

**Curriculum Committee Minutes
April 9, 2002**

Present: Barry, Beck, Clark, Derryberry, Greene, Hannaford, Kline, Mehlhaff (chair), Neff-Lippman, Pasco-Pranger, Sable, Tomhave, Washburn, Weinman-Jagosh.

Visitor: Ricigliano

Mehlhaff called the meeting to order at 8:02 a.m.

Discussion of multiple sections of Core courses:

Mehlhaff raised the problem of whether multiple sections of Core courses or Core courses taught by someone other than the original proposer can be assumed to fit the syllabus that met with the Committee's approval. He observed that the Committee has generally not dealt with this problem but suggested that it should; he also observed that in the conversion to the new Core requiring a syllabus from each instructor teaching a given course would lead to a very heavy load on the Committee. **At Mehlhaff's suggestion, Beck M/S that the future Curriculum Committee take up the multiple section core class uniformity and syllabus problem and until then the Curriculum Committee will continue to presume multiple sections of a Core class to be conducted under a single syllabus.**

Pasco-Pranger expressed discomfort with the assumption that multiple versions of a course are governed by a single syllabus and suggested that multiple sections may adhere to the same course description and to the Core guidelines without following the same syllabus. Weinman-Jagosh explained that part of the impetus for raising this issue came from her concerns about EDUC 411, which is under consideration for inclusion in the Social Scientific Approaches Core rubric; the proposer from whom the Subcommittee received a syllabus has only taught the course once in the seven times it has been offered between Spring 2001 and Spring 2003; Weinman-Jagosh asserted that it made sense for the people who are actually teaching a course to submit their syllabi. Greene agreed that not seeing a syllabus from each instructor of a course seemed a huge gap in curricular oversight and suggested that the review of multiple syllabi for one course might be accomplished through administrative action. Barry said that either administrative action or subcommittees could handle the job. Neff-Lippman reported her own experience with having proposed a Humanistic Perspective Core course that was later taken over by other instructors; she was on the subcommittee that reviewed that course in the last Fallow Year review and found that it had "drifted" from her original proposal and did not fit the Core rubric as accurately as the original syllabus had. Washburn reminded the Committee that the quinquennial Fallow Year review of Core courses is meant to catch this sort of "drift" and that the Committee does ask for a syllabus from every instructor in that review. She also worried that there would be some serious logistical problems if the Committee required a syllabus from every instructor of every course. Mehlhaff clarified that deferring of these logistical problems was part of his goal in raising the topic. Barry suggested that, as we move to the new Core, the Committee should ask each instructor to submit a syllabus one time, simply to insure that all instructors have incorporated the changes to the Core into their courses; after that the Fallow Year review should be sufficient to catch drift. Greene proposed striking the second half of Beck's proposal, that is, the words "and until then the Curriculum Committee will continue to presume multiple sections of a Core class to be conducted under a single syllabus." Beck accepted this as a friendly amendment. After further general discussion and clarification of the problem, **Barry M/S/P amending the motion on the table to specify "That by Fall 2003 the Curriculum Committee, by administrative action or by the subcommittee process, review instructors' new Core course syllabi not previously approved."** The Committee then voted on the amended motion and the motion passed.

Society / International Studies / Social Scientific Approaches Subcommittee Report:

Clark reported for the Subcommittee, distributing a list of eight courses proposed for the Social Scientific Approaches Core category. The only course that had met with any questions from the Subcommittee was EDUC 411, Schools and American Society because it had never before taught as a Core course, and also because it is a 400 level course. The School of Education answered the Subcommittee's concerns. Clark also noted that the School plans to send in a syllabus from each instructor of EDUC 411. Derryberry added that all the instructors of the PG courses submitted signed off on the proposals. **Clark M/S/P approval of the following courses for inclusion in the Social Scientific Approaches Core category:**

- PG 101, Introduction to U.S. Politics
- PG 102, Introduction to Comparative Politics
- PG 103, Introduction to International Relations
- CSOC 103, Social Problems
- ECON 170, Contemporary Economics
- IPE 201, Introduction to International Political Economy
- CSOC 212, Women, Men, and Society
- EDUC 411, Schools and American Society

In accordance with the Curriculum Committee motion of 2/5/02, these courses will also fulfill the Society category of the old Core, except for PG 102, PG 103, and IPE 201, which the proposers designated as continuing to fulfill the International Studies category of the old Core.

Humanistic Perspective / Historical Perspective / Humanistic Approaches Subcommittee Report:

Weinman-Jagosh reported for the Subcommittee. She thanked the colleagues who drafted the guidelines for Humanistic Approaches courses and said that the Subcommittee was confident that it understood the guidelines and was moving approval of courses that met them. She also thanked the colleagues who submitted course proposals for the Humanistic Approaches category in the new Core, reporting that almost all proposals outlined very clearly how the courses fit the guidelines and included explanations of how the course fulfilled the Humanistic Approaches objectives. She added that exemplary proposals came from Foreign Language, Humanities, Classics, Comparative Sociology, History, and Asian Studies. She then introduced a series of motions.

First, Weinman-Jagosh M/S/P approval of HIST 233, The Making of Modern England-ILACA London for 3-year renewal as satisfying the Historical Perspectives core requirement.

Second, Weinman-Jagosh M/S/P approval of the following courses for inclusion in the Humanistic Approaches Core category; in accordance with the Curriculum Committee motion of 2/5/02, these courses will also fulfill the Humanistic Perspective category of the old Core.

- FL 265, Lyric & Narrative Codes of Premodern Japanese Literature
- FL 320, Modern Japanese Literature
- HUM 208, Classics of East Asia
- CLSC 210, Greek Mythology
- CLSC 222, Greco-Roman World
- CLSC 230, The Classical Tradition
- CLSC 231, Greek & Roman Epic

Third, Weinman-Jagosh M/S/P approval of the following courses for inclusion in the Humanistic Approaches Core category; in accordance with the Curriculum Committee motion of 2/5/02, proposers designated these courses as continuing to fulfill the Historical Perspective category of the old Core.

- Classics 211, Ancient Greece
- Classics 212, Ancient Rome
- History 102, Western Civilization
- History 231 Modern British Society & Politics
- History 245, Chinese Civilization
- History 247, Forging the Japanese Tradition
- ASIA 144, Asian Societies Past & Present

Fourth, Weinman-Jagosh M/S/P approval of CSOC 200, Cultural Anthropology for inclusion in the Humanistic Approaches Core category. This course is presently in the Society Core category, but beginning in Fall 2003 it will no longer satisfy the Society Core requirement.

Natural World / Natural Scientific Approaches Subcommittee Report:

Derryberry M/S/P approval of GEO 105, Oceanography for inclusion in the Natural Scientific Approaches Core category; in accordance with the Curriculum Committee motion of 2/5/02, this course will also fulfill the Natural World Core category of the old Core.

At 8:45 Weinman-Jagosh M/S/P adjournment.

Respectfully submitted,
Molly Pasco-Pranger