

Memorandum

To: General Faculty

Date: December 7, 2009

Regarding: Agenda, Faculty Senate Meeting, December 11th at 3:00 pm in
TLC 1-303

The agenda for the December 11th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the November 13th, 2009 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)

Action Items: ([See Addendum II](#))

- A) College of Arts and Sciences
 - 1) Department of English
 - a) B.A. English
Request: Modify Area F, credit hour change
Action: Approved
 - b) B.A. English – Secondary Education Track
Request: Modify
Action: Approved
 - c) English-Film
Request: Modify Film Minor to include ENGL: 4385 with focus on film as elective
Action: Approved
 - 2) Department of Foreign Languages and Literatures
 - a) Minor in Spanish
Request: Modify
Action: Approved

3) Department of History

a) HIST 4413
Request: Add
Action: Approved

b) HIST 4422
Request: Add
Action: Approved

B) College of Education

1) Department of Physical Education and Sports Studies

a) PHED 3601
Request: Delete
Action: Approved

b) PHED 3608
Request: Delete
Action: Approved

c) PHED-3618
Request: Delete
Action: Approved

d) PHED-4608
Request: Delete
Action: Approved

e) PHED-4667
Request: Delete
Action: Approved

f) PHED-4677
Request: Delete
Action: Approved

g) PHED-4687
Request: Delete
Action: Approved

h) PHED-4688
Request: Delete
Action: Approved

i) PWLA-1625
Request: Delete

Action: Approved

- j) PWLA-1627
Request: Delete
Action: Approved
- k) PWLA-1631
Request: Delete
Action: Approved
- l) PWLA-1633
Request: Delete
Action: Approved
- m) PWLA-1640
Request: Delete
Action: Approved
- n) PWLA-1681
Request: Delete
Action: Approved

Information Items:

- A) College of Arts and Sciences
 - 1) Department of English and Philosophy
 - a) PHIL 2100
Request: Modify
Action: Approved
 - b) PHIL 2110
Request: Modify
Action: Approved
 - c) PHIL 2120
Request: Modify
Action: Approved
 - 2) Department of Mass Communications and Theatre Arts
 - a) THEA 4415
Request: Modify
Action: Approved

Committee II: Academic Policies and Procedures (Chair, Janet Donohoe)

Information Item:

A) Recommendations for changes to graduation. (See Addendum III)

Committee IX: Graduate Studies (Chair, Skip Clark)
(See Addendum IV)

Action Items:

A) College of Arts and Sciences

1) Department of History

a) HIST 5413

Request: Add

Action: Approved

b) HIST 5422

Request: Add

Action: Approved

B) College of Education

1) Counseling and Educational Psychology

a) CEPD 7145

Request: Add

Action: Approved

C) School of Nursing

a) NURS 6187

Request: Add

Action: Approved

b) NURS 6287

Request: Modify

Action: Approved

c) NURS 6387

Request: Modify

Action: Approved

Information Items:

a) MIT Probation and Dismissal Policies

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

University of West Georgia Faculty Senate Meeting

November 13, 2009

Draft Minutes

1. Call to Order The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. In the absence of the Chair pro-tem, Executive Secretary Chris Aanstoos called the meeting to order at 3:04 p.m. Chair pro-tem Chris Huff arrived to chair the remainder of the meeting after item 4.I.A. 2.

2. Roll Call: Austin, Beylin, Boldt, Chowns, Cook, Crean, Defoor, Donohoe, Elman, Epps, Hazari, Hancock, Hasbun, Hatfield, Hooper, Howe (substituting for Mbaye), Luken, McCord, Ogletree, Packard, Snipes, Yoder (substituting for Hodges). Absent: Ashford, Baumstark, Payne, Rollins, Shook.

3. Approval of Minutes. The minutes of the October 9, 2009 meeting of the Faculty Senate were amended as follows: 1) Committee I Action item A4 should not have included the two SOC courses, 2) Committee IX should have listed Jencks as the presenter of the motion. The minutes were then approved by voice vote.

4. Committee Reports

Committee I: Undergraduate Academic Programs (Shelly Elman, Chair)

Action Item A was presented to the Senate. It proposed the following changes, which were approved on a voice vote.

- 1.a) add ART 4078
- 2.a) modify BS in Biology
- 3.a) modify BS in Computer Science
- 4.a) modify English minor in Literature
- 4.b) modify Film minor
- 4.c) add ENGL 2060
- 4.d) delete ENGL 2300
- 4.e) add ENGL 3000
- 4.f) add PHIL 2130
- 4.g) add FILM 3200
- 5) add GEOG 4800
- 6.a) modify Theatre program
- 6.b) add THEA 1291
- 6.c) add THEA 2390
- 6.d) add THEA 3291
- 6.e) add THEA 3415
- 7) modify secondary education certificate Plan D (physics)

Action Item B.1 was presented to the Senate. It proposed deleting the following courses, which were approved on a voice vote.

- ECED 2271
- ECED 3263
- ECED 3264
- MGED 2271
- PTED 4239
- PTED 4240
- PTED 4241
- PTED 4242
- PTED 4271
- PTED 4285
- PTED 4286/87/88
- PTED 4289
- SEED 2271
- SEED 4238

Action Item B.2 (modification of MEDT 2401) was withdrawn and re-presented as an information item.

Action Item C was presented to the Senate. It proposed the following changes, which were approved on a voice vote.

- 1.a) delete MGNT 3613
- 1.b) add MGNT 3630
- 1.c) add MGNT 3635
- 1.d) add MGNT 4355

Information items A.1 and A.2 (modification of ENGL 4384 and THEA 4415) were presented.

Committee IX: Graduate Studies (Skip Clark, Chair)

Action Item A.1 was presented to the Senate. It included deleting the following courses which were approved on a voice vote.

- a) ECED 7282
- b) ECED 7294/95/96
- c) MGED 6212
- d) MGED 7254
- e) MGED 7287
- f) MGED 7294/95/96

5. Old Business

No old business was proposed.

6. New Business

The following items were brought before the Senate by VPAA Sandra Stone:

- 1) a request for proposals for the roles of staff, faculty and students regarding issues of diversity in campus climate (in response to a USG initiative, for which there will be no new resources allocated)
- 2) a request for proposals for the civic engagement component of campus life, specifically a unifying theme for discussion (such as health care)
- 3) a request for proposals identifying administrative redundancies

Discussion of these items included the suggestion to refer them to the relevant standing Senate committees (such as Committees II and V).

7. Announcements

The following announcements were brought before the Senate:

- a) Huff announced that the final approval of the by-law changes by the general faculty will be proposed in two meetings in January, to be held consecutively (the first needed to approve the minutes of the previous general faculty meeting).
- b) Huff announced that the University System of Georgia Faculty Council meeting that he had just attended by teleconference had discussed the following items:
 1. the proposed merger of the technical schools with the two-year colleges
 2. the question of an ORP retirement transfer
 3. faculty compensation, including furlough schedules
 4. the expansion of the transferrable “mini-core” from technical institutions
 5. the ADP system and their call for an audit of its effectiveness

8. Adjournment

Without objection the meeting was declared adjourned at 4:26 p.m.

Addendum II

Course or Program Addition, Deletion or Modification Request

RECEIVED
COAS

Department: ENGLISH--B.A. in English

College: College of Arts & Sciences

2009 SEP 28 PM 1:22

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

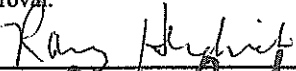

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

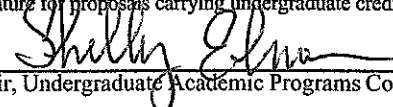
Grading System: Letter Grade Pass/Fail Other

Approval:

	11/28/09		
Department Chair	Date	Department Chair (if cross listed)	Date
	10/15/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	12/3/09		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Other relevant policy changes necessitated by this proposed shift:

- Majors may take no more than ~~two~~ three upper-division ENGL courses before completing the ENGL courses in Area F. One of these upper-division courses should be ENGL 3000 (Research and Methodology)
- Deletion of limit on 3000-level courses

Course Proposals:

Add:

ENGL 3000 (Research and Methodology) (3) Prerequisite: ENGL 1101 and 1102. A gateway course that introduces students to representative critical approaches that they will encounter within the major. Emphasis will be given to research skills, critical methodology, and analytical writing. Required for the major in English. Only six hours of upper-level coursework in English can be taken before completion of this course. Enrollment requires permission of the academic coordinator. Not offered during summer session.

Delete:

~~ENGL 2300 — Practical Criticism~~

Modify (Added Material/Removed):

ENGL 4384 Senior Seminar (3) Prerequisite: Engl 3000. (The description stays the same)

University of West Georgia
Department of English
B.A. English Degree 2010-2011

(Last) (First) (Middle) (Student Identification #)

Core Curriculum	Hrs. Req.	GR	Hrs. Earned	Major and Minor and/or General Electives	Hrs. Req.	GR	Hrs. Earned
A. Essential Skills Note: ENGL 1101 and 1102 are prerequisites for ENGL courses numbered 2000 and above	9			Upper Division Courses in English Notes: 1. A grade of C or higher is required for all major courses. 2. Courses marked with an asterisk (*) will count in a designated area based on their specific course content.	30		
1. ENGL 1101	3			A. ENGL 3000 (Practical Criticism) No more than two courses from below may be taken before completing this course. No substitutions.	3		
2. ENGL 1102	3			B. Literary History (Four courses) Note: <u>One</u> ENGL 4188 course required in this area.	12		
3. MATH 1101 or 1111, 1113, 1634	3			1. British Literature I: ENGL 4110, 4115, 4120, 4130, 4180*, 4188*, or 4385*	3		
B. Institutional Priorities	5			2. British Literature II: ENGL 4135, 4145, 4155, 4165, 4108*, 4180*, 4185*, 4188*, or 4385*	3		
1. ART 2000, COMM 1110, ENGL 2000 or 2050, THEA 2050, PHIL 2110, XIDS 1004	3			3. American Literature I: ENGL 4125, 4140, 4150, 4108*, 4180*, 4185*, 4188*, or 4385*	3		
2. ANTH 1100, BUSA 1900, CS1000*, CS 1020, LIBR 1101, MUSC 1110, XIDS 2001* or 2002 (* = 1 credit hour)	2			4. American Literature II: ENGL 4160, 4165, 4108*, 4170, 4180*, 4185*, 4188*, or 4385*	3		
C. Humanities and Fine Arts	6			C. Genre and Theory (Two courses) Note: Education certification must take ENGL 4295.	6		
1. XIDS 2100, ART 1201, 2201, 2202, MUSC 1100 or 1120, THEA 1100	3			1. ENGL 4106, 4109, 4295, 4310, or 4385*	3		
2. Elective (Rec. ENGL 2110, 2120 or 2130 or FORL 1002, 2001 or 2002)	3			2. ENGL 4106, 4109, 4295, 4310, or 4385*	3		
D. Science, Math, Technology No more than two courses from the same discipline.	10			D. Writing and Language (One course) ENGL 3200, 3400, 3405, 4210, 4300, or 4385*	3		
1. Lab Science (ASTR 2313, BIOL 1010, 1015, 1107, 1108, CHEM 1100, 1151K, 1152K, 1211K, 1212K, 1230K, GEOL 1121, 1122 1123, PHYS 1111, 1112, 2211, 2212, or XIDS 2201)	4 or 3+1			E. ENGL Major Elective No more than one independent-study or internship may count toward the major.	3		
2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, GEOG 1111, GEOL 2503, 2553, or XIDS 2202)	3			F. ENGL 4384 (Senior Seminar) Prerequisites: ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher. No substitutions.	3		
3. Non-Lab (Additional course above OR CS 1030, 1301, 1302, 2000, MATH 1111, 1112, 1413, 1634, 2063, 2644, or 2703)	3			Minor and/or General Electives Notes: Minor is optional; 9 hours must be in 3/4XXX courses; See List courses on the reverse side of this program sheet.	30		
E. Social Sciences	12						
1. HIST 1111 or 1112	3						
2. HIST 2111 or 2112	3						
3. POLS 1101	3						
4. ANTH 1101, ECON 2100, 2105, 2106, GEOG 1013, 2503, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300 or 2301	3						
F. Major Related Courses Note: A grade of C or higher is required for ENGL courses in Area F.	18			Writing Across the Curriculum Requirement Two 3/4000-level "W" courses required from among the courses taken above. 1. ENGL _____ 2. ENGL _____	6		
1. ENGL 2110 (World Literature)	0-3						
2. ENGL 2120 (British Literature)	0-3						
3. ENGL 2130 (American Literature)	0-3			Total Core	60		
4. ENGL 2180 (African-American Literature) OR ENGL 2190 (Literature by Women)	0-3			Total Major	30		
5. FORL 1002, 2001 and 2002 Note: Required for all B.A. degrees in Arts and Sciences	6-9			Total Minor and/Electives	30		
				Total Program Note: 120 hours required for graduation, including 39 hours in 3/4000-level courses.	120		

Minor and/or General Electives (30) Notes: 1. Minor is optional; 2. 9 hours must be in 3/4XXX courses; 3. Education certification may count required education courses in this area.	Hrs. Req.	GR	Hrs. Earned	English Courses	Major Area	GR
3/4XXX Course				ENGL 3200 Creative Writing	C	
3/4XXX Course				ENGL 3300 Studies in American Culture	Elective	
3/4XXX Course				ENGL 3400 Advanced Composition: Creative Nonfiction	C	
				ENGL 3405 Professional and Technical Writing	C	
				ENGL 4106 Studies in Genre	B	
				ENGL 4108 Studies in the Novel (Will count in a specific area based on the course content)	A.2, A.3, A.4	
				ENGL 4109 Film as Literature	B	
				ENGL 4110 Medieval Literature	A.1	
				ENGL 4115 Renaissance Literature	A.1	
				ENGL 4120 Seventeenth-Century British Literature	A.1	
				ENGL 4125 Colonial and Early American Literature	A.3	
				ENGL 4130 Eighteenth-Century British Literature	A.1	
				ENGL 4135 British Romanticism	A.2	
				ENGL 4140 American Romanticism	A.3	
				ENGL 4145 Victorian Literature	A.2	
				ENGL 4150 American Realism and Naturalism	A.3	
				ENGL 4155 Twentieth-Century British Literature	A.2	
				ENGL 4160 Twentieth-Century American Literature	A.4	
				ENGL 4165 Contemporary British and American Literature (Will count in a specific area based on the course content)	A.3, A.4	
				ENGL 4170 African-American Literature	A.4	
				ENGL 4180 Studies in Regional Literature (Will count in a specific area based on the course content)	A.1, A.2, A.3, A.4	
				ENGL 4185 Studies in Literature by Women (Will count in a specific area based on the course content)	A.3, A.4	
				ENGL 4188 Individual Authors (Will count in a specific area based on the course content)	A.1, A.2, A.3, A.4	
				ENGL 4210 Advanced Creative Writing	C	
				ENGL 4295 Reading and Literature in Secondary English Classrooms	B	
				ENGL 4300 Studies in the English Language	C	
				ENGL 4310 Studies in Literary Theory	B	
				ENGL 4381 Independent Study (3-1)	Elective	
				ENGL 4384 Senior Seminar	D	
				ENGL 4385 Special Topics (Will count in a specific area based on the course content)	A, B, or C	
				ENGL 4386 Internship	Elective	

Course Template

The following information should be available to students as a part of all syllabi for this course.

Course Information

Number: ENGL 3000

Catalog Name: Research and Methodology

Section Number:

Instructor's name:

Office Location:

Office hours:

Phone/email:

Required Texts

- Selected literary and /or film texts for analysis
- *MLA Handbook for Writers*
- Selected readings on critical approaches such as Bressler, *An Introduction to Literary Theory* or the *Johns Hopkins Online Guide to Literary Theory*.

Course Description

- An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Prerequisites: ENGL 1101 and ENGL 1102. No more than six hours of upper-division course work can be taken before completing this course. Departmental permission required for registration.
- A further description that outlines the specific section of the course may be added.

Learning Outcomes

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.
- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlines in the *Modern Language Association Handbook*.
- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods and emphasize issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

General topics and assignments appropriate to those topics

This course trains students in the fundamentals of literary interpretation, emphasizing practical strategies of both textual and contextual analysis. In addition, it offers instruction in literary research methods and provides basic introductions to at least three dominant reading approaches of the discipline, such as formalism, semiotics, reader-response, ethical criticism, historicism, psychoanalytic theory, structuralism, poststructuralism/deconstruction, Marxism, feminism and gender studies, cultural criticism, and postcolonial theory.

Assessment activities

1. The number and kinds of writing assignments may vary (see below) according to the discretion of the professor, provided that each student produces
 - a) at least 3 formal papers (15-20 pages of formal graded prose) over the course of the term, and
 - b) at least one study that applies relevant scholarly research in a comprehensive and persuasive manner.
2. The following general objectives should apply with regard to writing assignments:
 - a. At least one of the papers should engage students in close textual analysis that may engage a theoretical model but should not draw on outside research materials.

b. One of these papers must be a research project. The final documented paper will demonstrate clear knowledge of and ability to use current MLA style.

c. In preparation for the research paper, individual instructors should design preliminary assignments, such as a prospectus, annotated bibliography, peer review discussion, oral presentation or article analysis, so as to help students define a topic and engage with the research in a meaningful way.

3. Individual instructors may also use quizzes and exams, oral presentations, and other assignments to assess students' understanding of terms and theoretical frames and their ability to apply these tools.

Other policies

- Include departmental plagiarism policies
- A copy of the department's approved grading rubric.
- Other policy statements specific to the section. These may include policies about attendance, disruptive behavior, and submission of late work.
- A detailed calendar of readings and assignments should be made available to the class at the first class meeting. A copy should be posted electronically and kept on file in the English department office.

GRADING CRITERIA FOR ALL ASSIGNMENTS UPPER-LEVEL COURSES IN ENGLISH

The criteria below have been developed and approved by the English faculty and will be used in the assessment of writing in all 2000-level and above English courses.

Note: A passing grade on any assignment first assumes competence in the mechanics of standard written English.

C To earn a "C," a student must

- Respond to the constraints of the assignment.
- Focus on the topic.
- Provide a clear thesis.
- Maintain a tone appropriate for a scholarly audience.
- Order essay logically, from sentence to sentence, paragraph to paragraph, idea to idea.
- Provide sufficient evidence and detail throughout the essay.
- Have sufficient control of standard written English and MLA guidelines such that errors, including any in grammar, punctuation, spelling, and formatting, if present, do not cause serious confusion and/or distraction.
- Provide adequate, reliable, and relevant secondary documentation, where applicable.
- Demonstrate an understanding of context and purpose in relating secondary sources to paper's claims/ideas.
- Exhibit nearly error-free incorporation of documentation into the body of the essay.

