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Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, March 17, 2015

Arts & Sciences Academic Affairs Committee

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Academic Affairs Committee Meeting Minutes

March 17, 2015

Attending: Bob Smither, Greg Cavanaugh, Holly Pohlig, Jonathan Walz, Robin Matteo, Laura Pfister, Anca Voicu, Rachel Kesler, Emmanuel Kodzi, Mario D'Amato, Claire Strom, Lexi Tomkunas, Lisa Tillman, Steve Schoen, Gloria Cook

I Re-approve the Minutes from Feb 10, 2015
Motion: (Unanimous approval)

Approve the Minutes from Feb 17, 2015
Motion: (Unanimous approval)

II Sub-Committee Announcements or reports:
(none)

III Old Business:
(none)

IV. New Business:

1. Bob Smither: requesting change to academic calendar to bring back Faculty Day of Scholarship. The proposal is to start on Tuesday, January 12, 2016, rather than Monday, January 11. There was an extra day in the calendar anyway, so we end up with the same number of total days we should have had in the first place. This has been approved by CPS; Holt will still start on the 11th.

Kodzi: What is the Faculty Day of Scholarship?

Smither: A morning of faculty-to-faculty presentations highlighting scholarship, culminating in a luncheon. This also opens the potential for other all-campus meetings in the afternoon.

Cavanaugh: To confirm, we're not actually losing any required days. (Bob confirmed).

Walz: This is voluntary? (Bob confirmed)

Lexi Motion, Gloria 2nd; unanimous approval

2. Bob Smither: Spring break is currently scheduled to begin on Feb. 27; proposing that it be moved a week later to balance out the semester more evenly (Robin emphasized that this is a particularly early break).

Claire: Starting on the 27th puts six plus weeks before and seven plus after.

Lexi: The student perspective is that it's easier to have fewer weeks after the break.

Pohlig: Does this affect student athletes?

Anca: What is the rationale? Matteo: to balance out calendar.

Smither: suggests tabling until community engagement, athletics, and anyone else potentially affected by this change are consulted.

3. Student report for INB: Chris not here and Lexi cannot comment (tabled).
4. rFLA policies for transfer students (Claire Strom). Details are in attachment, though a significantly modified document was handed out. Students are coming into our school from a variety of transfer backgrounds, and a modified neighborhood curriculum needs to be established. Transfer students will take a transfer RCC (as they currently do) for two credits and will take an additional modified neighborhood class for another two credits (in lieu of a four-credit rFLA course).

Pohlig: can the RCC and modified neighborhood class be scheduled to take only a single time slot? (Strom: YES, scheduling is purposeful).

Walz: how many students have claimed that they should be exempted from rFLA classes due to an impending transfer? (Strom: four students with varying degrees of persistence).

Motion to accept changed language as presented: Cavanaugh; unanimous pass

5. Proposal for revisions to Religious Studies major and minor (Mario D'Amato) Details are in attachment. Looking at peer/aspirant institutions, 128 credits for graduation is the norm, as are 11-12-credit majors. In light of the fact that we are moving to 128 credits, they are proposing to reduce the major by the one fewer elective course that was outside of the department. They also propose to eliminate a requirement for Buddhism (covered in the Asian religion requirements) or Islam studies (we don't have a regular faculty member for this). This will make the major 10 credits. Asian religions, Judaism, and Christianity now must be covered in at least one course each to get as much coverage of the major world traditions as possible with the faculty we have.

Voicu: Looking at changes, there were seven elective credits and the new option will have six.

Matteo: The 498/499 courses have specific designations already in place for Fall/Spring independent study.

Lexi: motion to approve; unanimous approval

6. Proposal for new minor in Critical Media and Cultural Studies (Lisa Tillman)
Details are in attachment. The CMC minor was not proposed before due to a high student:faculty ratio, which has declined since the creation of CPS. Three of four classes in minor are the same as the major; minors do not take capstone; rather than a six-course area of concentration, three will be selected.

Cavanaugh & Tillman: friendly amendment to include interdisciplinary courses on a case-by-case basis.

