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Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, January 26, 2016

Arts & Sciences Academic Affairs Committee

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Agenda AAC
January 26, 2016

- I Approve the Minutes from January 19st, 2016 meeting
- II Sub-Committee announcements or reports
- IV. New Business
 - Proposed change to the academic calendar for AY 2016-17
 - Proposed revisions to CMC major curriculum
 - Supervision of internships for credit in A&S (Lisa Johnson)
- III Old Business
- V. Announcements
- VI. Adjourn

Academic Affairs Committee Meeting Minutes 26 January 2016

Attending: J. Jones, G. Barreneche, K. Riley, A. Armenia, C. Taranella, A. Voicu, L. Tillmann, R. Mateo, L. Pfister, C. Archuleta, B. Balak, M. Ryan, M. D'Amato, J. Pieczynski, L. Johnson, N. Pérez, J. Rager

I. Approval of the minutes from 19 Jan 2016 Meeting. Motion to approve M. Ryan, 2nd A. Armenia. Voted on approved. Minutes approved.

II. Subcommittee Reports

A. New course (K. Riley): – The New Course Subcommittee is starting to see new proposal for rFLA courses in Maymester 2016.

G. Barreneche: The option for rFLA Maymester rFLAs, Gen Eds, and innovative classes went through AAC and an announcement from the Dean's Office. Proposals were due Jan. 20, however R. Mateo graciously extended the deadline to Feb 8th for Maymester proposals. Faculty must submit proposal for both an rFLA and a proposal for Maymester.

A. Voicu: Don't these courses have to be different or can an rFLA course be taught in Maymester and in Spring/Fall?

G. Barreneche: No, they can be the same, but if you want to get the "super" stipend you need to teach different courses. Thus far, there are fewer Maymester courses, for example science classes.

III. New business

A. Changes to academic calendar for 2016-2017 (G. Barreneche): As announced at the meeting on 19 Jan 2016, changes to the academic calendar for 2016-2017 will need to be approved by AAC (see attached file for revised calendar). The changes were made to facilitate the Faculty Day of Scholarship that is scheduled for 17 Jan 2017.

M. Ryan: Can you highlight the main differences?

G. Barreneche: The major changes concern when Martin Luther King Day and Faculty Day of Scholarship fall, which in turn push the first instruction day, which will be Wednesday, Jan 18 and the subsequent deadlines for add/drop.

M. Ryan: Are the number of instruction days the same?

B. Balak: That is the issue this year. It seems that there is an extra day.

G. Barreneche: There are a few differences but as highlighted on the bottom the number of instruction days are the same.

J. Jones: It may be worth noting that having an extra day at the beginning of the semester gives faculty more time to prepare for Spring, especially for those teaching intersession.

M. Ryan: How do these changes effect the add/drop period?

R. Mateo: With the adjustment to the calendar this year there was confusion with add/drop running over a weekend. We still need to give students time to add/drop. Can we stop electronic add/drop on Friday to eliminate confusion?

B. Balak: I feel like terminating online add/drop early would be difficult. Paperwork can get overwhelming so online add/drop help.

C. Archuleta: With the return to campus and the workload of students, online is preferable instead of signature.

G. Barreneche: Electronic add/drop will help both faculty and students because on Fridays faculty can be hard to find

R. Mateo: I will often accept electronic signatures like emails, etc.

M. D'Amato: Online would be preferable for both faculty and students. Plus adding students over caps will always require a signature. As faculty, we understand that there is always flux the first week.

J. Jones: But getting a signature shows initiative on the students, however electronic is always easier.

A. Voicu: Any other concerns with the calendar?

R. Mateo: I did want to mention that the due date for senior grades will not change, so faculty should be aware that in some instances they will have limited time to submit senior grades.

G. Barreneche: I would recommend revisiting the issue of an extra day in Spring 2018 per recommendation of J. Jones. Let the record show that we will revisit this idea after we see how Faculty Day of Scholarship works in Spring 2017.

Voicu: If there is no more discussion, I would entertain a motion to approve the changes to the academic calendar for 2016-2017. Motion to approve changes C. Archuleta, 2nd M. Ryan. Voted on approved. Motion carries.