B To earn a "B," a student must meet the minimum requirements for a "C" essay plus

- Provide a well-framed and insightful thesis.
- Recognize complexities and show evidence of serious consideration of the topic.
- Support most points with appropriate, well-analyzed examples and intelligent arguments.
- Show logical development and organization throughout.
- Offer writing that is relatively free of grammatical and technical errors.
- Provide substantive and relevant documentation, where applicable, in support of most claims/ideas.
- Demonstrate a thorough understanding of context and purpose in relating secondary sources to paper's claims/ideas where applicable.
- Exhibit error-free and varied incorporation of documentation into the body of the essay.

A To earn an "A," a student must meet the minimum requirements for a "B" essay plus:

- Provide a sophisticated thesis that demonstrates independent thinking.
- Support all claims/ideas with appropriate, fully analyzed examples and compelling, insightful arguments.
- Show persuasive logical development and organization throughout.
- Maintain a distinctive voice and consistent viewpoint that incorporates interesting and varied style.
- Provide secondary sources, where applicable, that demonstrate independent research in the field.
- Enter into meaningful dialogue with secondary sources, such that the student is not just proving someone else's point but developing original ideas in relation to research material.

D A "D" grade results from

- Failing to respond clearly to the assignment, or
- A lack of qualities listed under the minimum requirements for a "C," or
- Insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence.

F An "F" grade results from

- Two or more of the faults listed in "D" above.

English 3000: Research and Methodology

Office: TLC

Phone: 678-839 -

Email:

Office Hours:

Course Texts:

Culler, *Literary Theory: A Very Short Introduction*

Joyce, *A Portrait of the Artist as a Young Man* (Case Studies in Contemporary Criticism edition): students must purchase this edition, as we will be reading and discussing the essays in it as well as the primary text.

Albee, *Who's Afraid of Virginia Woolf?*

Gibaldi and Franklin, *MLA Handbook for Writers of Research Papers* (6th ed.)

Optional Course Reference: Lentricchia and McLaughlin, *Critical Terms for Literary Study*, 2nd Edition

Course Description:

- An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Prerequisites: ENGL 1101 and ENGL 1102. No more than six hours of upper-division course work can be taken before completing this course. Departmental permission required for registration.

This course provides those preparing for upper level work in English and related disciplines with an introduction to various methods of critical analysis and the opportunity to discover how the application of these theories can broaden the exploration of literature. Discussions will allow students to engage a variety of terms and ideas central to current critical debate and will use these investigations to define the distinctive characteristics of individual schools including psychoanalysis, feminism, reader-response, Marxism and deconstruction. Our main focus, however, as the course title suggests, will be on the practical application of theory, and thus the first portion of the term will use these critical models to produce readings of selected primary texts (Elizabeth Bishop's "Crusoe in England" and James Joyce's *A Portrait of the Artist as a Young Man*). Having built this analytical base, students will spend the last portion of the term developing their own theoretically informed, research-based reading of our last primary text, Sam Shepard's contemporary play *True West*. Students will be encouraged throughout the term to broaden their understanding of the theoretical approaches discussed in class by reading beyond the course texts.

Learning Outcomes:

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.

- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlined in the *Modern Language Association Handbook*.
- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods and emphasize issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

Requirements:

(1) Short Analytical Essays: During the first portion of the term, students will complete three short essays (5 pages each), each applying a different critical model to the course's primary texts. Students will develop their own topics for each paper, each of which will be preceded by workshop days designed to help students brainstorm their approach to the text in question. Students should feel free to incorporate their in-class and independent critical reading into these papers, but the primary focus of each should be on developing and substantiating students' own readings of the text in question, filtered through a particular critical lens. Papers should thus argue a specific thesis and present a clearly-structured, well-written defense of that thesis that draws upon specific language and detail from the primary text for support.

(2) Research Paper: The last five weeks of the term will be devoted to a research project on Edward Albee's *Who's Afraid of Virginia Woolf*. Students will develop their own topics, drawing upon their in-class and independent critical readings and will expand that knowledge-base with specific research into the themes, background and/or production history of Albee's work.

Completed papers will be 8-10 pages long and will be preceded by a two-page proposal and rough draft. Students will turn in an annotated bibliography of sources with their final paper.

(3) Quizzes and Exams: Periodically throughout the term, students will complete quizzes designed to reinforce and assess retention of theoretical concepts and readings. The final exam will ask students to define specific concepts and terms, to demonstrate an awareness of the concerns of specific schools and to identify the contributions of specific major theorists. No quizzes or exams will be rescheduled, and no excuses will be accepted for missing the final exam; the only exception to this policy will be for students who have more than two final exams scheduled the same day, as per University policy.

(4) Presentation: While students are developing their research projects in the last few weeks of the term, each of you will be asked to contribute to the conversation on Albee by teaching a critical essay--either one dealing directly with Albee or his play or one introducing a theoretical model or idea that would be useful in developing a reading of the text. To teach an essay, you should identify the essay's thesis and the central ideas you found useful, making sure to explain these ideas clearly to the group and contextualize the piece within the critical strategies we have been discussing. Then, demonstrate how you would apply that essay: go beyond summarizing and explaining someone else's ideas to elaborate how these ideas structure your own reading of the play. Presentations should be ten minutes long and should include a one-page handout outlining your analysis. Please provide me with a copy of the essay you will be using at least three days before you are scheduled to present so that I can make that material available for other students.

(5) Class participation--your preparation for class meetings and your willingness to contribute to our discussions--is a significant component of your grade. Consistent, punctual attendance is the minimum expected of all students, and more than two absences will have a pronounced impact on your final grade. Doing well in class participation, however, means more than just coming to class. Students are further expected to have read the material carefully, to listen attentively both to the instructor and to the comments other students make during discussions and presentations, to ask questions and offer ideas about the material, and to respond thoughtfully to ideas presented both by the instructor and the other students:

Approximate Grading Breakdown:

Short Essays: 30%	Quizzes: 10%	Presentation: 10%
Research Project: 20%	Final Exam: 15%	Class Participation: 15%

Schedule of Readings:

Listed below is a preliminary plan for our course readings, including deadlines for papers and announced quizzes. At times, I may feel it necessary to modify this initial plan; updates will be announced in class and posted to the course webpage. Students will be asked to complete selected readings in Culler's *Literary Theory: A Very Short Introduction* (listed on the schedule below as *LT*). I will also periodically recommend readings in Lentricchia and McLaughlin's *Critical Terms for Literary Study (CTLS)* so as to help you broaden your understanding of theoretical questions introduced as we move through various theories; this text has been placed on reserve along with Murfin and Ray's *Bedford Glossary of Literary Terms* and Wilfred Guerin's *A Handbook of Critical Approaches to Literature*. Students are also encouraged to pursue readings in theory--other theory handbooks or primary theoretical texts--beyond those specifically discussed in class, as doing so can help to give you a clearer understanding of the concepts introduced in class.

Section 1: Literary Theory and the Idea of Literature

Week 1

M	1/10	Introduction: Approaching Critical Theory
W	1/12	Chapter 1-2 (<i>LT</i>)

F 1/14 Optional: "Representation" (CTLS)
Signs and Semiotics
Optional: "Writing" (CTLS)

Week 2

M 1/17 MLK Day (no classes)
W 1/19 Chapter 4 (LT)
Optional: "Interpretation" (CTLS)
F 1/21 Quiz #1

Week 3

M 1/24 Chapter 5 (LT)
W 1/26 Chapter 6 (LT)
Optional: "Narrative" (CTLS)
F 1/28 Writing Workshop

Week 4

M 1/31 Chapter 7-8 (LT)
Paper #1 due at the beginning of class

Section 2: Establishing and Applying Theoretical Schools

Students should refer to Culler's appendix for concise descriptions of each literary school to supplement the definitions developed in class discussions.

W 2/2 *A Portrait of the Artist as a Young Man* (Students should have read Chapter 1 by this day and should have finished the novel by the end of next week.)

F 2/4 Quiz #2; Introduction to Deconstruction (in *Portrait*)

Week 5

M 2/7 Herr, "Deconstructing Dedalus" (in *Portrait*)
W 2/9 Discussion of Poststructuralism
F 2/11 Introduction to Psychoanalysis (in *Portrait*)
Optional: "Unconscious" and "Desire"

Week 6

M 2/14 Brivic, "The Disjunctive Structure of Joyce's *Portrait*" (in *Portrait*)
W 2/16 Workshop
F 2/18 Quiz #3

Week 7:

M 2/21 Introduction to Marxism (in *Portrait*)
Paper #2 due
W 2/23 Osteen, "The Treasure-House of Language: Managing Symbolic Economies in Joyce's *Portrait*" (handout)
Optional: "Class" and "Ideology" (CTLS)
F 2/25 Discussion of Postcolonialism

Week 8:

M 2/28 Continue discussion of Postcolonialism; Spurr, "Colonial Spaces in Joyce's Dublin" (handout)
Optional: "Imperialism/Nationalism" (CTLS)
W 3/2 Optional: "Race" (CTLS)
Th 3/3 Last day to withdraw with a "W"
F 3/4 Quiz #4; Introduction to Feminism (in *Portrait*)

Week 9:

M 3/7 Henke, "Stephen Dedalus and Women: A Feminist Reading of *Portrait*" (in *Portrait*)
Optional: "Gender" (CTLS)
W 3/9 Continue discussion of Feminist/Queer Theory;

F 3/11 Workshop
 Week 10:
 M 3/14 Introduction to New Historicism
 Optional: "Canon" (CTLS)
 W 3/16 Kershner, "Genius, Degeneration and the Panopticon" (in *Portrait*)
 F 3/18 Optional: "Popular Culture" (CTLS)
 Paper #3 due

SPRING RECESS 3/21-3/25

Section 3: Research Project

Week 11:

M 3/28 Begin discussion of Edward Albee's *Who's Afraid of Virginia Woolf?*
 W 3/30 Workshop: Literary Research
 F 4/1 Continue discussion of Albee

Week 12:

M 4/4 Discussion: Genre Theory (handouts)
 W 4/6 Discussion: Comic Theory (handouts)
 F 4/8 Discussion: Performance Theory (handouts)

Week 13:

M 4/11 Presentations #1-4
 W 4/13 Presentations #5-7
 Paper Proposal due
 F 4/15 Presentations #8-11

Week 14:

M 4/18 Presentations #12-15
 W 4/20 Conclude Presentations
 F 4/22 Draft Due; Writing Workshop

Week 15:

M 4/25 Finish discussion of Albee
 W 4/27 Conferences (no class meeting)
 F 4/29 Conferences (no class meeting)

Week 16:

T 5/2 Course wrap-up
 Review for final exam

Research papers and annotated bibliography due (students should submit with this final paper their commented proposal, draft and peer editing sheets)

Final Exam: Friday, May 6 (8-10 am)

 CLASS POLICIES

(1) Deadlines: All papers that are due in class must be turned in within the first fifteen minutes of class. Papers not received by this time will be considered late and penalized according to the policy outlined below. My strictness regarding this particular policy stems from two considerations. First, if you are not in class, you are missing discussion and thus course material. In addition, it is disruptive to the class and distracting for both the instructor and other students to have others straggling in midway through the class period. Plan your schedule so that you can have papers printed and ready by the time class begins.

(2) Late Policy: Late papers will be penalized one-third of a grade for each day they are late. Papers that are more than seven days late (including weekend days and holidays) will receive an automatic "F." Extensions will be granted only if you have a verifiable medical or other sufficiently serious ("seriousness" will be determined at the instructor's discretion) excuse and you request an extension (in person, via email or phone) before the paper deadline. Regardless of your situation, no extensions will be granted beyond the seven-day late period. Having papers or

exams for other classes, a schedule conflict with work or other responsibilities, or simply being "swamped" are not sufficiently serious excuses and will not result in your being granted an extension. Learn to budget your time and arrange your schedule so that you can meet all of your coursework obligations in a timely fashion.

(3) Paper Format: All papers should be typed, double-spaced, in a standard 12 point font (such as New Century Schoolbook, Palatino or Times New Roman) with 1" top/bottom margins and 1-1.25" left/right margins. Big fonts, extra spaces between your paragraphs, and large margins are pretty easy to spot, so stick to the standard size guidelines and use the revision process to help you generate enough information to present a clear and well-reasoned analysis within the designated space limitations. Your papers are required to have footnotes and inline citations, page numbers and a descriptive title (i.e. not "Joyce's *Dubliners*" but "Chaotic Connections in Joyce's *Dubliners*"), and they must be stapled--I will not accept papers that are paper clipped, folded or otherwise attached. Your response essays should not have title pages; simply include your name, the course number and the date in the top right corner of your first page. Formal essays should have a title page containing this information. Do not submit papers in plastic covers or folders.

(4) Outside Sources and Academic Dishonesty: Academic dishonesty involves any attempt on your part to claim ideas and/or specific phrasing that you have gotten from elsewhere as your own or to make up sources or evidence (known as "fabrication") so as to make your argument sound stronger. Academic dishonesty is a serious offense, and flagrant violations of this policy (copying papers from the internet or other sources, cheating on exams) are grounds for failing the course. To avoid this penalty, do your own work and when you use outside information, provide accurate citations for it.

Course or Program Addition, Deletion or Modification Request

RECEIVED
COAS

Department: ENGLISH--B.A. in English/Secondary Education Track College: College of Arts & Sciences
 2009 SEP 28 PM 1:24

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Randy Henderson 9-28-09 _____ _____
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 10/3/09 _____ _____
 Dean of College Date Dean of College (if cross listed) Date

Michelle Hotman 11-17-09 _____ _____
 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelly Elms 12/3/09 _____ _____
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date

**Conversion of Area F Proposal
B.A. in English /Secondary Education Track, 2010-2011**

Rationale for Proposed Program Changes:

The purpose of these changes is to create space for a required diversity/multicultural literature course in Core Area F. The rationale for this change is based on three major assessment factors:

- 1) assessment responses from majors in our program;
- 2) assessment review of benchmark institutions who have a diversity/multicultural literature requirement; and
- 3) annual curricular review by department faculty and the department's curriculum committee.

To enact this change two existing elective courses—ENGL 2180 (Studies in African-American Literature) and ENGL 2190 (Studies in Literature by Women)—will be moved to Area F to fulfill the new diversity/multicultural literature requirement. These two courses also will continue to count in Core Area C.2 as core electives. To make space in Area F for this addition, ENGL 2300 (Practical Criticism) will be deleted. A new course (ENGL 3000, Research and Methodology) will be created within the major as a gateway course to upper-division study.

Proposed Program Changes:

- Replace ENGL 2300 (Practical Criticism) in area F with a choice of ENGL 2180 (Studies in African-American Literature) or ENGL 2190 (Studies in Literature by Women).
- Delete ENGL 2300 (Practical Criticism: Research and Methods)
- Create a new required course (ENGL 3000: Research and Methodology) which will serve as a gateway course for the major.
- Reduce the elective requirement for the major by 3 hours in order to keep the major at 30 hours. This means that English majors would have one elective course within the major and English Education majors would have no elective courses.

B.A. Degree with major in English: Secondary Education Track (Added Material/Removed)

Core Area F (18 Hours)	Gateway Course (3 Hours)	Literary History (12 Hours— one 4188 required)	Genre & Theory (6 Hours)	Writing & Language (6 Hours)	English Electives (3 Hours)	Senior Seminar (3 Hours)	Prof. Ed. Sequence (34 Hours)
ENGL 2110, 2120, 2130, 2180 or 2190, 2300, and FORL (through 2002).	ENGL 3000 (Research and Methodology)	BI (3): 4110, 4115, 4120, 4130. BII (3): 4135, 4145, 4155, 4165. AI (3): 4125, 4140, 4150. AII (3): 4160, 4165, 4170. (Area designated based on topic: 4108*, 4180*, 4185*, 4188*, 4385*.)	ENGL 4295 or SEED 4295, and ENGL 4106, 4109, 4310, or 4385*.	ENGL 4300 (Grammar or HEL), and ENGL 3400.	One additional ENGL 3000/4000 course.	ENGL 4384. (ENGL 3000 is a prereq. for 4384.)	EDUC 2110, 2120, 2130, CEPD 4101, ENGL 4238, 4286, MEDT 3401, SEED 4271, and SPED 3715.

Other relevant policy changes necessitated by this proposed shift:

- Majors may take no more than ~~two~~ three upper-division ENGL courses before completing the ENGL courses in Area F. One of these upper-division courses should be ENGL 3000 (Research and Methodology)
- Deletion of limit on 3000-level courses

Course Proposals: (Submitted online)

Add:

ENGL 3000 (Research and Methodology) (3) Prerequisite: ENGL 1101 and 1102. A gateway course that introduces students to representative critical approaches that they will encounter within the major. Emphasis will be given to research skills, critical methodology, and analytical writing. Required for the major in English. Only six hours of upper-level coursework in English can be taken before completion of this course. Enrollment requires permission of the academic coordinator. Not offered during summer session.

Delete:

~~ENGL 2300—Practical Criticism~~

Modify (Added Material/Removed):

ENGL 4384 Senior Seminar (3) Prerequisite: Engl 3000. (The description stays the same.)