Motion to approve CMC minor: Gloria Greg 2nd; unanimous approval

V. Announcements

VI. Adjourn

Transfer Students and rFLA

(starting Fall 2015 or later)

Students entering Rollins with an AA degree from a Florida state or community college will not have to complete any rFLA requirements except RCC 200.

Students entering Rollins with fewer than thirty (30) transferred credit hours must complete the entire rFLA curriculum including RCC 100.

Students entering Rollins with thirty (30) or more transferred credit hours BUT without an AA degree must take five (5) courses: a two-credit transfer RCC 200; a two-credit 100-level neighborhood class that will introduce them to all four neighborhoods, rFLA 100; one (1) 150 and one (1) 200-level neighborhood class; and the neighborhood practicum (300-level) class. They must fulfill the competency requirements either with transfer credits or Rollins courses. The Director of rFLA may approve courses taken at regionally accredited institutions of higher education other than Rollins for neighborhood credit.

Students planning to transfer out of Rollins College are still required to take rFLA courses.

Rationale for minor in Critical Media and Cultural Studies:

- CMC offers students a unique combination of research, theory, and media production.
- A CMC minor will offer additional students interested in media communications hands-on learning grounded firmly in the liberal arts and in public interest values.
- Additional focus on media and culture dovetails with any A&S or CPS major.
- Drawing from the Humanities, Social Sciences, and Fine Arts, CMC's interdisciplinary courses and faculty reflect and advance the general education integrative learning competency.
- The overwhelming majority of programs at Rollins serve students through opportunities for both a major and a minor.
- With new majors becoming available, students have more choices than ever. A student who may not have time/space to major (or double-major) in CMC may have time/space to complete the minor.
- "Butts in seats": the rFLA curriculum is already and will continue to reduce the average class size of many courses.

Description of Minor in Critical Media and Cultural Studies: Active, responsible citizenship and civic participation are the core of Critical Media and Cultural Studies (CMC). This program exposes students to the world's most pressing challenges—for example, climate change, war, mass incarceration, and economic inequality—and helps them envision and enact strategies for change.

Our major and minor investigate: what forms of media and culture facilitate and undermine our participation as citizens in a free democratic society? Whose political and economic interests drive media and cultural systems? Who profits from the status quo and at whose expense? CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can both critically read media and cultural texts and produce evidence-based arguments in oral, textual, and mediated forms.

Requirements:

- CMC 100: Media and Cultural Studies
- CMC 200: Researching Media and Culture
- CMC 300: Critical Frameworks for Contemporary Culture
- 3 CMC-prefix electives, including 2 at the 300-level or above

Core Course Descriptions:

CMC 100 Media and Cultural Studies

We are immersed in media and culture that profoundly shape our lives, often in ways we don't even notice. This course examines the impact of media and culture on how we see ourselves, other people, social groups, and the world. We analyze how forms of culture and media reflect, reinforce, and potentially transform structures of power and inequality, and how they serve and fail to serve the public interest. Our goal is to be more active, effective, and critical consumers and producers of media and culture. The course includes a lab to build competency in photo, sound, and video editing.

CMC 200 Researching Media and Culture

What issues keep us awake at night? How might we address pressing challenges like climate change, war, and economic inequality? What separates assumption, belief, and knowledge about those challenges? How can we best translate knowledge into evidence-based arguments? This course explores multiple ways of researching culture and media. Each of us undertakes a project on a topic of our choosing, bringing together both background (library) research and original research. The 1-credit lab builds information literacy, helping us find, evaluate, and synthesize information from multiple reputable sources. Prerequisite: CMC 100 or consent.

CMC 300 Critical Frameworks for Contemporary Culture

What is reality? What is truth? What is history? Who gets to decide? Through reading critical and cultural theory as well as discussion and writing, we will examine through multiple lenses cultural texts such as mainstream and independent news media, cinema, TV, music, and social media. Prerequisite: CMC 100.

Elective Course Descriptions:

CMC 110 Digital Storytelling

More and more, the stories we tell are digital, and *you* can have the skills to tell them! This course centers on multimedia expression. We will study the ways stories convey who we are and how we understand others and our world. Then we will practice telling evocative, creative, powerful stories that connect personally significant aspects of ourselves to important issues in the world. Projects will include a photo essay, short audio documentary, and short video.