B. Proposed revisions to Critical Media and Cultural Studies (CMC) major curriculum (Lisa Tillmann - See attached documents highlighting rationale for revisions) CMC is proposing revisions to its major program due to faculty turnover – loss of one faculty member and the addition of a new faculty member. Changes in faculty have changed the course offerings and direction of the department. Secondly, last year CMC had an external review – review highlighted a level of confusion about how CMC is different than Communication (COM) major. CMC are seeking to better clarify their identity to the campus community and students. Additionally, when the Business Programs were recently reunited, COM and CMC are now collocated in the same space. Although CMC sometimes count COM courses for students' elective areas of concentration, COM does not cross list CMC courses.

G. Barreneche: Can you elaborate more on how you are distinguishing yourself from COM? For example working with COM to ensure distinct curricula.

L. Tillmann: COM has lists of required courses and electives. Since each CMC student specializes in an interdisciplinary area of concentration, this gets worked out in advising.

M. D'Amato: Is CMC still a 10 course major with 4 core courses and 6 electives? And am I correct that of these 6 electives, all would be part of a concentration?

L. Tillmann: Ideally, a student would take 6 in a concentration but this became logistically difficult and students took a number of courses outside CMC. Some of these courses outside CMC lacked the critical theory that we expect from our majors. We see this new proposed curriculum as a reasonable compromise. (see attached documents) This is meant to address shortfalls in our senior capstones – inefficient preparation in either their chosen subject area or in critical theory.

M. D'Amato: Can you reduce your major map to one page for ease of advising?

L. Tillmann: We could list the sample areas of concentration and list the courses online. I should point out that the current list of courses is not exhaustive and will change over time.

M. D'Amato: Long major maps are also intimidating.

L. Tillmann: I agree with your suggestion.

G. Barreneche: Have you reached out to Latin Amer/Caribbean Studies? Is there an opportunity to expand your curriculum and augment what you plan on doing?

L. Tillmann: We would be willing to reach out and discuss courses that have potential to fit in our proposed curriculum.

G. Barreneche: Just a suggestion moving forward to augment your curriculum.

L. Tillmann: I have been in contact with a number of faculty and discussing which of their courses would fit.

J. Jones: So this is going back to your interdisciplinary roots?

L. Tillmann: Yes, we as faculty are interdisciplinary in our training and we hope to bring these viewpoints to our students.

B. Balak: We need to keep in mind overlap of curricula.

L. Tillmann: This becomes an issue moving forward with our current situation of multiple governing bodies. It is a complicated scenario.

M. Ryan: Will you be eliminating the electives from the old major map that aren't currently found on the proposal?

L. Tillmann: Yes, we will only list CMC electives but again a more exhaustive list can be put online.

M. Ryan: Can students make their own concentration?

L. Tillmann: Students work with a faculty advisor to create their area of interest.

J. Jones: CMC is different from a lot of our majors, where CMC students are very dependent on their faculty advisor.

L. Tillmann: A difficulty we foresee with these revisions pertains to transfer students or students who join the major late. Previously students could finish the major in 3 semesters. With this new proposed curriculum we will have to work quickly to find a student a concentration.

B. Balak: How does this work? Can't students design their own major?

J. Jones: Students can create their own major; it's difficult and a lot of work. That being said I'm concerned that students will not understand what is expected of them in their senior year.

L. Tillmann: This is where Degree Works comes in. Department members are highly encouraged to use the notes function to specify a student's concentration in the major.

M. Ryan: Can we see a revised major map? In principle I'm in agreement but I want to see how it will be presented to the students.

L. Tillmann: I apologize, we haven't revised our curriculum much so I didn't know I needed a redlined map showing the changes.

M. D'Amato: For the record, I'm ready to pass this even without an updated map

L. Tillmann: I believe I can produce an adequate one-page map that is easy to follow.

M. D'Amato: I would be happy to vote now.

A. Voicu: If we are in agreement, we can vote now on the proposed changes, and Lisa can produce the map and we can give feedback next week. I feel that we shouldn't postpone approval just because of the form and not the content. The content is good.