University of West Georgia Department of English: English Major/Secondary Education Track

Core Curriculum	Hrs. Req.	GR	Hours Earned	Major and SEED "Minor"	Hrs. Req.	GR	Hours Earned
A. Essential Skills. ENGL 1101 and 1102 are prerequisites for ENGL courses numbered 2000 and above.	9			Upper Division Courses in English: A grade of C or higher is required for all major courses. Courses marked with an asterisk will count in an area based on specific course content.			
1. ENGL 1101 Must earn a "C" or higher.	3			A. ENGL 3000 (Practical Criticism) No more than two courses from below may be taken before completing this course. No substitutions.	3		
2. ENGL 1102 Must earn a "C" or higher.	3			B. Literary History (Four courses) Note: One ENGL 4188 course required in this area.	12		
3. MATH 1001, 1101 or 1111, 1113, 1634	3			1. British Literature I: ENGL 4110, 4115, 4120, 4130, 4180*, 4188*, or 4385*	3		
B. Institutional Priorities	5			2. British Literature II: ENGL 4135, 4145, 4155, 4165, 4108*, 4180*, 4185*, 4188*, or 4385*	3		
1. ART 2000, COMM 1110, ENGL 2000 or 2050, THEA 2050, PHIL 2110, XIDS 1004	3			3. American Literature I: ENGL 4125, 4140, 4150, 4108*, 4180*, 4185*, 4188*, or 4385*	3		
2. ANTH 1100, BUSA 1900, CS1000*, CS 1020, LIBR 1101, MUSC 1110, XIDS 2001* or 2002 (* = 1 credit hour)	2			4. American Literature II: ENGL 4160, 4165, 4108*, 4170, 4180*, 4185*, 4188*, or 4385*	3		
C. Humanities and Fine Arts	6			C. Genre and Theory (Two courses)	6		
1. XIDS 2100, ART 1201, 2201, 2202, MUSC 1100 or 1120, THEA 1100	3			1. ENGL 4295 (required for ENGL ED students)	3		
2. Elective (Rec. ENGL 2110, 2120 or 2130 or FORL 1002, 2001 or 2002)	3			2. ENGL 4106, 4109, 4295, 4310, or 4385*	3		
D. Science, Math, Technology No more than two courses from the same discipline.	10			ENGL 3400	3		
1. Lab Science (ASTR 2313, BIOL 1010, 1015, 1107, 1108, CHEM 1100, 1151K, 1152K, 1211K, 1212K, 1230K, GEOL 1121, 1122 1123, PHYS 1111, 1112, 2211, 2212, or XIDS 2201)	4 or 3+1			ENGL 4300	3		
2. Non-Lab (Additional course above OR BIOL 1011, 1012, 1013, 1014, GEOG 1111, GEOL 2503, 2553, or XIDS 2202)	3			E. ENGL 4384 (Senior Seminar) Prerequisites: 2000-level ENGL courses in Area F and 18 hours of upper-level ENGL courses with a C or higher. No substitutions or Independent Studies. Students should not attempt to take ENGL 4384 and ENGL 4286 in the same semester.	3		
3. Non-Lab (Additional course above OR CS 1030, 1301, 1302, 2000, MATH 1111, 1112, 1413, 1634, 2063, 2644, or 2703)	3			SEED "minor" in ENGL (See chart of back) EDUC 2110 MEDT 2401* MEDT 3401 SEED 4271 EDUC 2120 CEPD 4101 ENGL 4286 EDUC 2130 SPED 3715 ENGL 4238 ENGL 4238L (3 +1 hr) *Students can test out of this class or, if they take CS 1020, CS 1030, or CISM 2201 in the core, they can exempt the course.	34 or 37		
E. Social Sciences	12			Writing Across the Curriculum Requirement Two 3/4000-level "W" courses required from among the courses taken above. 1. ENGL _____ 2. ENGL _____	6		
1. HIST 1111 or 1112	3						
2. HIST 2112 or 2112	3						
3. POLS 1101	3						
4. ANTH 1102, ECON 2100, 2105, 2106, GEOG 1013, 2503, POLS 2201, PSYC 1101, SOCI 1101, 1160, XIDS 2300 or 2301	3						
F. Major Related Courses: A grade of C or higher is required for ENGL courses in Area F.	18			Writing Across the Curriculum Requirement Two 3/4000-level "W" courses required from among the courses taken above. 1. ENGL _____ ; 2. ENGL _____	6		
1. ENGL 2110 (World Literature)	0-3			Total Core	60		
2. ENGL 2120 (British Literature)	0-3			Total Major	30		
3. ENGL 2130 (American Literature)	0-3						
4. ENGL 2180 (African-American Literature) OR ENGL 2190 (Literature by Women)	0-3			Total SEED "minor"	34 or 37		
5. FORL 1002, 2001 and 2002 FORL 2002 is required for all B.A. degrees in Arts and Sciences	6-9			TOTAL HOURS FOR DEGREE:	124- 127		

Course	Credit Hours	GR	Hours Earned
EDUC 2110	3 hours		
EDUC 2120	3 hours		
EDUC 2130	3 hours		
MEDT 2401	3 hours		
SPED 3715	3 hours		
**Students must be admitted to the Teacher Education Program before they can take the courses listed below ¹			
CEPD 4101	3 hours		
SEED 4271	3 hours		
ENGL 4238	4 hours in all (3-hour class, 1-hour lab)		
ENGL 4286	9 hours		
Total: 34 or 37 hours			

Department of English / University of West Georgia

revised 09/09

¹ ENGL ED students must have an overall GPA of 2.7 and either exempt or pass the GACE Basic Skills test before applying to the Teacher Education Program. To apply, they should contact the Coordinator of English Education.

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Course Template

The following information should be available to students as a part of all syllabi for this course.

Course Information

Number: ENGL 3000

Catalog Name: Research and Methodology

Section Number:

Instructor's name:

Office Location:

Office hours:

Phone/email:

Required Texts

- Selected literary and /or film texts for analysis
- *MLA Handbook for Writers*
- Selected readings on critical approaches such as Bressler, *An Introduction to Literary Theory* or the Johns Hopkins Online Guide to Literary Theory.

Course Description

- An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Prerequisites: ENGL 1101 and ENGL 1102. No more than six hours of upper-division course work can be taken before completing this course. Departmental permission required for registration.
- A further description that outlines the specific section of the course may be added.

Learning Outcomes

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.
- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlines in the *Modern Language Association Handbook*.
- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods and emphasize issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

General topics and assignments appropriate to those topics

This course trains students in the fundamentals of literary interpretation, emphasizing practical strategies of both textual and contextual analysis. In addition, it offers instruction in literary research methods and provides basic introductions to at least three dominant reading approaches of the discipline, such as formalism, semiotics, reader-response, ethical criticism, historicism, psychoanalytic theory, structuralism, poststructuralism/deconstruction, Marxism, feminism and gender studies, cultural criticism, and postcolonial theory.

Assessment activities

1. The number and kinds of writing assignments may vary (see below) according to the discretion of the professor, provided that each student produces
 - a) at least 3 formal papers (15-20 pages of formal graded prose) over the course of the term, and
 - b) at least one study that applies relevant scholarly research in a comprehensive and persuasive manner.
2. The following general objectives should apply with regard to writing assignments:
 - a. At least one of the papers should engage students in close textual analysis that may engage a theoretical model but should not draw on outside research materials.

b. One of these papers must be a research project. The final documented paper will demonstrate clear knowledge of and ability to use current MLA style.

c. In preparation for the research paper, individual instructors should design preliminary assignments, such as a prospectus, annotated bibliography, peer review discussion, oral presentation or article analysis, so as to help students define a topic and engage with the research in a meaningful way.

3. Individual instructors may also use quizzes and exams, oral presentations, and other assignments to assess students' understanding of terms and theoretical frames and their ability to apply these tools.

Other policies

- Include departmental plagiarism policies
- A copy of the department's approved grading rubric.
- Other policy statements specific to the section. These may include policies about attendance, disruptive behavior, and submission of late work.
- A detailed calendar of readings and assignments should be made available to the class at the first class meeting. A copy should be posted electronically and kept on file in the English department office.

GRADING CRITERIA FOR ALL ASSIGNMENTS UPPER-LEVEL COURSES IN ENGLISH

The criteria below have been developed and approved by the English faculty and will be used in the assessment of writing in all 2000-level and above English courses.

Note: A passing grade on any assignment first assumes competence in the mechanics of standard written English.

C To earn a "C," a student must

- Respond to the constraints of the assignment.
- Focus on the topic.
- Provide a clear thesis.
- Maintain a tone appropriate for a scholarly audience.
- Order essay logically, from sentence to sentence, paragraph to paragraph, idea to idea.
- Provide sufficient evidence and detail throughout the essay.
- Have sufficient control of standard written English and MLA guidelines such that errors, including any in grammar, punctuation, spelling, and formatting, if present, do not cause serious confusion and/or distraction.
- Provide adequate, reliable, and relevant secondary documentation, where applicable.
- Demonstrate an understanding of context and purpose in relating secondary sources to paper's claims/ideas.
- Exhibit nearly error-free incorporation of documentation into the body of the essay.

B To earn a "B," a student must meet the minimum requirements for a "C" essay plus

- Provide a well-framed and insightful thesis.
- Recognize complexities and show evidence of serious consideration of the topic.
- Support most points with appropriate, well-analyzed examples and intelligent arguments.
- Show logical development and organization throughout.
- Offer writing that is relatively free of grammatical and technical errors.
- Provide substantive and relevant documentation, where applicable, in support of most claims/ideas.
- Demonstrate a thorough understanding of context and purpose in relating secondary sources to paper's claims/ideas where applicable.
- Exhibit error-free and varied incorporation of documentation into the body of the essay.

A To earn an "A," a student must meet the minimum requirements for a "B" essay plus:

- Provide a sophisticated thesis that demonstrates independent thinking.
- Support all claims/ideas with appropriate, fully analyzed examples and compelling, insightful arguments.
- Show persuasive logical development and organization throughout.
- Maintain a distinctive voice and consistent viewpoint that incorporates interesting and varied style.
- Provide secondary sources, where applicable, that demonstrate independent research in the field.
- Enter into meaningful dialogue with secondary sources, such that the student is not just proving someone else's point but developing original ideas in relation to research material.

D A "D" grade results from

- Failing to respond clearly to the assignment, or
- A lack of qualities listed under the minimum requirements for a "C," or
- Insufficient control of standard written English, resulting in substantial errors that cause confusion or incoherence.

F An "F" grade results from

- Two or more of the faults listed in "D" above.

(Sample Syllabus for Teacher Education version of ENGL 3000)

ENGL 3000 (Research and Methodology)

Instructor:

Office Hours:

Description: This course trains students in the fundamentals of literary interpretation, emphasizing practical strategies of both textual and contextual analysis. In addition, it offers instruction in literary research methods and provides basic introductions to at least three dominant reading approaches of the discipline from among the following: formalism, semiotics, reader-response, ethical criticism, historicism, structuralism, poststructuralism, Marxism, gender studies, and cultural criticism. This course is required for the major in English and is a prerequisite to upper-division English courses. No more than six hours of upper-division course work can be taken before completing this course.

Teacher Education Section: This section of ENGL 3000 is designed specifically for students who are either preparing professionally to become teachers (Secondary English and Middle Grades majors) or who have an interest in the relationships between reading, writing, and teaching. The most important thing this course will do is help prepare you for the intensive reading, writing, and critical thinking you will encounter in upper-level English courses that focus on literary analysis and/or writing by helping you to become more familiar with the terminology, critical methods, and approaches to reading, research, and writing that major-level courses include. However, this course will also allow you to begin thinking about the relationship between your future as a teacher and what you are doing in the classroom as a student. While some of the work we do will focus on contemporary theories related to teaching and literary studies, other work will be more practical and will model the kind of work you could expect to perform in the classroom. Our goal will be to discover the different ways that theory and praxis can work together to make us better thinkers, better writers, and—in turn—better teachers. The literary texts that we will read in this class will include many that are appropriate for the middle grades and high school classroom.

Learning Outcomes

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.
- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlines in the *Modern Language Association Handbook*.

- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods, with an emphasis on the issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

Required Texts: Additional materials will be placed on CourseDen or on reserve in the library. Deborah Appleman. *Critical Encounters: Teaching Literary Theory to Adolescents*. New York: Teachers College Press, 2005.

Bobbie Ann Mason. *In Country*. Harper Perennial, 2005.

Joseph Gibaldi, ed. *MLA Handbook for Writers of Research Papers*, 7th edition. Modern Language Association, 2009.

William Shakespeare *A Midsummer Night's Dream: Texts and Contexts*. Gail Paster and Skiles Howard, eds. Bedford-St. Martins, 1999.

Poetry by Yusef Komunyakaa, Elizabeth Bishop, and Sherman Alexie and short prose works by Nathaniel Hawthorne, Louise Erdrich, and Alice Walker will be available on CourseDen.

Course Evaluation:

- 10% Class Presentations
- 20% Critical Essay I (4 pages type-written pages)
- 20% Critical Essay II (4 type-written pages)
- 20% Quiz Average
- 30% Final Research Paper (7 type-written pages minimum)

Note: you must have a C average (70 minimum) on all graded essays (critical essays and the research paper) in order to pass this class with a C or higher.

Grading Scale: Students will be assigned a letter grade for each assignment ranging from A+ to F based on the following numerical scale. The numerical grade will be used when calculating the final average at the end of the semester.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	below 60 = F
94-96 = A	84-86 = B	74- 76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70- 73 = C-	60-63 = D-	

Attendance Requirements: Improving your understanding of literature—as well as your critical thinking and analytical writing skills—requires commitment and concentrated effort. Therefore, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and other assignments should be completed in advance of each class. You should come prepared to participate actively in our class discussions. If you are going to be absent from class, you should let me know in advance. My policy regarding turning in work late is listed below. Failure to follow these guidelines will result in a zero or grade reduction for work not submitted on time. Please note that if you are absent you will not be able to make up missed in-class assignments or quizzes, and you will not receive credit for these assignments.

If you find it unavoidable to miss class, be aware of the following guidelines: 1) Four (4) absences are allowed during the semester. Every absence thereafter will result in a 3 point grade reduction of your final grade in the course, regardless of the nature of the absence. I do not make distinctions between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely, so be prepared to use absences for these events only; 2) Class roll will be taken at the beginning of every class. If you arrive late, it is *your* responsibility to let me know immediately after class or you will be counted absent. It is your responsibility to keep up with your absences and tardies; 3) Entering class late and leaving class before it is over will count as an unexcused absence, unless you have a documented medical excuse for doing so. Reasons related to outside employment or work in other classes are not legitimate excuses for leaving class early or arriving late; and 4) Excessive absences, tardies, or other disruptions that affect this class may result in your administrative withdrawal from this course with a failing grade.

Quizzes: A quiz will be given at the start of most classes. It will cover the reading assignments listed on the syllabus for that day. The questions will be objective and will assess basic reading comprehension. Homework and in-class assignments will also be added to the final quiz average. I will drop your lowest quiz grade before calculating your final quiz average. Students who arrive late to class or who miss class will not be able to make up quizzes. I do not give make-up quizzes under any circumstances. The midterm and final exams will be averaged into the final quiz grade.

Critical Essays: You will write two critical response essays (4 typewritten pages each). Each essay will focus on a thesis-based analysis of a literary work using one of the theoretical methods covered in this course. I will post specific guidelines for each essay on CourseDen prior to the due date. All essays must be typed. Essays will be assessed on the basis of an argumentative thesis, organizational structure, interpretive content, use of supporting evidence from the literary work, grammar, MLA paper format, and writing style. Essays turned in late will be reduced one letter grade for each class period they are late.

Research Essay: The final research essay (a minimum of 7 pages, not counting the bibliography) will represent the culmination of your study in this course. As part of the research essay grade, you will also complete a prospectus, an annotated research review, peer review analysis, and an oral presentation of your research. I will provide you with more specific details about these requirements in the weeks ahead. The final draft of the research essay is due on the date listed in the syllabus. Essays turned in late will be marked down one letter grade for each day they are late. I will be glad to meet with you outside of class to discuss specific research topics. The project is a formal academic assignment and will be assessed on the basis of structure, content, grammar, writing style, proper paper format, and documentation of sources.

Late Paper Policy: I realize that extenuating circumstances sometimes occur; therefore, you are allowed to turn in one of the critical essays OR the research paper one class period late without penalty, if you make arrangements with me to do so in advance. You must email me prior to class on the day the paper is due to make your request.

Revision Policy: I will be available to meet with you prior to the essay deadlines to discuss paper topics, possible ideas for a thesis, and other questions you may have about the writing process. While I will not proof-read drafts of your essays, I will answer specific questions that you might have about drafts of any of your essays, *if* you arrange to meet with me in advance. Please note that I probably will not be able to offer any substantial assistance if you wait until the last minute to write your draft/essay or request to meet with me the day the essay is due. Advance planning on your part is essential. Students who make a grade of C or lower on the first critical essay may choose to revise the essay for a higher grade, *if* the essay has been turned in on time. The maximum a grade can be increased through revisions is one letter grade (a grade of D can be revised to a C if all the revision criteria are met). Revisions are only allowed on the first essay.

Writing Assessment: Faculty who teach major-level English courses evaluate all written work in accordance with specific guidelines. A copy of these guidelines is available at the following link (<http://www.westga.edu/~dnewton/students/rubric.html>) for your review. You may find it useful to consult these guidelines as you are writing your essays in this class. I will use these assessment criteria when grading your written work in this class.

Extra Credit Policy: I do not give extra credit for additional assignments in this course. Students should focus on successfully completing the requirements listed above.

CourseDen & Technology: This course is technology supplemented, so you need to be familiar with CourseDen (<http://westga.view.usg.edu>) and have basic computing skills to participate. Reading and homework assignments, lecture notes, and other supplemental information related to this course will be posted on CourseDen. General information about CourseDen is available online including student tutorials. Let me know if you need help getting started.

Email: The official communication method for all UWG classes is through campus email (MyUWG). Please use your campus email when communicating with me about this course.

Special Needs: If you have a registered disability that requires accommodation, see me at the beginning of the semester. If you have a disability that is not registered through the Disabled Student Services Office, contact Dr. Ann Phillips in 137 Parker Hall at (678) 839-6428.

Academic Integrity and Plagiarism: At West Georgia, each student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in

gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal or engage in plagiarism in the pursuit of his or her studies and is expected to report those who do. Cheating of any kind will not be tolerated in this class, including essays, quizzes, and materials submitted for a grade.

UWG defines plagiarism as submitting words and ideas written or developed by others in electronic (online), print, verbal, or other sources and claiming them as your own. While not inclusive, all of the following constitute plagiarism: 1) having someone else (a fellow student, hired writer, parent, or friend) write (partially or completely) or research and develop your paper/idea for you; 2) submitting as your own work without attribution written work from an online source, a book, a journal, or other written source, either partially or in whole; or 3) taking quotations or ideas from a source and not documenting to whom they actually belong. An equally dishonest practice is submitting work you have produced for another class (written or otherwise) for credit in this course. Remember that you should accurately credit your sources in all your written and presentation assignments according to MLA guidelines, using internal parenthetical citations and a works cited page.

Plagiarism—whether intentional or unintentional—constitutes grounds for failing this course. See <http://www.westga.edu/~engdept/Plagiarism>. It is your responsibility to understand what constitutes plagiarism and to report instances of academic dishonesty and plagiarism if you know they have occurred. All plagiarism and academic dishonesty cases are automatically referred to the Academic Discipline Council. Academic dishonesty policies can be found in *The Faculty Handbook*, sections 207 and 208.0401 (<http://www.westga.edu/~vpaa/handrev/>) and the *Uncatalogue*: "Rights and Responsibilities"; Appendix J. (<http://www.westga.edu/handbook/>).

Department Policy on Disruptive Behavior: Students may be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal electronic devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy detailed above. If you have concerns about disruptive behavior or would like to talk about the classroom environment or your participation in the class, please let me know. (Policy: http://www.westga.edu/~stusrvc/distressed_students.htm.)