CMC 220 Writing Lives

The title of this course has at least two meanings, and we will explore both. We will become more introspective about our *lives as writers*, and we will *write* creatively, analytically, and ethically about *lived experience*, our own and that of others. This class is for those who yearn to read and write in order to understand and bring meaning to their life journey.

CMC 250 Topics in Critical Media and Cultural Studies

CMC 310 Media, Peace, and Justice

How can we use media as tools for change? How can we raise consciousness, our own and others', then translate that into action? In this course, we not only study media but also engage in hands-on learning, developing and applying our talents to the pursuit of peace and justice.

CMC 320 Political Economy of Body and Food

What's wrong with the ways we relate to our own bodies, to others' bodies, to eating, and to food--and what can we do about it? This course examines the political and economic interests behind body and beauty ideals, body image, body dissatisfaction, eating disorders, steroid abuse, our cultural fear and hatred of fat, and weight-based prejudice. We also explore inequalities related to the current food system, including work conditions in agricultural industries, hunger and food insecurity, the cost of nutritious food, and the treatment of animals.

CMC 325 Incarceration and Inequality

The U.S. incarcerates more people than any other country. Class, race, nationality, and sex profoundly affect a person's interactions with official "justice" systems, influencing who gets stopped, patted down, searched, arrested, and/or charged; who receives what kind of legal representation (if any); who is prosecuted, pressured to plead guilty, and/or convicted; who does time and how much. This course examines ways privilege and inequality manifest in, for example, the War on Drugs; the militarization of policing; prison privatization; solitary confinement; the death penalty; and extrajudicial imprisonment, torture, and killing.

CMC 350 Topics in Critical Media and Cultural Studies

RELIGIOUS STUDIES MAJOR & MINOR REVISIONS (Spring 2015)

RELIGIOUS STUDIES

Ten (10) courses are required.

CORE COURSES

- **REL 113 Asian Religions**
- **REL ___ Course in Judaism (REL 217 Jewish Life and Thought or REL 125 Hebrew Bible)**
- **REL ___ Course in Christianity (REL 218 Christianity: Thought and Practice or REL 126 New Testament)**
- **REL ___ Senior Capstone Course (REL 490 Senior Seminar or REL 499 Senior Independent Study)**

ELECTIVES

Six (6) electives are required: four (4) at the *300-* or *400-level* and at least four (4) in REL.

- **ANT 259 Contemporary Middle East and North Africa**
- **ANT 365 Real and the Supernatural in Latin America**
- **ARH 218 Art and Archaeology of Egypt and the Near East**
- **CLS 232 Greek Mythology**
- **CLS 322 Classical Religion: Paganism**
- **ENG 231 The Bible as Literature**
- **PHI 317 Philosophy of Religion**
- **PSY 315 Topics in Psychology**
- **REL or PHI courses not taken to fulfill above requirements**

MINOR REQUIREMENTS

RELIGIOUS STUDIES

Six (6) courses are required.

- **REL 113 Asian Religions**
- **REL ___ Course in Judaism (REL 217 Jewish Life and Thought or REL 125 Hebrew Bible)**
- **REL ___ Course in Christianity (REL 218 Christianity: Thought and Practice or REL 126 New Testament)**
- **Three (3) electives: two (2) at the 300- or 400-level and at least two (2) in REL.**

ADDED CHANGES TO THE CURRICULUM IN THE CATALOGUE

(1) **REL 498 Senior Independent Study** can be struck from the catalogue. We will, however, keep **REL 499 Senior Independent Study**. [REL 498 was the Senior IndStudy for Minors, and this will no longer be required. If any minors do elect to do a Senior IndStudy, they can enroll in REL 499.]

(2) For **REL 490 Senior Seminar**, edit description to read:

REL 490 Senior Seminar: Focuses on a particular theme in the study of religion. Requires substantial research paper. Prerequisites: junior or senior standing and REL major or minor.

[This deletes the clause “May substitute for REL 498/499,” which is now redundant, given the layout of requirements above.]

(3) For **REL 498/499 Senior Independent Study**, edit description to read:

REL 499 Senior Independent Study: Required for all religious studies majors.

[This reflects that there is no longer an REL 498, and that REL minors no longer have this requirement.]