L. Tillmann: I am open to suggestions on any major maps as well.

J. Jones: One concern, but won't stop me from approving, is that it should be clear that the student-faculty relationship should be emphasized.

M. D'Amato: A simple map should be able to fit the "off the shelf" majors.

J. Jones: I think the customization of the CMC major is an appeal and I think it needs to be emphasized that students should work in consultation with a CMC advisor.

L. Tillmann: Would you also be comfortable with adding courses after consultation with other departments?

M. D'Amato: Any possible addition of courses doesn't need to come to AAC.

M. Ryan: Is there a mandate for the number of courses in CMC major be taken at Rollins?

L. Tillmann: We currently require that students take 8 courses at Rollins.

M. D'Amato: I don't think the catalogue mandates this, but some majors do require a certain number of major courses or credits be taken here.

L. Tillmann: Gabriel, do you know of any of information on number of courses taken at Rollins?

G. Barreneche: I'll have to research this.

A. Voicu: what about credit hours requirements?

L. Tillmann: This is why we don't really count courses from outside. Some of our courses are worth 5 credits for the laboratory portion. For example production components often aren't found in other CMC courses outside Rollins.

A. Voicu: I will entertain a motion to approve the changes to the CMC curriculum. Motion to approve changes to the CMC major curriculum M. D'Amato, 2nd A. Armenia. Voted on and approved. Proposal approved.

C. Supervision of internships for credit in A&S (Lisa Johnson, Norah Pérez, Jessica Rager)

– Members of the CCLP joined AAC for a consultation and discussion on internships - no proposal are submitted. L. Johnson brought numbers concerning internships and a draft document (see attached) concerning the role of faculty and the instructor of record for internship in A&S – some majors require internships, some require experiential learning or research projects. Other students do elective internships. In looking at this process and the reorganization of student affairs necessitates that a reevaluation our internship program. L. Johnson was the previously the instructor of records for internships, working closely with the department chair and faculty members to make sure all requirements were fulfilled so students could receive major credit.

M. D'Amato: Are these internships CR/NC or graded?

L. Johnson: CR/NC

D'Amato: Is this common to have an administrator as the instructor of record or is this unique?

L. Johnson: Depends on the institute – sometimes it's an admin, staff member, or faculty member.

J. Jones: How many total credits can a student get for internships over your Rollins career?

L. Johnson: The maximum is 12 credits, as passed by AAC. Internships can be 2, 3, or 4 credits. International internships could be as high as 8 credits of transfer credits. We want to discuss oversight of internships for major credit in A&S. – how do we make sure faculty are engaged in these experiences and how do they become the instructor of record.

M. D'Amato: Could it be that internships for credit must be approved by their department?

L. Johnson: Previously in depended on the department and school. For example, INB had their own instructor of record, now CPS has their own instructor of record.

M. D'Amato: So a faculty member has to approve internships for major credit and a member or the department has to be the instructor of record?

L. Johnson: For A&S yes. Usually internship approval for major credit goes to the department chair and the chair can appoint another faculty to be the instructor of record

G. Barreneche: And are these internships for major credit for a grade or CR/NC?

L. Johnson: They are CR/NC.

M. D'Amato: When an internship is elective credit, what interaction with the faculty does the student need to have.

L. Johnson: First this goes to the advisor, but if the student wants major credit it has to be taken to the chair.

J. Jones: From my understanding, all that was required is that the advisor is notified.

N. Pérez: The CCLP approves the internship based on it meeting learning goals, but in terms as the faculty advisor approving the internship – all they are is notified. We vet internships to make certain they are legit. Previously we asked for approval for internships, but this language was changed because the faculty were often the limiting steps in the application process.

M. D'Amato: I'm of the opinion that the faculty should approve all internships because these are credits towards graduation. Could the Dean's office approve internships?

N. Pérez: We agree that faculty needs to have more involvement with internships since credit is being awarded.

G. Barreneche: Just playing Devil's Advocate here; there are many INT courses that have no faculty oversight. If were to move into faculty oversight for all classes with INT prefixes, then this will be a much larger change.