Conferences and Outside Assistance: I will be glad to meet with you outside of class to discuss your progress in this course, upcoming and graded writing assignments, research topics, or reading assignments we are currently studying. If you are having trouble with the material in this course or have questions and/or concerns you would like to discuss, please set up a time to meet with me. My office hours are listed above, but I will be glad to meet with you at other times, if we arrange a mutually convenient time in advance.

Save your Work: Please make a xerox or electronic copy of all submitted work. I will not give credit for work you claim to turn in that I do not have in my possession.

Electronic Devices: Please turn off all cell phones, pagers, and other electronic devices before entering class. No text messaging or phone calls are permitted during class. Laptops may be used in class but for purposes related to classroom work only.

Readings and Assignments

NOTE: Changes or additions to the readings may occur over the semester. These will be announced and posted on CourseDen. Essay guidelines and other assignment guidelines will be posted on CourseDen.

Reading quizzes will be given every week. These will cover the readings assigned below.

Week 1	Course Introduction Appleman, What We Teach and Why: Contemporary Literary Theory and Adolescents, 1-14 Introduction to the Semiotic Method
Week 2	Appleman, Prisms of Possibilities: Multiple Perspectives, 15-27 Semiotic Method: Creating Driving Theoretic Questions Poems by Yusef Komunyakaa / Student Presentations
Week 3	Assignment #1 for Essay I Due Semiotic Method: From Questions to Theoretical Assertions. Poems by Elizabeth Bishop and Sherman Alexie / Student Presentations
Week 4	Assignment #2 for Essay I Due Semiotic Method: Identifying, Illustrating, and Interpreting Introduction to MLA format (<i>MLA Handbook</i>)
Week 5	Critical Essay I Due History of Literary Theory (CourseDen) Appleman, The Lens of the Reader: The Promise and Peril of Response-Based Pedagogy, 28-50 Hawthorne, "Young Goodman Brown"
Week 6	Appleman, What's Class Got to Do with It? Reading Literature Through the Lens of Social Class, 51-64 Marxist Criticism (CourseDen) Alice Walker, "Everyday Use"
Week 7	Appleman, The Social Construction of Gender: A Lens of One's Own, 65-83 Feminist Criticism (CourseDen)

Louise Erdrich, "Lulu's Boys"

Week 8 Midterm Examination
Appleman, Poststructuralist Theories and the Postmodern Student, 96-111
Deconstruction and Poststructuralism (CourseDen)
Bobbie Ann Mason, *In Country*

Week 9 Mason, *In Country*
Assignment #1 for Essay II Due

Week 10 Mason, *In Country* / Student Presentations
Assignment #2 for Essay II Due

Week 11 Critical Essay I Due
Appleman, Postcolonialism in the Literature Classroom, 84-95
Shakespeare, *A Midsummer Night's Dream*
Introduction to Academic Research (MLA Handbook)

Week 12 Shakespeare, *A Midsummer Night's Dream*
Appleman, Lenses and Learning Styles: Acknowledging Student Pluraity with
Theoretical Plurality, 112-25
Academic Research (MLA Handbook)

Week 13 Shakespeare, *A Midsummer Night's Dream*
Appleman, Chapter 9, Critical Encounters: Reading the World, 126-33
Research Prospectus Due
Academic Research (MLA Handbook)

Week 14 Shakespeare, *A Midsummer Night's Dream*
Annotated Bibliography Due

Week 15 Student Research Presentations

Week 16 Student Research Presentations
Course Evaluations
Final Research Essays Due

Final Examination

Course or Program Addition, Deletion or Modification Request

Department: FILM - English College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix ENGL Course 4385 Title Special Topics Hours: 3 / 0 / 3
Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The Film Studies minor would like to add ENGL 4385: Special Topics (with focus on film) as a possible upper level elective for the minor. This course would only count toward the minor if the specific section focuses on a film topic, such as "Shakespeare and Film" (Summer 2008).

Prerequisite(s) ENGL 1101, 1102

Present or Projected Enrollment: 22 (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Roy Henry</u> Department Chair	<u>9/28/09</u> Date	<u>Paula</u> Department Chair (if cross listed)	<u>9/29/09</u> Date
<u>Neckhaugh</u> Dean of College	<u>11/10/2009</u> Date	<u>Neckhaugh</u> Dean of College (if cross listed)	<u>11/10/2009</u> Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<u>Shelby Almer</u> Chair, Undergraduate Academic Programs Committee	<u>12/3/09</u> Date	_____ Chair, Committee on Graduate Studies	_____ Date
---	------------------------	---	---------------

Vice President for Academic Affairs _____ Date _____

Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):


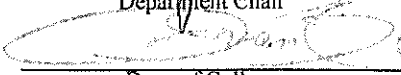
Delete SPAN 3101 (Conversation) as a requirement for the minor in Spanish and replace it with SPAN 3030 (Introduction to Hispanic Literature). Due to the growing population of heritage students on campus, we feel that composition and literature courses better meet the needs of these students than does conversation. Heritage students need more practice with reading and writing than speaking. Non-heritage students receive speaking practice in all courses.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: _____ / ____ / ____
*For a new course, one full term must pass between approval and effective date. Term/Year

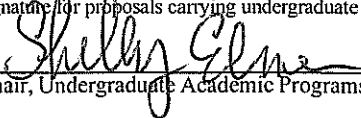
Grading System: Letter Grade Pass/Fail Other

Approval:

	3/13/09		
Department Chair	Date	Department Chair (if cross listed)	Date
	4/10/09		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	12/13/09	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies

Vice President for Academic Affairs _____

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OLD

Requirements for SPANISH Minor

A minor in Spanish requires 18 TOTAL hours, with at least 12 hours of courses at the 3000 level or above, including SPAN 3101 and SPAN 3102.

Courses	Hours Required	Hours Completed	TOTAL Hours
SPAN 1001*, 1002*, 2001, 2002**	6		
SPAN 3101 and 3102	6		
Elective: Select 2 for 6 credit hours SPAN 3030, 3450, 4003, 4004, 4006, 4007, 4012 or 4013, 4040, 4170, 4200, 4205, 4210, 4240, 4250, 4280	6		
TOTAL	18		

* SPAN 1001 and 1002 do not count toward the minor. However, they may be necessary for a student to enroll in 2001.

** SPAN 2002 level must be completed or exempted before registering for SPAN 3101 or 3102.

NEW

Requirements for SPANISH Minor

A minor in Spanish requires 18 TOTAL hours, with at least 12 hours of courses at the 3000 level or above, including SPAN 3101 and SPAN 3102.

Courses	Hours Required	Hours Completed	TOTAL Hours
SPAN 1001*, 1002*, 2001, 2002**	6		
SPAN 3102 and SPAN 3030	6		
Elective: Select 2 for 6 credit hours SPAN 3030, 3450, 4003, 4004, 4006, 4007, 4012 or 4013, 4040, 4170, 4200, 4205, 4210, 4240, 4250, 4280	6		
TOTAL	18		

* SPAN 1001 and 1002 do not count toward the minor. However, they may be necessary for a student to enroll in 2001.

** SPAN 2002 level must be completed or exempted before registering for SPAN 3101 or 3102.

Course Update Request (Add, Delete, Modify)

Originator	College of Arts and Sciences	Eidson, Elmira N.
History Department	College	Originator

Action	Modifications
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
HIST	4413	The Atlantic World, 1450-1800			
Prefix	Number	Course Title			
<p>A transnational perspective emphasizing connections between Europe, Africa, and the Americas from the period of European maritime exploration to the age of revolution. Topics include the expansion of empires and mercantile capitalism, slavery and the trans-Atlantic slave trade, and interactions between Europeans, Africans, and Native Americans.</p> <p>Course Catalog Description</p>					
3	3	Fall - 2010	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading	

Prerequisites	Corequisites
3 credits global history, 3 credits U.S. history, or permission	

Rationale
<p>Much of the world as we know it is the legacy of the Atlantic World, a term that has become commonplace among historians to describe the interconnected societies that grew up around the Atlantic Ocean from the 15th to the 18th centuries. As Europeans explored, conquered, colonized, and traded within the Atlantic basin, they created conditions for an unprecedented exchange of populations, ideas, crops, diseases, raw materials, and manufactured goods that impacted Europe, Africa, and the Americas. Within the last 20 years, historians have embraced the concept of an Atlantic World as a way to explore the links between Europe, Africa, and the Americas, and recognized that none of those areas can be completely understood without placing them in an Atlantic context. Many history departments at universities comparable to our own already teach classes on the Atlantic World. Our own History Department offers several courses on the component regions of the Atlantic World. By providing an overview of Atlantic history as a whole, the proposed class will offer students a way to integrate their knowledge of the colonial Americas, early modern Europe, and Africa in the age of the slave trade. Students who take the course will be introduced to the growing field of Atlantic history and to the challenges of investigating historical problems from a comparative, transnational perspective. They will be challenged to explore the ways in which Europe, Africa, North America, the Caribbean, and Latin America were or were not integrated demographically, culturally, economically, and politically. Students who apply themselves will also improve their critical thinking and historical writing skills and their knowledge of places beyond their own familiar world. At a time when Americans need to understand diversity and global interconnectedness to succeed in the modern world, students will learn that their own country has always been diverse and always part of a larger world. An Atlantic World course will also provide the University and the History Department with an additional opportunity to fulfill their mission statements, both of which emphasize the value of understanding diversity and of cultural and global literacy. Dr. Colleen Vasconcellos, Dr. Charles Lipp, and Dr. Gary Van Valen have all expressed their desire to teach the class. We envision rotating the class among the three of us for the foreseeable future. As both faculty and students have expressed interest in the Atlantic World, it will clearly be taught more than once and thus needs to be a permanent course.</p>

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 30	<input type="checkbox"/> TEAC Approval Required

College Approvals
Goodson, Howard (Dr.) [APPROVED] <hr/> Chair, Course Department
Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Cross Listing Approvals
N/A <hr/> Chair, Cross Listed Department
N/A <hr/> Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

The Atlantic World, 1450-1800

4000-level Preliminary Syllabus

From the late-fifteenth through the eighteenth centuries, for a variety of reasons, the diverse peoples of the four continents bordering the Atlantic Ocean were compelled to interact with one another to an unprecedented degree. In the process, Europeans, Africans, and Native Americans created a new world marked, for good and bad, by constant cultural contact and negotiation. Taking the north Atlantic as its point of reference, this course seeks to connect and combine the various separated histories of Europe, Africa, North America, and the Caribbean, and to demonstrate how the most important processes of change can be understood only through this Atlantic frame of reference. Topics in this course will include early maritime explorations, imperial expansion and colonization, European-Amerindian relations, European-African relations, slavery and the trans-Atlantic slave trade, the growth of mercantile capitalism and the establishment of an Atlantic economy, the maturation of Euro-American colonial societies and their struggles for autonomy and national independence.

Learning objectives for this course include but are not limited to:

- *introduce students to the growing field of Atlantic history and to the challenges of investigating historical problems from a comparative, transnational perspective
- *challenge students of European, African, and Latin American history to explore the ways in which these areas, along with North America, were or were not integrated demographically, culturally, economically, politically, and otherwise
- *help students improve critical thinking and historical writing, bringing both to a more sophisticated and effective level.

Books

Maryse Conde, *Segu* (Penguin, 1987)

John Thornton and Linda Heywood, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585–1660* (Cambridge, 2007)

Jorge Canizares-Esguerra and Erik R. Seemen eds., *The Atlantic in Global History* (Pearson, 2006)

Selected Readings on Reserve and Online (see Tentative Schedule for titles)

Assignments

Assignment 1: Theoretical Frameworks

In a 5 page paper, Analyze the various theoretical approaches encountered at the beginning of this course and provide your own opinion of what the Atlantic world is (or was) and how it might be best studied. How will you apply this approach in your formal research papers as well as your overall areas of interest?

Assignment 2: Paper Proposal and Preliminary Bibliography

Assignment 3: Independent Book Review

Choose a book that relates to your formal research paper topic and write a 5 page book review on that book. Be sure to discuss the book's Atlantic perspective and whether that perspective is useful.

Assignment 4: Book Review of Maryse Conde's *Segu*

Review Questions to be given during Week 5

Assignment 5: Formal Research Paper

10-12 page paper on your topic no later than Friday, May 5 at 3:00pm. The paper should be typed (double-spaced) with footnotes and bibliography, and it should include an assessment of what an Atlantic perspective can or cannot reveal about your topic generally and how it might add to our historical knowledge about it

Tentative Course Schedule

Week 1: Introduction to Course

Week 2: What is the Atlantic World?: Atlantic vs. Colonial History

Readings: David Armitage, "Three Concepts of Atlantic History" from Armitage and Braddick, eds. *The British Atlantic World, 1500-1800*. Nicolas Canny, "Writing Atlantic History; or, Reconfiguring the History of Colonial British America," *Journal of American History* 86 (Dec. 1999), 1093-1114 (on reserve). Felipe Fernandez-Armesto, "Empires in their Global Context, 1500-1800) in *The Atlantic in Global History*.

Week 3: The Making of the Atlantic World: European Explorations and Conquests

Readings: Selections from Stuart Schwartz, *The Victors and the Vanquished: Spanish and Nahua Views of the Conquest of America*. Online Documents: Thomas Morton, Description of the Indians in New England (1637) and Dutch Minister Describes the Iroquois (1644). Aztec Accounts of the Conquest of Mexico; Hernan Cortés: Second Letter to Charles V. **Assignment 1 Due**

Week 4: African and Amerindian Perceptions of Europeans

Readings: "The Portuguese, Kongo and Ndongo and the origins of Atlantic Creole culture to 1607" in Thornton and Heywood. Claudio Saunt, "'Our Indians: European Empires and the History of the Native American South" in *The Atlantic in Global History*. Select Primary Sources from Colin Calloway's *The World Turned Upside Down*. **Assignment 2 Due**

Week 5: Atlantic Economies

Readings: Peter Linebaugh and Marcus Rediker, "The Tempest and the Origins of Atlantic Capitalism," in *The Many-Headed Hydra*. Peter A. Coclainis, "Re-Orienting Atlantic History: The Global Dimensions of the 'Western' Rice Trade" in *The Atlantic in Global History*. Adam Smith, Of Colonies, from *The Wealth of Nations*, 1776, Adam Smith, The Cost of Empire, from *The Wealth of Nations*, 1776. **Assignment 3 Due**

Week 6: The Trans-Atlantic Slave Trade

Readings: "Wars, civil unrest and the dynamics of enslavement in West Central Africa, 1607–1660" in Thornton and Heywood. Pier M. Larson, "African Diasporas in the Atlantic" in *The Atlantic in Global History*. Selections from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* and Ottobah Cugoano, *Narrative of the Enslavement of Ottobah Cugoano*. In class activity using the Trans-Atlantic Slave Trade Database on CD-Rom.

Week 7: Slavery in the Atlantic World

Readings: "Becoming slaves: Atlantic Creoles and the defining of status" in Thornton and Heywood. Selections from *Slavery, Freedom, and the Law in the Atlantic World*. Christopher Schmidt-Nowara, "Continuity and Crisis: Cuban Slavery, Spanish Colonialism, and the Atlantic World in the Nineteenth Century" in *The Atlantic in Global History*. Online Source: Tim Lockley, "Runaway Slave Communities in South Carolina"

Week 8: Class Discussion of *Segu*. Segu Paper Due at the end of class.

Week 9: Mid-Term Examination

Week 10: Abolitionism in the Atlantic World

Readings: Selections from *Slavery, Freedom, and the Law in the Atlantic World*. Online Source: Christer Petley, "British links and the West Indian proslavery argument"

Week 11: Gender and Childhood

Readings: Toby Ditz, "Shipwrecked; or Masculinity Imperiled: Mercantile Representations of Failure and the Gendered Self in Eighteenth-Century Philadelphia," *Journal of American History* 81 (June 1994), 51-80. Selection from Irene Silverblatt's *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru*. Mary Niall Mitchell, "A Good and Delicious Country": Free Children of Color and How They Learned to Imagine the Atlantic World in Nineteenth-Century Louisiana" *History of Education Quarterly* 40:2 (2000): 123-144.

Week 12: A Collision of Cultures: Spirituality and Religion in the Atlantic World

Readings: Allan Greer and Kenneth Mills, "A Catholic Atlantic." Jorge Canizares-Esguerra, "The Devil in the New World: A Transnational Perspective." Erik R. Seeman, "Jews in the Early Modern Atlantic: Crossing Boundaries, Keeping Faith." Each of these can be found in *The Atlantic in Global History*.

Week 13: Creole Identity and European Transformations

Readings: "Atlantic Creole culture: patterns of transformation and adaptations, 1607–1660" in Thornton and Heywood. David Buisseret, "Introduction," *Creolization in the Americas* (on reserve). Jason Young, "Black Identities in the Formation of the Atlantic World" in *The Atlantic in Global History*.

Week 14: Piracy in the Atlantic World

Readings: "Privateering, colonial expansion and the African presence in Early Anglo-Dutch Settlements" in Thornton and Heywood. Claire S. Schen, "Piracy in the Atlantic and the Mediterranean" in *The Atlantic in Global History*. Selection from *The Many Headed Hydra*

Week 15 Atlantic Revolutions

Readings: Online Source: The English Bill of Rights (1689). Selections from *Slave Revolutions in the Caribbean*. Selection from Edmund Burke on the French Revolution (on reserve). Patrick F. McDevitt, "Ireland, Latin America, and an Atlantic Liberation Theology" in *The Atlantic in Global History*.

Week 16 The Concept of the Atlantic World Revisited

Readings: Jose C. Moya, "Modernization, Modernity, and the Transformation of the Atlantic World in the Nineteenth Century" in *The Atlantic in Global History*. Bernard Bailyn, "The Idea of Atlantic History," *Itinerario* 20 (1996), 19-44 (on reserve).

Final Exam: See Final Exam Schedule in The Scoop for date and time

Final Papers are due the last day of class.

