to our curriculum and reflects the interests of our new hire, Dana Wittmer.”

Drop: PS 250-African American Feminist Thought in Politics. African American Feminist thought, also called “Womanism,” is usually considered to be a coherent theory worldwide, that uses experience as the arbiter of truth. This course will explore the development of feminist theory and the nature of African-American Political Activism. 1 unit-Fennell.

Rationale: “Please drop **PS 250: African-American Feminist Thought in Politics** from the catalogue. It has not been taught since the departure of Vera Fennell.”

6. The Department of Political Science proposes revising the course title and course description of **PS 372-Contemporary Political Theory**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Current course title and description: PS 372-Contemporary Political Theory. Reading of major essays from 1950 to the present of such thinkers as Hannah Arendt, Friedrich Hayek, Pierre Manent, Michael Oakeshott, John Rawls, Leo Strauss and Eric Voegelin. *Prerequisite:* Junior standing or Consent of Instructor. 1 unit-Fuller.

Revised course title and description: PS 372-Political Thought Since Nietzsche. Reading of major essays in political thought from Nietzsche to the present including such thinkers as Hannah Arendt, Friedrich Hayek, Pierre Manent, Michael Oakeshott, Leo Strauss and Eric Voegelin. *Prerequisite:* Junior standing or Consent of Instructor. 1 unit-Fuller.

Rationale: “This will not be a new course but the change in title will reflect the broader scope of the course. Many contemporary political thinkers respond in various ways to Nietzsche’s critique of modern politics. The change in title reflects my decision to incorporate more discussion of the development of political thought beginning with Nietzsche, without giving up consideration of contemporary issues in political thought.”

Library impact: none.

7. The Department of Political Science and the Environmental Studies program propose a new course, **PS 202/EV 202-United States Environmental Politics**, with the approval of the Social Science Executive Committee and the Committee on Instruction.

Add: PS 202/EV 202-United States Environmental Politics. Studies environmental politics in the United States from the early twentieth century through the present. Follows changing environmental policies at the federal level and investigates the environmental movement, the greening of industry, and the role of state and local governments in environmental regulation. Illuminates the diversity of approaches to environmental protection taken by different political actors in the U.S., the major debates that have arisen regarding the environment over the past century, and the political challenges and opportunities that mark environmental politics today. 1 unit-McKendry.

Rationale: “This course expands the scope of our offerings in Political Science and Environmental Science to our curriculum. It also reflects the interests of our new hire, Corina McKendry.”

8. The Department of Francophone and Mediterranean Studies proposes revising the course title and course description of **FR 432-Senior Thesis**, with the approval of the Humanities Executive Committee and the Committee on Instruction.

Current course title and description: FR 432-Senior Thesis. Intensive writing and supervised revision of senior thesis with oral defense. Thesis open only to students who have satisfied GPA requirements of 3.5 and 3.7 from the college and the department, respectively. Prerequisite: French 431. 1 unit-O’Riley.

Revised course title and description: FR 432- Senior Capstone Project. An intensive writing course required of all students graduating with a major in French or Romance Languages with emphasis in French. Requirements include intensive directed work on a project of merit. Students with a 3.5 GPA overall and a 3.7 in all French courses will write a thesis, and students with a lower GPA will produce a capstone project. Emphasis in both of these final experiences in the major will be on a project that showcases sufficient and clear proficiency in written French, sustained critical analysis of cultural, literary, or filmic productions, and integrated research in the area of study. Students will also be required to give formal presentations of their research in French to the faculty at the end of the block. *Prerequisite:* FR 431. 1 unit-Department.

Rationale: “The Department of Francophone and Mediterranean Studies seeks approval for revision of its senior course **FR432**. While the existing **FR432** is open only to seniors who meet the GPA requirement for an honors thesis, the newly revised form of the course will be our capstone required for all seniors in French and in Romance Languages. We are making this newly structured course the first direct measure for student performance in our French/Francophone program. We ask that the existing description of **FR432** be deleted and replaced by the attached version.”

Library impact: minimal.

- V. The General Education Oversight Committee presents three items for the consideration of the faculty.
 - A. The General Education Oversight Committee has approved the following courses for Critical Perspectives: Diverse Cultures and Critiques and West in Time with the approval of the Committee on Instruction.

Courses proposed for Critical Perspectives: Diverse Cultures and Critiques designation:

1. **HY/PS 200-Topics: Latin America: Catholic and catholic:** This course focuses on the way that Catholicism, a Middle Eastern and European religion that considers (and even defines itself) as a world religion, plays out when it confronts and then dominates a totally new region of the world, that is, the Americas. We will look at the ways that Catholicism interacts with pre-Columbian religious beliefs and political, socio-cultural patterns as well as the impact of pre-Columbian beliefs and practices on that variant of European Catholicism Spain brought to the so-called New World. As the "cross listing" suggests, examples and case studies will come from Latin America past and present. 1 unit-Blasenheim, Lindau.