A. Armenia: Don't INT courses go through AAC? But we don't see all internships in AAC.

G. Barreneche: You are correct. INT courses are vetted by AAC.

J. Jones: Based on time, I would love to have a longer conversation about this issue.

A. Voicu: For example, how is this going to impact the college moving forward with a united Rollins governance? Lisa, could you come back next week to discuss this issue more?

L. Johnson: Yes.

J. Jones: This is a perfect opportunity to discuss what it means to work for credit.

N. Pérez: We can get you the syllabus before next week to foster more discussion.

L. Johnson: There are many levels here, reflection, learning access. This is a larger conversation.

A. Voicu: We will table this discussion due to time.

IV. Old Business – not addressed due to time

V. Announcements – not addressed due to time

VI. Adjournment



A&S / CPS Academic Calendar 2016-2017

FALL TERM 2016

New International Students Report	Sunday, August 14
New Students Report	Wednesday, August 17
Returning Students Report	Saturday, August 20
First Day of Class	Monday, August 22
Schedule Changes (Drop/Add)	Monday, August 22, through Friday, August 26
Credit/No Credit Deadline	Friday, September 2
Last Day to Drop a Class	Friday, September 2
Labor Day Holiday (No Classes)	Monday, September 5
Fall Break (No Classes)	Saturday, October 8, through Tuesday, October 11
Last Day to Withdraw from a Class	Friday, October 28
Academic Planning for Spring	Monday, October 31, through Friday, November 4
Spring 2017 Online Registration	Monday, November 7, through Sunday, November 20
Thanksgiving Recess (No Classes)	Wednesday, November 23, through Sunday, November 27
Classes End	Friday, December 2
Reading Days	Saturday, December 3, and Sunday, December 4
Final Exams	Monday, December 5, and Tuesday, December 6
Reading Day	Wednesday, December 7
Final Exams	Thursday, December 8, and Friday, December 9
(Contingency Days)	Monday, December 12, through Friday, December 16)

Count: 69 In-Class/3 Reading/4 Exams/6 Holidays • Days: 13 Mon/14 Tues/14 Wed/14 Thur/14 Fri

SPRING TERM 2017

Winter Intersession	Monday, January 9, through Friday, January 13
New Students Report	Friday, January 13
M.L. King, Jr. Day (Holiday)	Monday, January 16
First Day of Class	Wednesday, January 18
Schedule Changes (Drop/Add)	Wednesday, January 18, through Tuesday, January 24
Credit/No Credit Deadline	Tuesday, January 31
Last Day to Drop a Class	Tuesday, January 31
Spring Break (No Classes)	Saturday, March 11, through Sunday, March 19
Academic Planning for Fall	Monday, March 20, through Friday, March 24
Fall 2018 Online Registration	Monday, March 27, through Sunday, April 9
Last Day to Withdraw from a Class	Tuesday, April 4
Classes End	Tuesday, May 2
Reading Day	Wednesday, May 3
Final Exams	Thursday, May 4, and Friday, May 5
Reading Days	Saturday, May 6, and Sunday, May 7
Final Exams	Monday, May 8, and Tuesday, May 9
Commencement	Sunday, May 14 (Mother's Day)

Count: 70 In-Class/3 Reading/4 Exams/5 Holidays • Days: 14 Mon/14 Tues/14 Wed/14 Thurs/14 Fri

MAYMESTER 2017

Maymester Online Registration	Monday, March 20, through Friday, April 28
First Day of Class	Monday, May 15
Memorial Day Holiday (No Classes)	Monday, May 29
Classes End	Thursday, June 8
Final Exams	Friday, June 9