Course Update Request (Add, Delete, Modify)

Originator

Department History College COAS Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

HIST 4422
Prefix Number Course Title

An introduction to the history of relations between Latin America and the United States from 1783 to the present, focusing on the political, economic, and social interaction between Americans and Latin Americans.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading

Prerequisites

Corequisites

Rationale

From early in its history, the United States has had close relations with the Latin American peoples to its south. The U.S. acquired parts of Latin America including Florida, Louisiana, Texas and the Southwest, and Puerto Rico. Americans invested heavily in places such as Mexico, Cuba, and Central America, and the U.S. later intervened militarily in the same regions. Latin America was a principal theater of the Cold War, and the issues of drug trafficking, immigration, free trade, and new leftist governments have continued to keep Americans focused on their relations with Latin America. In addition, the U.S. has had a significant Latino population since the 1840s, and Latinos now constitute over 13%, with a population exceeding 37 million people. The proposed course will provide students with the tools to understand America's complex relationship with Latin Americans from both the Anglo-American and Latin American perspective. Students will learn that Americans and Latin Americans have continuously interacted and mixed in ways that have defied borders for over 200 years. Students will better appreciate the multicultural nature of the world we live in and gain a greater understanding of Latin Americans as our nearest neighbors and our largest minority group. Students who apply themselves will also improve their critical thinking and historical writing skills and their knowledge of places beyond their own familiar world. At a time when Americans need to understand diversity and global interconnectedness to succeed in the modern world, students will learn that their own country has always been diverse and always involved with the larger world. A U.S.-Latin American Relations course will also provide the University and the History Department with an additional opportunity to fulfill their mission statements, both of which emphasize the value of understanding diversity and of cultural and global literacy. Many history departments at universities comparable to our own already teach classes on U.S.-Latin American Relations. When I taught the class here as a special topics course in Spring 2008, it was filled to capacity. Given the relevance of the topic and the clear student interest, I would now like to make U.S.-Latin American Relations a permanent offering in the History Department.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: _____

Comments

TEAC Approval Required

College Approvals

Goodson, Howard (Dr.) [APPROVED]
Chair, Course Department

Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

U.S.-LATIN AMERICAN RELATIONS

[syllabus from class when taught as special topics course]

HIST 4485-02, Spring 2008. Pafford 204, MW 2:00-3:15 PM

Dr. Gary Van Valen

Office: TLC 3209

Office hours: MWF 10:00 AM-12:00 PM, 1:00-2:00 PM or by appointment

Phone: (678) 839-6036

E-mail: gvanvale@westga.edu

Website: www.westga.edu/~gvanvale

Course Description

This course is an introduction to the history of relations between Latin America and the United States from 1783 to the present. From the beginning, the United States has had close relations with Latin American peoples. The U.S. has acquired territory from, invested in, and militarily intervened in Latin America. Issues of drug trafficking, immigration, free trade, and new leftist governments have continued to keep Americans focused on their relations with Latin America. In addition, the U.S. has had a significant Latino population since the 1840s, and Latinos now constitute over 13% of its population, with more than 37 million people claiming Latino origins. For these reasons, Americans need to understand their relationship with Latin America.

Learning Objectives

Students who apply themselves in this course will acquire the tools to understand America's complex relationship with Latin Americans from both the Anglo-American and Latin American perspective. They will learn that Americans and Latin Americans have continuously interacted and mixed in ways that have defied borders for over 200 years. Students will better appreciate the multicultural nature of the world we live in, improve their knowledge of places beyond their own familiar world, and gain a greater understanding of Latin Americans, our nearest neighbors and our largest minority group. They will also improve the critical thinking and writing skills that all of your other important endeavors will require.

Course Requirements

Students will be expected to keep up with the reading. Because of the large amount of material to be covered, class attendance is absolutely essential. Attendance will be taken. You are allowed up to five absences for all reasons (including sporting events, illness, and family issues). More than five absences will result in the loss of 5% of your final grade. More than 10 absences will result in the loss of 10% of your final grade.

I reserve the right to make changes to this syllabus. It is your responsibility to attend class so that you may be aware of any changes.

Grading

Your final grade will represent the sum of the following:

- Midterm Exam (20%)
- Final Exam (30%)
- Cabbages and Kings* review (10%)
- Insatiable Appetite* review (10%)
- Bitter Fruit* review (10%)
- Map quizzes and film review (10%)
- Discussions of documents (10%)

As noted above, excessive absences may result in the loss of up to 10% of your grade. Disruptive behavior may also result in points taken out of your grade.

Your exam dates are noted on this syllabus, and you will be informed of quiz dates ahead of time. Do not make travel plans that conflict with your exam dates.

Academic Honesty

You are expected to be familiar with and abide by the university's policies on academic honesty. As a West Georgia student, you have pledged not to lie, cheat, steal, or commit plagiarism. It is equally wrong to give aid as it is to receive it. When copying word for word from another source, you must use quotation marks and cite your source. When paraphrasing material or borrowing another author's ideas, you must also cite your source. Plagiarism on the written assignments will result in an F for the course. Assignments are to be done independently. Two or more students cannot hand in variations of the same paper, even if they study together. You are not allowed to submit your own work from a previous course without the prior instructor's and my permission.

Special Accommodations

If you are on record with the university's Disability Services as having special academic or physical needs requiring accommodations, please meet with me during my regular office hours as soon as possible. We need to discuss your accommodations before they can be implemented. Also, please note that arrangements for special accommodations must be made at least one week before the exams.

If you believe you are eligible for accommodations but have not formally contacted Disability Services, please call (678) 839-6428 or drop by the Student Development Center at 272 Parker Hall.

Policy on Electronic Devices and Communication

Cell phones and pagers must be turned off prior to entering the classroom. Laptops are not to be used in the classroom. The use of any electronic device during a quiz or exam is strictly prohibited. Any use of such devices during a quiz or exam will be considered a breach of academic honesty.

To protect your privacy, all electronic communication with me must be conducted

through your West Georgia e-mail. As all e-mail is potentially insecure, I will only discuss your grades with you in person.

Required Books:

Robert H. Holden, and Eric Zolov, eds. *Latin America and the United States: A Documentary History*. Oxford University Press, 2000. ISBN 9780195129946

O. Henry. *Cabbages and Kings*. Available at my website (electronic) and the bookstore (print)

Richard Tucker. *Insatiable Appetite*. Rowman & Littlefield, 2007. ISBN 9780742553651

Stephen Schlesinger, Stephen Kinzer. *Bitter Fruit*. Harvard University Press, 2005. ISBN 9780674019300

Course Schedule:

DATE	LECTURE TOPIC	READINGS (Holden & Zolov documents)
Jan. 9	Introduction to the course	
Jan. 14	Latin America and the U.S.: First Contacts	Nos. 1-2
Jan. 16	First Contacts Continued	Nos. 3-4
Jan. 21	NO CLASS (Martin Luther King Day)	
Jan. 23	Texas and Southwestern Contacts	No. 7
Jan. 28	Texas Continued	
Jan. 30	The Mexican-American War	Nos. 8, 10, 11
Feb. 4	U.S.-British Rivalry Issues of Slavery and Transisthmian Routes	Nos. 9, 12 Nos. 6, 9, 14
Feb. 6	Post-Civil War Relations	Nos. 15-18
Feb. 11	U.S.-Cuban Relations to 1898 O. Henry paper due	Nos. 13, 21
Feb. 13	The Development of an Imperial Mentality	Nos. 19-20, 22-23
Feb. 18	The Spanish-American War	Nos. 24-28

Feb. 20	Midterm Exam	
Feb. 25	Panama and the Canal	Nos. 30, 33-34
Feb. 27	Panama and the Canal Continued	
Mar. 3	Comparative Imperialism Last day to withdraw with grade of W	
Mar. 5	Natural Resources and the Environment Tucker paper due	
Mar. 10	Big Stick and Dollar Diplomacy	Nos. 31-32, 35-38
Mar. 12	Protectorates and Occupation	Nos. 39-52
Mar. 17 & 19	NO CLASS (Spring Break)	
Mar. 24	The Good Neighbor Policy	Nos. 53-60
Mar. 26	Latin America and World War II	Nos. 61-66
Mar. 31	The Early Cold War Schlesinger & Kinzer paper due	Nos. 67-77
Apr. 2	NO CLASS (Honors Day Convocation)	
Apr. 7	The Cuban Revolution	Nos. 78, 81-82, 84, 90, 92
Apr. 9	Cold War, 1960s & 1970s	Nos. 79-80, 83, 85-89, 91, 93-105
Apr. 14	Film	
Apr. 16	The Reagan Years	Nos. 106-115
Apr. 21	The War on Drugs	Nos. 116, 122
Apr. 23	U.S. Immigration Policy	
Apr. 28	Neoliberalism, Free Trade, and U.S. Policy	Nos. 117-121, 123-124
Apr. 30	New Leftists and U.S. Policy	

May 7

Final Exam 2:00-4:00 PM

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PHED 3601 Movement Analysis I
 Prefix Number Course Title

This course addresses the teaching and analysis of skills associated with team sports/net games, and track and field. Students learn to teach, analyze and assess skilled performance based on the learner's current skill level and developmental readiness.
Prerequisite: Admission to Teacher Education.

Course Catalog Description

Lec Hrs	6.00 Lab Hrs	3.00 Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading

Prerequisites

Teacher Education Admission TE

Corequisites
Rationale

This course is no longer used or needed. It is replaced in our revised undergraduate curriculum by a series of five Skills and Strategies classes (PHED 3500, 3501, 3502, 3503, and 3504).

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PHED 3608 Lifetime Health Concerns
 Prefix Number Course Title

Examination of contemporary health issues across the lifespan with regard to selected health topics; health care systems and delivery; and the impact of demographics, behavior, and environment on personal, community, and national health status.

Course Catalog Description

3.00	3.00	Fall - 2010	Other
Lec Hrs	Lab Hrs	Effective Term	Frequency
			Letter Grade
			Grading

Prerequisites

Teacher Education Admission TE

Corequisites
Rationale

This course is no longer needed or offered. It is replaced in our revised undergraduate curriculum by PHED 4500 and 4501.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PHED 3618 Health Education P-5
 Prefix Number Course Title

Curriculum development and planning for teaching and evaluating P-5 health education. Focus on constructing and implementing developmentally appropriate experiences that encourage personal and community responsibility.

Course Catalog Description

3.00	3.00	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading

Prerequisites

Teacher Education Admission TE

Corequisites
Rationale

This course is no longer offered or needed. The course is replaced in the revised undergraduate curriculum by PHED 4502 Health Education Methods.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 PHED 4608 Health Education 6-12
 Prefix Number Course Title

Curriculum development and planning for teaching and evaluating 6-12 health education . Focus on constructing and implementing developmentally appropriate experiences that encourage personal and community responsibility.

Course Catalog Description

3.00	3.00	Fall - 2010	Other
Lec Hrs	Credit Hrs	Effective Term	Frequency
			Letter Grade
			Grading

Prerequisites

Teacher Education Admission TE

Corequisites
Rationale

This class is no longer offered or needed. It is replaced in our revised undergraduate curriculum by PHED 4502 Health Education Methods.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Health, Physical Education and Sports St Department	College of Education College	Jenkins, Deborah Originator
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Action
 Add
 Modify
 Delete
Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments
Course Details

PHED	4667	Foundations of Nutrition
Prefix	Number	Course Title

Knowledge and application of nutritional information to assist school personnel who teach children about components of a sound diet.

Course Catalog Description

3.00		3.00	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites**Rationale**

This course has not been taught in many, many years. It was not part of the old undergraduate curriculum, nor is it part of the current revised undergraduate curriculum. It is no longer needed, as the information is folded into PHED 4501.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment:
Comments TEAC Approval Required**College Approvals**

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator		
Health, Physical Education and Sports St Department	College of Education College	Jenkins, Deborah Originator

Action		Modifications					
<input type="radio"/> Add	<input type="radio"/> Modify	<input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Description	<input type="checkbox"/> Title	<input type="checkbox"/> Credit	<input type="checkbox"/> See Comments

Course Details					
PHED	4677	6-12 Health Educ. Field Exp.			
Prefix	Number	Course Title			
Students will gain practical teaching experience in middle and secondary public schools under the supervision of a qualified teacher and university supervisor.					
Course Catalog Description					
Lec Hrs	6.00 Lab Hrs	2.00 Credit Hrs	Fall - 2010 Effective Term	Yearly Frequency	Letter Grade Grading

Prerequisites	Corequisites
Teacher Education Admission TE	PHED 4608 and admission to Teacher Education

Rationale
This course is no longer needed. The field component has been folded into the coursework in the new curriculum, thus it is included in PHED 3675, a newly approved course.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
Jenkins, Deborah [APPROVED]
Chair, Course Department
Hoff, Dianne [APPROVED]
Associate Dean, College of Education

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [PENDING]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 PHED 4687 Teaching Internship
 Prefix Number Course Title

Practical teaching experience in a public school under the supervision of a qualified teacher. Laboratory experience included in course.

Course Catalog Description

Lec Hrs	14.00 Lab Hrs	3.00 Credit Hrs	Fall - 2010 Effective Term	Yearly Frequency	S/U/I Grading
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Prerequisites

Completed all other professional courses and admission to Teacher Education

Corequisites
Rationale

We have three internship numbers in the catalogue and need only one. PHED 4686 is the number we use; it is the only one that conforms to the university numbering system. This PHED 4687 course number is not needed and not used.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL-APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator	
Health, Physical Education and Sports St Department	College of Education College
Jenkins, Deborah Originator	

Action	Modifications
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
PHED	4688	Teaching Internship			
Prefix	Number	Course Title			
Practical teaching experience in a public school under the supervision of a qualified teacher. Laboratory experience included in course.					
Course Catalog Description					
Lec Hrs	14.00	3.00	Fall - 2010	Yearly	S/U/I
	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
Completed all other professional courses and admission to Teacher Education	

Rationale
We have three Teaching Internship course numbers in the catalogue, and use only one: PHED 4686. This course is not needed and the number does not conform to the university numbering system.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
Jenkins, Deborah [APPROVED]
Chair, Course Department
Hoff, Dianne [APPROVED]
Associate Dean, College of Education

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

FINAL-APPROVAL
Aldrich, Michael [PENDING]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PWLA 1625 Camping
 Prefix Number Course Title

This course teaches basic camping skills such as equipment selection, camp cooking, building fires, pitching tents, compass reading, tying knots, and outdoor safety and first aid.

Course Catalog Description

Lec Hrs	2.00 Lab Hrs	1.00 Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading
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Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

The department no longer provides recreation courses, such as Camping. Recreation is outside our focus and mission, as is illustrated by the change in the department name. Intramurals has assumed the responsibility for providing students with recreation/outdoor education. Therefore, the course is not needed and will not be offered as a for-credit course.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PWLA 1627 Canoeing
 Prefix Number Course Title

Basic canoeing skills including personal safety; entering and leaving a canoe; changing positions; basic stroke work; landings; small craft safety.

Course Catalog Description

Lec Hrs	2.00 Lab Hrs	1.00 Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading
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Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

The department no longer provides recreation courses; this function is covered by the campus Intramural program. This change in focus is reflected in the new department name (effective Jan. 1, 2009). Therefore, this recreation course is no longer a part of our program, and can be deleted.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PWLA 1631 Dance:Folk,Country,& Western
 Prefix Number Course Title

This course is designed to enhance skill acquisition in the area of folk, country, and western dancing, and promote these forms of dance as lifetime recreational activities.

Course Catalog Description

Lec Hrs	2.00 Lab Hrs	1.00 Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

With a change in the department's activity program, more emphasis is placed on fitness courses and building skills and abilities through both beginning and intermediate levels within a given activity. The number of dance courses listed in the catalogue is far greater than this fitness-based activity program can offer or support; this highly specialized dance course is no longer needed because it does not fit with the changing direction of our activity and wellness program.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 PWLA 1633 Dance: Jazz
 Prefix Number Course Title

Introduction to style, technique, and rhythmic structures of jazz steps; with emphasis on elementary jazz steps; terminology; history; increasing movement capabilities and personal expression.

Course Catalog Description

Lec Hrs	2.00 Lab Hrs	1.00 Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

With a change in the department's activity program, more emphasis is placed on fitness courses and building skills and abilities through both beginning and intermediate levels within a given activity. The number of dance courses listed in the catalogue is far greater than this fitness-based activity program can offer or support; this highly specialized dance course is no longer needed because it does not fit with the changing direction of our activity and wellness program.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Gross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator		
Health, Physical Education and Sports St Department	College of Education College	Jenkins, Deborah Originator

Action	Modifications
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
PWLA	1640	Dance: Tap			
Prefix	Number	Course Title			
<p>Basic techniques of tap dance; body placement; terminology, elementary tap combinations with progressions from simple to complex.</p> <p>Course Catalog Description</p>					
Lec Hrs	2.00 Lab Hrs	1.00 Credit Hrs	Fall - 2010 Effective Term	Other Frequency	Letter Grade Grading

Prerequisites	Corequisites
See hard copy catalog for pre-requisites.	

Rationale
With a change in the department's activity program, more emphasis is placed on fitness courses and building skills and abilities through both beginning and intermediate levels within a given activity. The number of dance courses listed in the catalogue is far greater than this fitness-based activity program can offer or support; this highly specialized dance course is no longer needed because it does not fit with the changing direction of our activity and wellness program.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
Jenkins, Deborah [APPROVED] <hr/> Chair, Course Department
Hoff, Dianne [APPROVED] <hr/> Associate Dean, College of Education

Cross Listing Approvals
N/A <hr/> Chair, Cross Listed Department
N/A <hr/> Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED] <hr/> Chair, Undergraduate Academic Programs Committee
N/A <hr/> Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [PENDING] <hr/> Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

 Health, Physical Education and Sports St
 Department

 College of Education
 College

 Jenkins, Deborah
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 PWLA 1681 Swimming for the Non-Swimmer
 Prefix Number Course Title

For students who have a fear of water, absolutely no swimming skills, and who have a desire to learn to swim. Emphasis on adjustment to water, breath control, floating, gliding, personal safety and elementary forms of rescue, elementary stroke work.

Course Catalog Description

	2.00	1.00	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

The campus no longer has a swimming pool, so requests to reduce the number of aquatics courses listed in the catalogue. Instruction in aquatics, when available, will begin with beginner-level courses rather than non-swimmer options.

Planning Info

-
- Library Resources are Adequate
-
-
- Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments
 TEAC Approval Required

College Approvals

Jenkins, Deborah [APPROVED]

Chair, Course Department

Hoff, Dianne [APPROVED]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [PENDING]

Chair, Faculty Senate

Addendum III

Graduation Draft

Given the recent initiative concerning graduation rates and customer service from the University System, it feels like an opportune time to revisit UWG's Graduation and Commencement policies and practices. As the university continues to grow and seeks to become a destination institution, it is understandable that we desire to be in line with our competitors concerning graduation fees, deadlines, diplomas, and of course the ceremony. We must revive our policies and processes to be among those known for the "best practices" in the state and region..

Research indicates that we are in the bottom tier with our current practices. The table below displays the results of some personal research indicating that most institutions including our direct competitors have moved away from the practice of handing out diplomas at commencement. These same institutions have also taken on the task of printing the diplomas in-house and realized significant savings and improved customer service in this important process.