Rationale: “The forging of Latin American Catholicism is arguably the major historical, political and socio-cultural topic associated with this world region. Some, but not all, would also contend that it is the major economic issue too. A focus on this topic surely meets the expectations of the College’s Diverse Cultures and Critiques requirement because Latin American Catholicism is just where—in so many different ways and in so many different contexts—Western Europe and the Non-Western Americas meet up. The class will be discussing traditional and orthodox forms of Catholicism in Latin America as well as Afro- and Indo-European varieties. How European is Latin American Catholicism anyway.... And how African and Amerindian? The jury, of course, is still out. And how did and how does Catholicism’s worldwide foundations and pretensions affect nation-building and contemporary nationalism in Latin America? Do Latin Americans of all classes and varieties think above and beyond the concept of the Nation State? Or as some might argue, below and beneath the nation state? The jury is still out on this one too.”

2. **PH 452-Junior Seminar: Charles Mills and Political Philosophy.** An examination of the work of a living philosopher, especially as this contemporary work rereads or relates to a figure from the history of philosophy. When possible, the philosopher in question will participate in the seminar. *Prerequisite:* Philosophy 101, Philosophy 201, and a declared major in philosophy. 1 unit — McEnnerney.

This course was offered in 2009-10. The course meets the requirements for the “D” credit in the following ways:

- a) By focusing on the work of Afro-Caribbean philosopher Charles Mills, it aimed to expose students to ways in which non-Western thinkers, particularly those who lived under or struggled with the legacies of European imperialism, conceive of the mind in ways different from those of mainstream European and American philosophers. Mills’ own work arises out of the experience of being a Black Jamaican, and it builds in some ways on that of his fellow Caribbean thinker, Frantz Fanon – with works by both authors represented in the syllabus.
 - b) In addition, PH 452 aimed to expose ways in which the dominant modern Western philosophical tradition has systematically distorted the experience of non-European peoples, as well as of women. In this manner, the course aimed to help students understand the unique perspective of their own culture, in this case late modern America and, by extension, the late modern West, by confronting critical perspectives of marginalized communities within the Western tradition. Much of Mills’ work, as well as that of his sometime co-author, feminist theorist Carole Pateman, seeks to challenge distorting presentations of people of color and of women, replacing those presentations with more affirming understandings.
 - c) Much of the course focused on how, building on critiques arising out of both anti-racist and feminist movements, Mills has developed a comprehensive critique of the dominant liberal Western conceptions of self, society, and politics, which he calls “racial liberalism.”
 - d) Central to the course was direct discussion with Charles Mills, who attended two days of meetings, and gave a number of lectures and informal talks to the students and the public, most of which directly challenged racist and sexist aspects of the modern Western liberal political and philosophical tradition.
3. **CO 351/ES 351 Travelers’, Kings and Men of God: Literary Encounters between India and the West.** Since the earliest records India and the West have encountered each other in travelers’ logs, historical accounts and a range of literary genres. In the eyes of the other these cultural and geopolitical bodies have been imagined as the end of the earth, land of opportunity, spiritual destination and center of depravity. This class looks at a range of such constructions of the other in texts from India, Pakistan, England, the United States and Portugal to better understand their long interrelated histories. Selected readings may include Rudyard Kipling's *Kim*, Ruth Jhabvala's *Heat and Dust*, W. Somerset Maugham's *The Razor's Edge*, Gita Mehta's *Karma Cola*, and Mohsin Hamid's

The Reluctant Fundamentalist. 1 unit-Clare.

Rationale: This topics course is to be taught by our ACM-Mellon Post-Doctoral Fellow, Jennifer Clare, next year. "As the above description shows, this course examines facets of non-Western societies. In addition, the course critiques and historically situates the constructs of both "India" and the "West" and includes a critical analysis of Western ways of thinking about India. The theoretical component will introduce both the Saidian critique of Western Orientalist constructions of knowledge as well as post-Saidian scholarship that emphasizes the ways in which those constructions of knowledge were in fact informed by collaborations between Western and Indian arbiters of knowledge."

- B. Discussion of assessment plan for General Education Critical Perspectives courses.** See document titled, Appendix 1, "Assessment of General Education Requirements, April 12, 2011."
- C. Report on the triennial review of Critical Perspectives courses.** See document titled, Appendix 2, "CP Re-approval Master List 2010.xls."

VI. Committee Reports:

- A. Compensation Committee Report, Professor Daniel Johnson. The Committee would like to present their "proposed new College-wide Compensation Philosophy." They will present a proposal to change the progression model for full professors. A handout will be available at the meeting.

VII. President's Report.

VIII. New business.

IX. Announcements.

Respectfully submitted,
Susan Ashley,
Dean of the Faculty

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