School	Grad Fee	App Deadline	Diploma	Ceremony	Mini
GA College & State University	\$45	Preceding Term of proposed graduation	8.5 x 11, degree only printed in house (home system) mailed --usually two weeks after grades are confirmed. Considering changing size of diploma students have continuously complained about the size.	Before Grades, Blank Covers with insert @ commencement	No
GA State	\$50	Two Terms before proposed graduation	14 x 17, Jostens prints mailed 4-6 weeks after semester	Before Grades, Fake diploma (scroll) @ commencement No Covers provided	No
Valdosta	\$25	Two Terms before proposed graduation	12 x 15, printed in house DOD software, mailed 2 weeks after grades confirmed	Before Grades, Blank Covers with insert @ commencement	No
GA Tech		One Term before proposed graduation	Mailed 6-8 weeks after commencement	Before Grades, Blank Covers with insert @ commencement	No
GA Southern	\$35	Two Terms before proposed graduation	12 X 15, printed in house using home grown software, mailed 6-8 weeks after grades confirmed	Before Grades Blank Covers with insert @ commencement	No
Clayton State	\$35	Two Terms before proposed graduation	8.5 X 11, printed in house, tech support designed program Mailed approx 8 weeks after commencement	Before Grades Blank Covers with letter from President	No
Kennesaw	\$30	One Term before proposed graduation	11 X 14, printed in house DOD mailed 4-5 weeks after commencement	Before Grades Blank Cover with insert	No
West GA	\$30	One Term before proposed graduation	8.5 X 11, printed by Jostens weeks before ceremony	Before Grades Actual Diplomas given at Commencement	Yes

In addition, on November 13, Clayton State University polled the RACRA listserv concerning distribution of diplomas at commencement and out of 25 responses, only 6 (24%) replied that

they handed out the actual diplomas at the ceremony. Of the six yes responses, three added that they still awarded blank covers and the students would pick up their diplomas at another location after the ceremony.

With the current practice of handing out the diplomas at commencement, the Registrar's Office encounters many issues including

- Extensive time and limited flexibility to prepare and receive the initial order and request replacements for those received with incorrect information or to respond to situations when a student is needing (unforeseen circumstances) to be added to the graduation list late.
- Additional expenses for students that defer graduation after the diploma order has been placed or received. We are only allowed to return 5% for credit each semester.
- Students receiving the wrong diploma at Commencement
- Retrieving diplomas from students that did not meet degree requirements after grades are confirmed is very time consuming and embarrassing. I have been told that some students chose not to return the diploma.

Recommend changes to the current process to include:

1. Handing out Blank Diploma Covers with insert explaining that the student will receive their diploma within ___ weeks after grades are confirmed. And additional verbiage that alerts the student when transcript with degree posting will be available.
2. Cease purchasing of the mini diplomas (annual savings of \$1,000 -\$1200)
3. Phase in printing the diplomas in the Registrar's Office by summer/fall 2010. Currently gathering quotes on software and equipment needed to do this. I believe that the initial costs would be less than the \$12K we pay Jostens each summer.

Addendum IV

Course Update Request (Add, Delete, Modify)

Originator

History Department	College of Arts and Sciences College	Eidson, Elmira N. Originator
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Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments

Course Details

HIST	5413	The Atlantic World, 1450-1800
Prefix	Number	Course Title

A transnational perspective emphasizing connections between Europe, Africa, and the Americas from the period of European maritime exploration to the age of revolution. Topics include the expansion of empires and mercantile capitalism, slavery and the trans-Atlantic slave trade, and interactions between Europeans, Africans, and Native Americans

Course Catalog Description

3	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Much of the world as we know it is the legacy of the Atlantic World, a term that has become commonplace among historians to describe the interconnected societies that grew up around the Atlantic Ocean from the 15th to the 18th centuries. As Europeans explored, conquered, colonized, and traded within the Atlantic basin, they created conditions for an unprecedented exchange of populations, ideas, crops, diseases, raw materials, and manufactured goods that impacted Europe, Africa, and the Americas. Within the last 20 years, historians have embraced the concept of an Atlantic World as a way to explore the links between Europe, Africa, and the Americas, and recognized that none of those areas can be completely understood without placing them in an Atlantic context. Many history departments at universities comparable to our own already offer graduate classes on the Atlantic World. Our own History Department offers several graduate courses on the component regions of the Atlantic World. The proposed class will offer graduate students a way to integrate their knowledge of the colonial Americas, early modern Europe, and Africa in the age of the slave trade. Students who take the course will be introduced to the growing field of Atlantic history and to the challenges of investigating historical problems from a comparative, transnational perspective. They will be challenged to explore the ways in which Europe, Africa, North America, the Caribbean, and Latin America were or were not integrated demographically, culturally, economically, and politically. Students who apply themselves will also improve their critical thinking and historical writing skills and their knowledge of places beyond their own familiar world. At a time when Americans need to understand diversity and global interconnectedness to succeed in the modern world, students will learn that their own country has always been diverse and always part of a larger world. In addition, master's students with a solid background in the Atlantic World will have a competitive advantage when applying to Ph.D. programs and positions in secondary education. An Atlantic World graduate course will also provide the University and the History Department with an additional opportunity to fulfill their mission statements, both of which emphasize the value of understanding diversity and of cultural and global literacy. Dr. Colleen Vasconcellos, Dr. Charles Lipp, and Dr. Gary Van Valen have all expressed their desire to teach the class. We envision rotating the class among the three of us for the foreseeable future. This graduate course is essential for the new Atlantic World field that the History Department has created for its M.A. students. It will provide an overview of the field and allow students to integrate the material from other, existing courses on the colonial Americas, early modern Europe, slavery, and revolutions. As the cornerstone course for the new field of study, the Atlantic World needs to be a permanent graduate course.

Planning Info

 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 5

Comments

 TEAC Approval Required

College Approvals

Goodson, Howard (Dr.) [APPROVED]

Chair, Course Department

Overfield, Denise [APPROVED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Clark, Charles [APPROVED]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

The Atlantic World, 1450-1800

5000-level Preliminary Syllabus

From the late-fifteenth through the eighteenth centuries, for a variety of reasons, the diverse peoples of the four continents bordering the Atlantic Ocean were compelled to interact with one another to an unprecedented degree. In the process, Europeans, Africans, and Native Americans created a new world marked, for good and bad, by constant cultural contact and negotiation. Taking the north Atlantic as its point of reference, this course seeks to connect and combine the various separated histories of Europe, Africa, North America, and the Caribbean, and to demonstrate how the most important processes of change can be understood only through this Atlantic frame of reference. Topics in this course will include early maritime explorations, imperial expansion and colonization, European-Amerindian relations, European-African relations, slavery and the trans-Atlantic slave trade, the growth of mercantile capitalism and the establishment of an Atlantic economy, the maturation of Euro-American colonial societies and their struggles for autonomy and national independence.

Learning objectives for this course include but are not limited to:

- *introduce students to the growing field of Atlantic history and to the challenges of investigating historical problems from a comparative, transnational perspective
- *challenge students of European, African, and Latin American history to explore the ways in which these areas, along with North America, were or were not integrated demographically, culturally, economically, politically, and otherwise
- *help students improve critical thinking and historical writing, bringing both to a more sophisticated and effective level.

Books

Maryse Conde, *Segu* (Penguin, 1987)

John Thornton and Linda Heywood, *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585–1660* (Cambridge, 2007)

Jorge Canizares-Esguerra and Erik R. Seemen eds., *The Atlantic in Global History* (Pearson, 2006)

Alison F. Games and Adam Rothman, eds. *Major Problems in Atlantic History* (Houghton Mifflin, 2008) (on reserve)

Selected Readings on Reserve and Online (see Tentative Schedule for titles)

Assignments

Assignment 1: Theoretical Frameworks

In a 3-5 page paper, Analyze the various theoretical approaches encountered at the beginning of this course and provide your own opinion of what the Atlantic world is (or was) and how it might

be best studied. How will you apply this approach in your formal research papers as well as your overall areas of interest?

Assignment 2: Paper Proposal and Preliminary Bibliography

Assignment 3: Independent Book Review

Choose a book that relates to your formal research paper topic and write a brief 3-5 page book review on that book. Be sure to discuss the book's Atlantic perspective and whether that perspective is useful.

Assignment 4: Book Review of Maryse Conde's *Segu*

Review Questions to be given during Week 5

Assignment 5: Formal Research Paper

20 page paper on your topic no later than Friday, May 5 at 3:00pm. The paper should be typed (double-spaced) with footnotes and bibliography, and it should include an assessment of what an Atlantic perspective can or cannot reveal about your topic generally and how it might add to our historical knowledge about it

Individual Meetings

Graduate Students will meet with me once a week for a separate discussion of this week's readings as well as your research topics and progress. No separate readings will be assigned for these, but you will be expected to discuss the weekly readings at greater depth.

Tentative Course Schedule

Week 1: Introduction to Course

Week 2: What is the Atlantic World?: Atlantic vs. Colonial History

Readings: David Armitage, "Three Concepts of Atlantic History" from Armitage and Braddick, eds. *The British Atlantic World, 1500-1800*. Nicolas Canny, "Writing Atlantic History; or, Reconfiguring the History of Colonial British America," *Journal of American History* 86 (Dec. 1999), 1093-1114 (on reserve). Felipe Fernandez-Armesto, "Empires in their Global Context, 1500-1800) in *The Atlantic in Global History*. Martin W. Lewis "Inventing Oceans" and David Armitage "The Varieties of Atlantic History" both in *Major Problems in Atlantic History* (on reserve).

Week 3: The Making of the Atlantic World: European Explorations and Conquests

Readings: *Major Problems in Atlantic History*, Chapter 2 "Origins of the Atlantic World" (on reserve). Selections from Stuart Schwartz, *The Victors and the Vanquished: Spanish and Nahuatl Views of the Conquest of America*. Online Documents: Thomas Morton, Description of the Indians in New England (1637) and Dutch Minister Describes the Iroquois (1644). Aztec Accounts of the Conquest of Mexico; Hernan Cortés: Second Letter to Charles V. Alfred W. Crosby, "Discovery of the Atlantic" in *Major Problems in Atlantic History* (on reserve)

Assignment 1 Due

Week 4: African and Amerindian Perceptions of Europeans

Readings: *Major Problems in Atlantic History*, Chapter 3 "The Columbian Exchange" (on reserve). "The Portuguese, Kongo and Ndongo and the origins of Atlantic Creole culture to 1607" in Thornton and Heywood. Claudio Saunt, "'Our Indians': European Empires and the History of the Native American South" in *The Atlantic in Global History*. Select Primary Sources from Colin Calloway's *The World Turned Upside Down*. **Assignment 2 Due**

Week 5: Atlantic Economies

Readings: *Major Problems in Atlantic History*, Chapter 7 "Atlantic Economies" (on reserve) Peter Linebaugh and Marcus Rediker, "The Tempest and the Origins of Atlantic Capitalism," in *The Many-Headed Hydra*. Peter A. Coclainis, "Re-Orienting Atlantic History: The Global Dimensions of the 'Western' Rice Trade" in *The Atlantic in Global History*. Adam Smith, Of Colonies, from *The Wealth of Nations*, 1776, Adam Smith, The Cost of Empire, from *The Wealth of Nations*, 1776. Philip D. Curtin, "Sugar comes to the Atlantic Islands" in *Major Problems in Atlantic History* (on reserve) **Assignment 3 Due**

Week 6: The Trans-Atlantic Slave Trade

Readings: David Northrup, "The Portuguese-African Encounter," in *Major Problems in Atlantic History* (on reserve). "Wars, civil unrest and the dynamics of enslavement in West Central Africa, 1607–1660" in Thornton and Heywood. Pier M. Larson, "African Diasporas in the Atlantic" in *The Atlantic in Global History*. Selections from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* and Ottobah Cugoano, *Narrative of the Enslavement of Ottobah Cugoano*. In class activity using the Trans-Atlantic Slave Trade Database on CD-Rom.

Week 7: Slavery in the Atlantic World

Readings: *Major Problems in Atlantic History*, Chapter 13 "Twilight of Slavery" (on reserve) "Becoming slaves: Atlantic Creoles and the defining of status" in Thornton and Heywood. Selections from *Slavery, Freedom, and the Law in the Atlantic World*. Christopher Schmidt-Nowara, "Continuity and Crisis: Cuban Slavery, Spanish Colonialism, and the Atlantic World in the Nineteenth Century" in *The Atlantic in Global History*. Online Source: Tim Lockley, "Runaway Slave Communities in South Carolina"

Week 8: Class Discussion of Segu. Segu Paper Due at the end of class.

Week 9: Mid-Term Examination

Week 10: Abolitionism in the Atlantic World

Readings: Martin Klein, "How Did Atlantic Slavery Come to an End?" and Diana Paton and Pamela Scully, "What Does Gender Have to Do with Emancipation?" both in *Major Problems in Atlantic History* (on reserve). Selections from *Slavery, Freedom, and the Law in the Atlantic World*. Online Source: Christer Petley, "British links and the West Indian proslavery argument"

Week 11: Gender and Childhood

Readings: Toby Ditz, "Shipwrecked; or Masculinity Imperiled: Mercantile Representations of Failure and the Gendered Self in Eighteenth-Century Philadelphia," *Journal of American History* 81 (June 1994), 51-80. Selection from Irene Silverblatt's *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru*. Mary Niall Mitchell, "A Good and Delicious

Country": Free Children of Color and How They Learned to Imagine the Atlantic World in Nineteenth-Century Louisiana" *History of Education Quarterly* 40:2 (2000): 123-144.

Week 12: A Collision of Cultures: Spirituality and Religion in the Atlantic World

Readings: *Major Problems in Atlantic History*, Chapter 9 "Religion, Culture, and Society" (on reserve). Allan Greer and Kenneth Mills, "A Catholic Atlantic." Jorge Canizares-Esguerra, "The Devil in the New World: A Transnational Perspective." Erik R. Seeman, "Jews in the Early Modern Atlantic: Crossing Boundaries, Keeping Faith." Each of these can be found in *The Atlantic in Global History*.

Week 13: Creole Identity and European Transformations

Readings: Peter Linebaugh and Marcus Rediker, "The Atlantic's Working Class" in *Major Problems in Atlantic History* (on reserve). "Atlantic Creole culture: patterns of transformation and adaptations, 1607–1660" in Thornton and Heywood. David Buisseret, "Introduction," *Creolization in the Americas* (on reserve). Jason Young, "Black Identities in the Formation of the Atlantic World" in *The Atlantic in Global History*.

Week 14: Piracy in the Atlantic World

Readings: "Pirates Sail Under the Jolly Roger" in *Major Problems in Atlantic History* (on reserve). "Privateering, colonial expansion and the African presence in Early Anglo-Dutch Settlements" in Thornton and Heywood. Claire S. Schen, "Piracy in the Atlantic and the Mediterranean" in *The Atlantic in Global History*. Selection from *The Many Headed Hydra*

Week 15 Atlantic Revolutions

Readings: John K. Thornton, "What Were the Africans in St. Domingue Fighting For?" and Andrew Jackson O'Shaughnessy, "Why Did the British West Indies Remain Loyal?" both in *Major Problems in Atlantic History* (on reserve). Online Source: The English Bill of Rights (1689). Selections from *Slave Revolutions in the Caribbean*. Selection from Edmund Burke on the French Revolution (on reserve). Patrick F. McDevitt, "Ireland, Latin America, and an Atlantic Liberation Theology" in *The Atlantic in Global History*.

Week 16 The Concept of the Atlantic World Revisited

Readings: *Major Problems in Atlantic History*, Chapter 15 "Legacies" (on reserve) Jose C. Moya, "Modernization, Modernity, and the Transformation of the Atlantic World in the Nineteenth Century" in *The Atlantic in Global History*. Bernard Bailyn, "The Idea of Atlantic History," *Itinerario* 20 (1996), 19-44 (on reserve).

Final Exam: See Final Exam Schedule in The Scoop for date and time

Final Papers are due the last day of class.

Course Update Request (Add, Delete, Modify)

Originator		
Department	History	College
		Originator

Action	Modifications
<input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details					
HIST	5422				
Prefix	Number	Course Title			
<p>An introduction to the history of relations between Latin America and the United States from 1783 to the present, focusing on the political, economic, and social interaction between Americans and Latin Americans.</p>					
Course Catalog Description					
			Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites

Rationale
<p>From early in its history, the United States has had close relations with the Latin American peoples to its south. The U.S. acquired parts of Latin America including Florida, Louisiana, Texas and the Southwest, and Puerto Rico. Americans invested heavily in places such as Mexico, Cuba, and Central America, and the U.S. later intervened militarily in the same regions. Latin America was a principal theater of the Cold War, and the issues of drug trafficking, immigration, free trade, and new leftist governments have continued to keep Americans focused on their relations with Latin America. In addition, the U.S. has had a significant Latino population since the 1840s, and Latinos now constitute over 13%, with a population exceeding 37 million people. The proposed course will provide students with the tools to understand America's complex relationship with Latin Americans from both the Anglo-American and Latin American perspective. Students will learn that Americans and Latin Americans have continuously interacted and mixed in ways that have defied borders for over 200 years. Students will better appreciate the multicultural nature of the world we live in and gain a greater understanding of Latin Americans as our nearest neighbors and our largest minority group. Students who apply themselves will also improve their critical thinking and historical writing skills and their knowledge of places beyond their own familiar world. Graduate students will also be able to demonstrate familiarity with the historical literature and some of the historiographical developments in the field of U.S.-Latin American relations. At a time when Americans need to understand diversity and global interconnectedness to succeed in the modern world, students will learn that their own country has always been diverse and always involved with the larger world. A U.S.-Latin American Relations graduate course will also provide the University and the History Department with an additional opportunity to fulfill their mission statements, both of which emphasize the value of understanding diversity and of cultural and global literacy. Many history departments at universities comparable to our own already teach graduate classes on U.S.-Latin American Relations. I expect graduate students to take this course as a way to supplement their knowledge of American history while at the same time fulfilling the History Department's Cultural and Global Literacy Requirement. For these reasons, I would now like to make U.S.-Latin American Relations a permanent graduate offering in the History Department.</p>

Planning Info	Comments
<input type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
Goodson, Howard (Dr.) [APPROVED] <hr/> Chair, Course Department
Overfield, Denise [APPROVED] <hr/> Associate Dean, College of Arts and Sciences

Cross-Listing Approvals
N/A <hr/> Chair, Cross Listed Department
N/A <hr/> Associate Dean, Cross Listed College

Other Approvals

Clark, Charles [APPROVED]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

U.S.-LATIN AMERICAN RELATIONS

[syllabus from class when taught as special topics course]

HIST 5485-02, Spring 2008. Pafford 204, MW 2:00-3:15 PM

Dr. Gary Van Valen

Office: TLC 3209

Office hours: MWF 10:00 AM-12:00 PM, 1:00-2:00 PM or by appointment

Phone: (678) 839-6036

E-mail: gvanvale@westga.edu

Website: www.westga.edu/~gvanvale

Course Description

This course is an introduction to the history of relations between Latin America and the United States from 1783 to the present. From the beginning, the United States has had close relations with Latin American peoples. The U.S. has acquired territory from, invested in, and militarily intervened in Latin America. Issues of drug trafficking, immigration, free trade, and new leftist governments have continued to keep Americans focused on their relations with Latin America. In addition, the U.S. has had a significant Latino population since the 1840s, and Latinos now constitute over 13% of its population, with more than 37 million people claiming Latino origins. For these reasons, Americans need to understand their relationship with Latin America.

Learning Objectives

Students who apply themselves in this course will acquire the tools to understand America's complex relationship with Latin Americans from both the Anglo-American and Latin American perspective. They will learn that Americans and Latin Americans have continuously interacted and mixed in ways that have defied borders for over 200 years. Students will better appreciate the multicultural nature of the world we live in, improve their knowledge of places beyond their own familiar world, and gain a greater understanding of Latin Americans, our nearest neighbors and our largest minority group. They will also improve the critical thinking and writing skills that all of their other important endeavors will require. Graduate students will also demonstrate familiarity with the historical literature and some of the historiographical developments in the field of U.S.-Latin American relations

Course Requirements

I will expect you to meet with me at least once every two weeks to discuss your progress on a graduate-quality research paper or bibliographic essay. For each meeting, you should submit written evidence of progress (first a bibliography, then drafts).

You will be expected to keep up with other reading and assignments.

Because of the large amount of material to be covered, class attendance is absolutely essential. Attendance will be taken. You are allowed up to five absences for all reasons

(including sporting events, illness, and family issues). More than five absences will result in the loss of 5% of your final grade. More than 10 absences will result in the loss of 10% of your final grade.

I reserve the right to make changes to this syllabus. It is your responsibility to attend class so that you may be aware of any changes.

Grading

Your final grade will represent the sum of the following:

- Midterm Exam (15%)
- Final Exam (20%)
- Tree of Hate* review (10%)
- On Becoming Cuban* review (10%)
- Bitter Fruit* review (10%)
- Discussions of documents (10%)
- Research Paper or Bibliographic Essay (25%)

As noted above, excessive absences may result in the loss of up to 10% of your grade. Disruptive behavior may also result in points taken out of your grade.

Your exam dates are noted on this syllabus, and you will be informed of quiz dates ahead of time. Do not make travel plans that conflict with your exam dates.

Academic Honesty

You are expected to be familiar with and abide by the university's policies on academic honesty. As a West Georgia student, you have pledged not to lie, cheat, steal, or commit plagiarism. It is equally wrong to give aid as it is to receive it. When copying word for word from another source, you must use quotation marks and cite your source. When paraphrasing material or borrowing another author's ideas, you must also cite your source. Plagiarism on the written assignments will result in an F for the course. Assignments are to be done independently. Two or more students cannot hand in variations of the same paper, even if they study together. You are not allowed to submit your own work from a previous course without the prior instructor's and my permission.

Special Accommodations

If you are on record with the university's Disability Services as having special academic or physical needs requiring accommodations, please meet with me during my regular office hours as soon as possible. We need to discuss your accommodations before they can be implemented. Also, please note that arrangements for special accommodations must be made at least one week before the exams.

If you believe you are eligible for accommodations but have not formally contacted Disability Services, please call (678) 839-6428 or drop by the Student Development Center at 272 Parker Hall.

Policy on Electronic Devices and Communication

Cell phones and pagers must be turned off prior to entering the classroom. Laptops are

not to be used in the classroom. The use of any electronic device during a quiz or exam is strictly prohibited. Any use of such devices during a quiz or exam will be considered a breach of academic honesty.

To protect your privacy, all electronic communication with me must be conducted through your West Georgia e-mail. As all e-mail is potentially insecure, I will only discuss your grades with you in person.

Required Books:

Robert H. Holden, and Eric Zolov, eds. *Latin America and the United States: A Documentary History*. Oxford University Press, 2000. ISBN 9780195129946

Philip Wayne Powell. *Tree of Hate: Propaganda and Prejudices affecting United States Relations with the Hispanic World*. Albuquerque: University of New Mexico Press, 2009. ISBN 9780826345769

Louis A. Pérez, Jr. *On Becoming Cuban: Identity, Nationality, and Culture*. Ecco Press (Harper Collins), 1999. ISBN 9780060958995

Stephen Schlesinger, Stephen Kinzer. *Bitter Fruit*. Harvard University Press, 2005. ISBN 9780674019300

Course Schedule:

DATE	LECTURE TOPIC	READINGS (Holden & Zolov documents)
Jan. 9	Introduction to the course	
Jan. 14	Latin America and the U.S.: First Contacts	Nos. 1-2
Jan. 16	First Contacts Continued	Nos. 3-4
Jan. 21	NO CLASS (Martin Luther King Day)	
Jan. 23	Texas and Southwestern Contacts	No. 7
Jan. 28	Texas Continued Powell paper due	
Jan. 30	The Mexican-American War	Nos. 8, 10, 11
Feb. 4	U.S-British Rivalry	Nos. 9, 12
Feb. 6	Issues of Slavery and Transisthmian Routes	Nos. 6, 9, 14

Feb.11	Post-Civil War Relations Bibliography for research paper due	Nos. 15-18
Feb. 13	U.S.-Cuban Relations to 1898	Nos. 13, 21
Feb. 18	The Development of an Imperial Mentality	Nos. 19-20, 22-23
Feb. 20	Midterm Exam	
Feb. 25	The Spanish-American War	Nos. 24-28
Feb. 27	Panama and the Canal	Nos. 30, 33-34
Mar. 3	Panama and the Canal Continued Last day to withdraw with grade of W	
Mar. 5	Natural Resources and the Environment Pérez paper due	
Mar. 10	Comparative Imperialism	
Mar.12	Big Stick and Dollar Diplomacy	Nos. 31-32, 35-38
Mar.17 & 19	NO CLASS (Spring Break)	
Mar. 24	Protectorates and Occupation	Nos. 39-52
Mar. 26	The Good Neighbor Policy	Nos. 53-60
Mar. 31	Latin America and World War II	Nos. 61-66
Apr. 2	The Early Cold War Schlesinger & Kinzer paper due	Nos. 67-77
Apr. 7	The Cuban Revolution	Nos. 78, 81-82, 84, 90, 92
Apr. 9	Cold War, 1960s & 1970s	Nos. 79-80, 83, 85- 89, 91, 93-105
Apr. 14	Film	
Apr. 16	The Reagan Years	Nos. 106-115
Apr. 21	The War on Drugs	Nos. 116, 122

Apr. 23	U.S. Immigration Policy	
Apr. 28	Neoliberalism, Free Trade, and U.S. Policy	Nos. 117-121, 123-124
Apr. 30	New Leftists and U.S. Policy	
	Final version of research paper or bibliographic essay due	
May 7	Final Exam 2:00-4:00 PM	

Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

CEPD 7145 Advocacy and Leadership 3 / 0 / 3
Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____
Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course emphasizes "theory to practice" by providing experiences that allow students to assess and develop their personal leadership, while emphasizing the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change. Use of data to identify needs, remove barriers, and mobilize resources from schools and communities in order to increase options for students and clients are primary themes throughout the course.

Prerequisite(s) _____

Present or Projected Enrollment: 50 (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval: _____
 Department Chair: Rebecca Samuel Date: 10-30-09
 Dean of College: [Signature] Date: 11/2/2009

Chair of TEAC (if teacher prep. program) _____ Date _____

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee: _____ Date: [Signature]
 Chair, Committee on Graduate Studies: _____ Date: 11/17/09

Vice President for Academic Affairs _____ Date _____

Rationale for addition of CEPD 7145—Advocacy and Leadership

CEPD 7140 (Counselor as Leader) and CEPD 7150 (Advocacy and Brokering of Services) were required courses in the M.Ed. program in school counseling. CEPD 7150 was also a required course in the M.Ed. program in community counseling. These two courses have been combined into the single proposed course (CEPD 7145 Advocacy and Leadership) because of overlapping content. Combining the two courses also allows students in the school counseling program the ability to take an elective.

CEPD 7145**Advocacy and Leadership**

Semester Hours:

Semester/Year:

Instructor:

Office location:

Office Hours:

Telephone:

E-mail:

Fax:

Online Support:

CourseDen Login and Help Page: <http://westga.view.usg.edu>

Distance Learning Library Resources:

<http://www.westga.edu/~library/depts/offcampus/Ingram>Library Information: <http://www.westga.edu/~library/info/library.shtml>UWG Distance Education: <http://www.westga.edu/~distance/>

I.T. Helpdesk: 678-839-6587

COURSE DESCRIPTION

This course emphasizes "theory to practice" by providing experiences that allow students to assess and develop their personal leadership, while emphasizing the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change. Use of data to identify needs, remove barriers, and mobilize resources from schools and communities in order to increase options for students and clients are primary themes throughout the course.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change.

The mission of the College of Education is to develop counselors/educators who are prepared to function effectively in diverse educational and community settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors are identified for

each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. assess and develop their leadership profile through an experiential approach emphasizing the development of leadership skills and qualities (Kouzes and Posner, 2003);
(Leaders, Adaptive, Culturally Sensitive, Knowledgeable, Proactive, Reflective);
2. understand and develop a commitment to the counselor's role in social justice, advocacy and brokering of services as these issues relate to traditionally underserved populations, (i.e., diverse, racial, ethnic, and lower socioeconomic groups) (Lee & Walz, 1998; McWhirter, 1994; Toporek, 1999)
(Culturally Sensitive, Proactive; CACREP II.K.2.d; CACREP SC.B-1);
3. demonstrate knowledge of leadership strategies designed to enhance communities and the learning environment of schools (Schwahn & Spady, 1998);
(Leaders, Culturally Sensitive, Knowledgeable, Reflective; CACREP SC.A.-4);
4. examine, discuss, and demonstrate knowledge of the qualities of effective leaders as viewed from a variety of perspectives, in order to distinguish effective from non-effective leaders (Schwahn & Spady, 1998);
(Leaders, Knowledgeable, Reflective);
5. identify and demonstrate knowledge of successful strategies and approaches for client/student/professional advocacy in public policy and other matters of equity and accessibility, including the role of the professional counselor in advocating on behalf of the profession (Leitwood, Jantzi, & Steinbach, 1999);
(Leaders, Knowledgeable, Reflective; CACREP-II.K.1.f; CACREP-CC-C-6);
6. articulate principles of advocacy actions and leadership needed to address institutional and social barriers that impede access, equity and success as those principles apply to communities, students, and effective school counseling programs (Lee & Walz, 1998; Lewis, Lewis, Daniels, & D'Andres, 1998)
(Culturally Sensitive, Proactive, Reflective; CACREP II.K.1.g; CACREP SC-B-1);
7. demonstrate sufficient knowledge and skills for being an effective leader and advocate both individually and in-groups (Lee & Walz, 1998; Lewis, Lewis, Daniels, & D'Andres, 1998)
(Knowledgeable, Proactive; CACREP II.K.2.d); and
8. demonstrate a thorough understanding of current issues, policies, laws, and legislation relevant to schools and communities (Fischer & Sorewson, 1996)
(Knowledgeable, Proactive; CACREP SC-A-7).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Bennis, W. & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a leader*. Cambridge: Perseus Books.

Internet access is required to access the following resources:
 Community Tool Box at <http://ctb.ku.edu/>
 Advocacy Institute at <http://www.advocacy.org>

References:

- DeVoss, J., & Andrews, M. (2006). *School counselors as educational leaders*. Boston: Houghton Mifflin.
- Ezell, M. (2001). *Advocacy in the Human Services*. Belmont, CA: Thomson Learning.
- Fischer, L., & Sorewson, G.P. (1996). *School law for counselors, psychologists, and social workers*. White Plains, NY: Longman.
- Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
- Homan, M.S. (1999). *Promoting community change: Making it happen in the real world* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Homan, M.S. (1999). *Rules of the game: Lessons from the field of community change*. Pacific Grove, CA: Brooks/Cole.
- Kouzes, J., & Posner, B. (2003). *The leadership challenge journal: Reflections on becoming a better leader*. San Francisco: Jossey-Bass.
- Lee, C.C., & Walz, G.R. (Eds.) (1998). *Social Action: A mandate for counselors*. Alexandria, VA: American Counseling Association.
- Leitwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Philadelphia: Open University Press.
- Lewis, J.A., Lewis, M.D., Daniels, J.A., & D'Andres, M.J. (1998). *Community counseling: Empowerment strategies for a diverse society*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- McWhirter, E. H. (1994). *Counseling for empowerment*. Alexandria, Va: American Counseling Association.
- Schlechty, C. (1997). *Inventing better schools*. San Francisco: Jossey-Bass, Inc.
- Schwahn, C. J., & Spady, W. G. (1998). *Total leaders*. Arlington, VA: American Association of School Administrators.
- Toporek, R. L. (1999, June). Advocacy: A voice for our clients and communities. *Counseling Today*, 41(12), 5,17. Alexandria, VA: American Counseling Association
- West, J., Osborn, C., & Bubbenzer, D. (2003). *Leaders and legacies: Contributions to the profession of counseling*. New York: Brunner-Routledge.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework The focus of this course is to provide feedback to students through a 360 degree process using The Leadership Development Profile (LDP) in order to develop the values, knowledge, and skills required for effective leadership, advocacy, and brokering of services. An emphasis is also placed on changing the culture of an organization through selective strategies. The course assignments reflect the conceptual framework descriptors of *collaborative*: students learn to work as part of a group in the evaluation of and development of an advocacy project (**Assignment 3 & 5**); *culturally sensitive*: students demonstrate an understanding of the needs of underserved, disenfranchised populations (**All Assignments**); *knowledgeable*: students demonstrate the ability to use necessary skills to be effective leaders (**Assignment 1, 2, 4**); *proactive*: students demonstrate the ability to design and implement an effective advocacy project (**Assignment 5**); *reflective*: students understand the qualities of effective leaders (**Assignment 1, 2, 4**); *decision makers*: students demonstrate the ability to make appropriate decisions regarding advocacy efforts (**Assignment 3, 5**); and students demonstrate *leadership* through the implementation of advocacy plans (**Assignment 5**).

Class Policies:

1. This class will be taught using a highly interactive approach. Students are expected to be well-prepared for each class meeting, having completed readings assignments, and ready for discussion and interaction. This includes completing reflections/activities/exercises in the text as assigned. Since graduate students are expected as independent learners, lectures and discussion will be predominantly used to expand upon information presented in the textbook and CourseDen readings. Class participation is imperative to the success of this course and your development as a leader. Non-participation will result in a reduction in assigned grade.

Students are expected to be on time for class and attend the full class session. You will be responsible for signing the class attendance sheet each class session. **Two absences or repeated tardies/leaving class early will drop a student's grade by one letter grade.** Should an absence be necessary, the student is responsible for all materials, activities, assignments, etc., missed. This information should be obtained from a class member.

2. Log on to CourseDen frequently. You will need to check regularly for additional course updates, access reading assignments, and actively participate in any discussion board discussions. Further, the instructor will use your CourseDen email address to contact you regarding this course.
3. Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Communication from Instructor will take place through your CourseDen email. All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted unless otherwise agreed upon with the instructor.

4. Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.

Disability Policy

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disability Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services: www.westga.edu/~dserve/.

Assignments:

1. Access the "Leadership Development Profile" on CourseDen; complete the self-assessment **ON YOURSELF** and have at least two observers complete the assessment **ON YOU**. (Technology competencies: 1, 2, 5, 6, 7, 10, 11, and 12.) *Course Objectives 1,2,4,9-12, 15*
2. **Reviews on Noted Leaders and Their Legacies (Individual Assignment; 30 points):** Students will select a noted leader and/or advocate **from the counseling field**. This can be someone of local, regional, state, or national significance, but **they must be a counselor/counselor educator**. Students are to offer an overview of the person's contribution to the counseling profession, offering supporting evidence of their "legacy." Students are encouraged to attempt to identify qualities of leaders/advocates as described in course readings, lectures, and discussions. Students will prepare a brief outline or short review of this leader and post it on CourseDen Discussion Board for others to read. As well, students should **prepare to present a 10 min. presentation for the class**, time permitting. *Course Objectives 3,4,6,7,9-11*

3. **Advocacy Evaluation (Individual Assignment: 50 points):** Identify an advocacy organization of interest to you, learn about it through available resources and then complete an advocacy activity to assist that organization with one of its goals. The organization may be conservative or liberal in its approach or middle of the road. You must be able to access information about the organization through one or more reliable sources (web sites, publications, individuals who work for the organization, etc.) The organization should be one in which you have an interest and common goal. As part of this assignment you will take action to help this organization, so choose one whose purpose, goals, and projects are ones that you can support. Write a description and evaluation of the organization. This information may be gathered through a number of avenues including interviews with advocates, interviews with targets of the advocacy effort, data sources, and information printed or disseminated about the advocacy effort, etc. Include in your description/evaluation all of the following information: the name of the organization; contact information (as many as are available of these: address, phone number, email, website, director, or individual contact name); the evolution and history of the organization; the organization's purpose/mission; the organization's projects and activities; the nature of the activities (prevention, outreach, counseling, systemic change, public policy, consultation, unified approach); the target population (who is targeted and why); the barriers to and resources of the organization; the outcomes of the activities; and, how the outcomes are evaluated. Once you have learned about the organization, **write an advocacy letter to help the organization with one of its goals or projects.** For example you could write a letter to the editor of a local newspaper, or to a government official, or to a group or organization. In the letter share your concern about the issue, discuss the organization's goal and project that addresses the issue, and ask the individual or group to take a specific action to support the organization. **Mail your letter, keeping a copy of it to include in your evaluation. Your evaluation should be prepared as a PowerPoint presentation (including your letter) that is posted on CourseDen Discussion Board.** *Course Objective 3;*
4. **Personal Leadership Evaluation and Development Plan (Individual Assignment; 100 points):** Students will use the results of their Leadership Development Profile (LDP) (both Self and Observer) as well as information learned in this course to establish a personal leadership development plan. Students will evaluate their leadership attributes, reasons for further developing skills, and how these skills might be developed. **Students will submit an APA-style paper** (though first person may be used) outlining their leadership plan. Further information will be provided by the instructor (**Submit in CourseDen**). *Course Objectives 2-4,6,7,9,11,12,15*
5. **Advocacy Plan and Presentation (Group Assignment; 100 & 50 points, respectively):** Working as part of your assigned group, develop and present to the class an "advocacy plan" using leadership skills to address a social issue in the community of one or more of your group members. Your group will begin by identifying social justice issues and relevant problems within the communities that you live and work. Using the group process, you will come to a consensus about the community, target population, and problem you wish to address. An important first step of the project is research, data collection, and analysis of data. The group will perform a thorough needs assessment using existing data and/pr collecting data as needed from key informants, including those served and those traditionally unheard. Your group will then define: who you are, your purpose and mission, an analysis of both the strengths and resources available and the barriers/threats, the problem(s) to be addressed, your vision, goals and objectives of your project, the leadership and advocacy activities (including timelines and responsible parties), how the activities will address the problem, how you will involve stakeholders (including the target population) in the process, if and how you will consult/collaborate/and broker services, ways you will communicate/disseminate information/garner support from others, and how you will evaluate and communicate the outcomes of the project. The product will be a well-developed **ELECTRONIC** portfolio (**in APA-Style**) that thoroughly describes all of the components of the plan and contains all of the relevant documentation (**Submit in CourseDen**). Your group will present your plan to the class as your final exam. *Course Objectives 3-15*

Evaluation Procedures:

1. Online Activities (8 @ 12.5 points each)	100 pts.
2. Review of Noted Leader and Legacy	30 pts.
3. Advocacy Evaluation	50 pts.
4. Personal Leadership Evaluation and Development Plan	100 pts.
5. Advocacy Plan	100 pts.
a. Advocacy Presentation	<u>50 pts.</u>
TOTAL	430 pts.

Grading Policy:

A= 100-90%	B= 89-80%	C=79-70%	F=69% and below
(430-387 pts.)	(386-344 pts.)	(343-301 pts.)	(300 pts. & below)

Assignments are to be turned in on assigned due date. A grade of A will not be assigned to any late work. Absences, tardiness, inappropriate behavior, and/or non-participation will result in a reduction in assigned grade.

The professor reserves the right to alter or amend this syllabus and/or its policies/procedures at any time.

Academic Honesty:

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or if another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in Graduate Catalog.

The following is an additional resource regarding prevention of plagiarism:
<http://www.westga.edu/~mmcfar/Preventing%20Plagiarism.htm>

CLASS SCHEDULE

Week	Topic	Assignments Due
1	FACE-TO-FACE CLASS Welcome; Introduction; Syllabus Review; Need for counselor leadership & advocacy Introduction to the LDP (Leadership Development Profile); Complete LDP—Self; Discuss work groups Bennis & Goldsmith, Preface & Chapter 1	<i>Instructor will post “Advocacy Interests” for consideration for group development.(after class meets)</i>
2	ONLINE CLASS Understanding what it means to be a leader and advocate Leadership Practices; Leadership Qualities CourseDen Readings: Dr. Stanard’s Article Community Toolbox: Getting an Advocacy Campaign Off the Ground and Survival Skills for Advocates Bennis & Goldsmith, Chapter 2	LDP—Self-observation Form Due in CourseDen Assignments See Discussion Board “Online Module Activities” for assignment instructions.
3	ONLINE CLASS Leadership Theories and Qualities Bennis & Goldsmith, Chapters 3 & 4 Community Toolbox: Styles of Leadership Advocacy Institute: Leadership Roles within an Advocacy Movement	See Discussion Board “Online Module Activities” for assignment instructions.
4	FACE-TO-FACE CLASS Advocating for the Profession; Professional Identity CourseDen Readings: Myers, Sweeney, & White; Myers & Sweeney	LDP—Observer Forms (minimum of 2) Due! Be prepared to form your groups!
5	ONLINE CLASS Understanding power; social justice; Legal Advocacy; Advocating with Legislators CourseDen Readings: Kiselica & Robinson; ACA: Effective Advocacy and Communication with Legislators	See Discussion Board “Online Module Activities” for assignment instructions.
6	ONLINE CLASS Defining the Issues; Community Needs Assessments; Understanding systems; Assessing an organization’s culture and strategies for change Community Toolbox: Conducting needs assessment surveys CourseDen Readings: Cook; Lusky & Hayes	Noted Leader Assignment due! See Discussion Board “Online Module Activities” for assignment instructions.

CLASS SCHEDULE

Week	Topic	Assignments (#) Due
7	FACE-TO-FACE CLASS Vision and mission statements Bennis & Goldsmith, Chapters 5 & 6 Community Toolbox: Proclaiming Your Dream Community Toolbox: Understanding the Issue	Noted Leader Discussion in class (10 minute time-limit!)
8	ONLINE CLASS Research Community Toolbox: How to Conduct Research CourseDen Reading: Stone & Turba Community Toolbox: Creating Objectives Advocacy Institute: Strategy Planning Objectives	See Discussion Board "Online Module Activities" for assignment instructions.
9	FACE-TO-FACE CLASS General discussion & questions related to the Advocacy Project Plan development and group progress. Mid-Term	Advocacy Evaluations Due! Noted Leader Discussion in class (10 minute time-limit!)
10	ONLINE CLASS Goals; Action plans Bennis & Goldsmith, Chapter 7 Community Toolbox: Developing an Action Plan; Measuring Success Advocacy Institute: Strategy Planning Tools	See Discussion Board "Online Module Activities" for assignment instructions.
11	ONLINE CLASS Resistance to change; conflicts and controversy CourseDen Readings	See Discussion Board "Online Module Activities" for assignment instructions.
12	FACE-TO-FACE CLASS Evaluation of plans and efforts; Presenting your work; Getting the word out CourseDen Readings	Personal Leadership Evaluation & Development Plan Due via CourseDen! Noted Leader Discussion in class (10 minute time-limit!)
13	ONLINE CLASS Prevention as Advocacy; Legislative and legal advocacy CourseDen Readings: Albee; Albee & Ryan-Finn	See Discussion Board "Online Module Activities" for assignment instructions.
14	FACE-TO-FACE CLASS Group Advocacy Plan Presentations!	Advocacy Portfolios Due in CourseDen when your group presents! Groups 1, 2, 3 & 4 (30 minute time-limit)
15	FACE-TO-FACE CLASS Course Evaluation Group Advocacy Plan Presentations!	Advocacy Portfolios Due when your group presents! Groups 5, 6 & 7 (30 minute time-limit)

Course Update Request (Add, Delete, Modify)

Originator

Nursing Department	School of Nursing College	Hite, Jo Originator
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Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

NURS	6187	Clinical Nurse Leader (CNL) Role Practicum I
Prefix	Number	Course Title

This practicum introduces the student to the clinical nurse leader (CNL) role. Emphasis is placed on assessing a clinical microsystem and identifying the role of the CNL in addressing selected problems. Students will participate in the role of the CNL in collaboration with a preceptor and faculty.

Course Catalog Description

0	5	1	Spring - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 6100, NURS 6300 and one of the following
NURS 6401 or NURS 6403 or NURS 6404

Corequisites

NURS 6400, NURS 6601, and one of the following
NURS 6401 or NURS 6403 or NURS 6404

Rationale

This is a new course proposed to allow clinical hours to be spread over three courses instead of two courses. Also, Clinical Nurse Leader role development will be enhanced by earlier introduction and exploration of how to differentiate the CNL from other clinical roles.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments

TEAC Approval Required

College Approvals

Ware, Laurie [APPROVED]

Assistant Dean, Nursing

Grams, Kathryn M. (Dr.) [APPROVED]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Clark, Charles [APPROVED]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]

Chair, Faculty Senate

NURS 6187 – Clinical Nurse Leader Role Practicum I

Credit: 0-5-1 (75 contact hours)

Pre-requisite: N 6100, N6300

Co-requisite: N 6601

Course Description: This practicum introduces the student to the clinical nurse leader (CNL) role. Emphasis is placed on assessing a clinical microsystem and identifying the role of the CNL role in addressing selected problems. Students will participate in the role of the clinical nurse leader in collaboration with a preceptor and faculty.

Learning Outcomes: (Program objectives are noted in parentheses after each learning goal)

1. Recognize the relationship of theoretical models, information systems, and technology to achieve quality outcomes in the health care system. (1)
2. Demonstrate understanding of the economic context of healthcare and its relationship to the role of the clinical nurse leader. (1, 6)
3. Identify a problem/need in the health care microsystem. (2, 4, 8)
4. Explore problem-solving strategies that are consistent with the mission and philosophy of the practice setting. (7)
5. Identify the role of the clinical nurse leader as a change agent and risk anticipator in the practice setting. (7)
6. Develop and work in collaborative and interdependent relationships with a diverse work force. (7, 10)
7. Assume the role of role of clinician, educator, and client advocate. (5, 6, 7)
8. Articulate the role of clinical nurse leader assertively and professionally to health care team members. (6, 7)
9. Assume professional accountability and ethical responsibility related to the role of the clinical nurse leader. (3)
10. Demonstrate ability to tolerate ambiguity and the changing nature of the role in making the transition to clinical nurse leader. (5, 7)
11. Practice nursing in a manner that reflects the caring and holistic nature of nursing. (9, 10)

Learning Resources:

Harris, J. L. & Roussel, L. (2010). *Initiating and sustaining the clinical nurse leader role: A practical guide*. Jones and Bartlett Publishers: Sudbury, MA
ISBN: 978-0-7637-7631-2

Resources in the CNL toolkit

<http://www.aacn.nche.edu/CNL/tkmats.htm>

AACN White Paper on the Education and Role of the CNL (July 2007)

<http://www.aacn.nche.edu/Publications/WhitePapers/ClinicalNurseLeader07.pdf>

Proposed 10/19/2009

AACN End of Program Competencies and Required Clinical Experiences for the
CNL (May 2006)

<http://www.aacn.nche.edu/CNL/tkstage5.htm>

AACN CNL Preceptor Guidelines (April 2006)

<http://www.aacn.nche.edu/CNL/tkstage5.htm>

Learning Activities:

1. Synchronous group discussions on the AACN White paper on CNL (July 2007) conducted either on campus or using online discussion forum. (Discussion hours will be applied to practicum hours)
2. Completion of 75 clock hours consistent with the experiences designated for the role of the Clinical Nurse Leader, and course expectations.
3. Assessment of a Clinical Microsystem identifying implications for Clinical Nurse Leader intervention.
4. Clinical journal and log
5. Initiate development of a CNL Portfolio

Methods of Evaluation:

Grading Scale	A = 90 -100
	B = 80 - 89
	C = 75 - 79
	F = less than 75

Course Update Request (Add, Delete, Modify)

Originator Nursing Department	School of Nursing College	Hite, Jo Originator
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Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete	Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input type="checkbox"/> See Comments
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Course Details					
NURS	6287	Clin Nurse Leader Role Prac I			
Prefix	Number	Course Title			
<p>This practicum focuses on the initial transition of students into the clinical nurse leader role of clinician, outcomes manager, client advocate, educator, information manager, systems analyst/risk anticipator, team member, member of the profession, and lifelong learner. Students will function under the guidance of a faculty member and clinical preceptor.</p> <p>Course Catalog Description</p>					
.00	5	1	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites NURS 6187	Corequisites
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Rationale Credit is being modified to place required clinical hours in 2 courses instead of one course. Title changed from Practicum I to Practicum II. Students expressed a desire to lighten the credit and clinical load in semester three (3).
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Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 10	Comments <input type="checkbox"/> TEAC Approval Required
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College Approvals
Ware, Laurie [APPROVED]
Assistant Dean, Nursing
Grams, Kathryn M. (Dr.) [APPROVED]
Dean, School of Nursing

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Clark, Charles [APPROVED]
Chair, Committee on Graduate Studies
N/A
Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

NURS 6287 – Clinical Nurse Leader Role Practicum II

Credit: 0-5-1 (75 contact hours)

Pre-requisite: N 6400, N 6XXX

Pre or Co-requisites: N 6401, N6403, N6404, N6602

Course Description: This practicum course focuses on the initial transition of students into the clinical nurse leader (CNL) role of clinician, outcomes manager, client advocate, educator, information manager, systems analyst/risk anticipator, team member, member of the profession, and lifelong learner.

Learning Outcomes: (Program objectives are noted in parentheses after each learning goal)

1. Utilize theoretical models, information systems, and technology to achieve quality outcomes in the health care system. (1)
2. Apply research and evidence-based findings to analyze systems and make nursing decisions in the clinical setting. (2, 4, 5)
3. Use basic principles of fiscal management, budgeting, and health economics in the role of the clinical nurse leader. (1, 6)
4. Propose an evidence-based project addressing a problem/need in the health care delivery system arena microsystem. (2, 4, 8)
5. Utilize problem-solving strategies that are consistent with the mission and philosophy of the practice setting. (7)
6. Negotiate the role of change agent and risk anticipator in the practice setting. (7)
7. Develop and work in collaborative and interdependent relationships with a diverse work force. (7, 10)
8. Assume the role of role of clinician, educator, and client advocate. (5, 6, 7)
9. Communicate the role of clinical nurse leader assertively and professionally to health care team members, policy makers, and consumers. (6, 7)
10. Assume professional accountability and ethical responsibility related to the role of the clinical nurse leader. (3)
11. Demonstrate ability to tolerate ambiguity and the changing nature of the role in making the transition to clinical nurse leader. (5, 7)
12. Practice nursing in a manner that reflects the caring and holistic nature of nursing. (9, 10)

Textbook:

Harris, J. L. & Roussel, L. (2010). *Initiating and sustaining the clinical nurse leader role: A practical guide*. Jones and Bartlett Publishers: Sudbury, MA
ISBN: 978-0-7637-7631-2

Resources in the CNL toolkit

<http://www.aacn.nche.edu/CNL/tkmats.htm>

Proposed revision 10-19-09

AACN White Paper on the Education and Role of the CNL (July 2007)
<http://www.aacn.nche.edu/Publications/WhitePapers/ClinicalNurseLeader07.pdf>

AACN End of Program Competencies and Required Clinical Experiences for the
CNL (May 2006)
<http://www.aacn.nche.edu/CNL/tkstage5.htm>

AACN CNL Preceptor Guidelines (April 2006)
<http://www.aacn.nche.edu/CNL/tkstage5.htm>

Learning Activities:

1. Synchronous group discussions on CNL role development in practicum conducted either on campus or using online discussion forum. (Discussion hours will be applied to practicum hours)
2. Completion of 75 clock hours consistent with the experiences designated for the role of the Clinical Nurse Leader, and course expectations.
3. CNL Project Proposal
4. Clinical journal and log
5. Continue development of a CNL Portfolio

Methods of Evaluation:

Grading Scale	A = 90 -100
	B = 80 - 89
	C = 75 - 79
	F = less than 75

Course Update Request (Add, Delete, Modify)

Originator Nursing Department	School of Nursing College	Hite, Jo Originator
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Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete	Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
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Course Details					
NURS	6387	Clin Nurse Leader Role Prac II			
Prefix	Number	Course Title			
<p>This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided for students to integrate theory, research, and evidence-based practice in the clinical setting under the guidance of a faculty partner and clinical preceptor.</p> <p>Course Catalog Description</p>					
.00	20.00	4.00	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites NURS 6287	Corequisites
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Rationale The title of this course is being changed to Clinical Nurse Leader Role Practicum III to accomodate a new course addition in the CNL practicum series.
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Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 10	Comments <input type="checkbox"/> TEAC Approval Required
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College Approvals
Ware, Laurie [APPROVED]
Assistant Dean, Nursing
Grams, Kathryn M. (Dr.) [APPROVED]
Dean, School of Nursing

Cross Listing Approvals
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

Other Approvals
Clark, Charles [APPROVED]
Chair, Committee on Graduate Studies
N/A
Chair, TEAC

FINAL-APPROVAL
Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

NURS 6387 – CNL Role Practicum III

Credit: 0-20-4 (300 contact hours)

Prerequisite: NURS 6287

Pre or Co-Requisite: N 6603, N 6989

Course Description: This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided for CNL students to integrate theory, research, and evidence-based practice in the clinical setting under the guidance of a faculty partner and clinical preceptor.

Learning Goals: Program objectives are noted in parentheses following the learning goals.

1. Demonstrate the essential role functions of the clinical nurse leader. (1)
2. Apply knowledge of theory, research, and evidence-based practice to the outcomes evaluation process. (1, 2, 4)
3. Utilize information systems and technology to improve health care outcomes. (1)
4. Implement an evidence-based project in the healthcare microsystem. (2, 4, 8)
5. Identify clinical and cost outcomes to analyze client risks and make effective decisions. (1, 4, 5)
6. Apply principles of fiscal management in a selected clinical area. (1, 6)
7. Negotiate the role of clinical nurse leader and change agent in the practice setting. (7)
8. Collaborate with others to effectively lead and manage a diverse interdisciplinary health care team. (7, 10)
9. Implement the role of clinician, educator and client advocate in providing care for diverse groups of clients. (5, 6, 7)
10. Communicate the role of clinical nurse leader assertively and professionally to health care team members, policy makers, and consumers. (6, 7)
11. Assume professional accountability and ethical responsibility related to the role of the clinical nurse leader. (3)
12. Demonstrate the ability to tolerate ambiguity and the changing nature of the role in making the transition to clinical nurse leader. (5, 7)
13. Practice nursing in a manner that reflects the caring and holistic nature of nursing. (9, 10)

Textbook:

Harris, J. L. & Roussel, L. (2010). *Initiating and sustaining the clinical nurse leader role: A practical guide*. Jones and Bartlett Publishers: Sudbury, MA
ISBN: 978-0-7637-7631-2

Resources in the CNL toolkit

<http://www.aacn.nche.edu/CNL/tkmats.htm>

AACN White Paper on the Education and Role of the CNL (July 2007)
<http://www.aacn.nche.edu/Publications/WhitePapers/ClinicalNurseLeader07.pdf>

AACN End of Program Competencies and Required Clinical Experiences for the CNL (May 2006)
<http://www.aacn.nche.edu/CNL/tkstage5.htm>

AACN CNL Preceptor Guidelines (April 2006)
<http://www.aacn.nche.edu/CNL/tkstage5.htm>

Learning Activities:

1. Completion of 300 clock hours in the experiences designated for the role of the Clinical Nurse Leader, according to the AACN End of Program Competencies and Required Clinical Experiences for the CNL (May 2006).
2. CNL Clinical Project
3. Clinical Journal and Log
4. CNL Portfolio - reflects activities, projects, reports, and other artifacts demonstrating development in the role of CNL

Methods of Evaluation:

Grading Scale	A = 90 -100
	B = 80 - 89
	C = 75 - 79
	F = less than 75