Role of the Academic Internship Instructor

- Act as the Internship Instructor of Record for the department/division by engaging students through the reflection process and evaluating course assignments through an online Blackboard course.
- Collaborate with the Center for Career & Life Planning (CCLP) staff in developing the internship course syllabus, which includes core career development assignments as well as major specific assignments, and making any necessary revisions to the Blackboard course. The CCLP staff can assist with the evaluation of all career development assignments. The Internship Instructor must communicate with CCLP regarding all course registrations, internship site concerns, and end of the term evaluation for the internship course.
- Act as the academic department liaison for communicating with the Center of Career & Life Planning, internship site supervisors, and students regarding internship credit approvals, course registration, and course instruction/evaluation.
- Review and approve internship descriptions to ensure they meet the academic criteria established for credit in the respective major/academic department.
* Department Chairs/designated liaison may also review and approve internship descriptions for credit in the major.
- Advise students on the internship course registration process and the internship course requirements to obtain credit in the major.
- Internship instructors must be available to instruct the internship course during Fall, Spring, and Summer semesters. Summer semester may be divided into two (7 week) sections beginning in mid-May thru early August (Summer A and Summer B terms).

Academic Internship Registration Numbers by Semester

		2012-2013			2013-2014			2014-2015			2015-2016		
Total Number		183			191			190			230		
		Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2015
Total Number		87	44	52	95	30	66	98	46	46	110	56	64
Representation by School													
A&S		69	34	46	84	22	42	64	23	26	70	33	30
CPS*							10	22	13	7	28	12	19
Holt		9	10	6	11	8	14	12	10	13	12	11	15
Top Credit Types/Number of Interns													
	INTN (48)	INTN (23)	INTN (26)	INTN (43)	INTN (13)	INTN (21)	INTN (33)	INTN (18)	INTN (15)	INTN (49)	INTN (23)	INTN (23)	INTN (29)
	INB (22)	INB (14)	INB (14)	INB (24)	COM (8)	INB (10)	INB (33)	COM (17)	INB (14)	INB (33)	INB (14)	COM (11)	COM (22)
	COM (11)	COM (2)	COM (6)	COM (18)	CMC (4)	INTB (13)	COM (28)	INB (7)	COM (10)	COM (23)	COM (11)	ENV (2)	FILM (1)
	ENV (2)	CMC (2)	CMC (4)	PSY (4)	INB (2)	COMS (12)	CMC (1)	HIS (2)	BUS (4)	BUS (1)	ENV (2)	HIS (2)	
	INAF (1)	ARH (1)	ENV (1)	INAF (2)	WMS (2)	CMC (3)	ENG (1)	BIO (1)	CMC (1)	CMC (1)	HIS (2)		
	ENG (1)	FIL (1)	INAF (1)	ANT (1)	EDU (1)	COM (2)	ENV (1)	ENV (1)	ENG (1)	ENV (1)	BUS (1)		
	SPN (1)	INAF (1)		ARH (1)		ENV (2)	SDEV (1)		PSY (1)	MUS (1)	CMC (1)		
	WMS (1)			CMC (1)		PSY (2)				WRIT (1)	ENG (1)		
				ENV (1)		WMS (1)					SOC (1)		

*CPS Totals: 2012-2013: 73, 2013-2014: 33

*A&S Totals: 2012-2013: 85, 2013-2014: 126

Summary of Proposed Changes to CMC Curriculum

Text we propose adding/amending appears in red.

Change 1: operationalizing the word “critical” in Critical Media and Cultural Studies

Rationale: we have found that, for both internal and external audiences, the word “critical” causes confusion. The added three-part definition clarifies the program for current and prospective students, parents, and faculty and staff colleagues.

Change 2: adding list of skills honed in CMC

Rationale: for both internal and external audiences, this offers a sense of the department’s core values and key activities. It also helps address the career orientation of today’s students and parents.

Change 3: stipulating that at least 3 electives must have a CMC prefix

Rationale: historically, by the time students take our senior capstone, they exhibit widely varying levels of fluency in critical theories and critical approaches to scholarly research. This stipulation is meant to narrow that range. Under the current curriculum, a student may take her/his entire elective concentration outside CMC.

Change 4: moving from a 6-course to a 3-course area of concentration

Rationale: it often has been a challenge to identify 6 topically-congruent courses. Though this has not been a problem in areas like Gender Studies, it has in more specialized ones like Sports, Culture, and Society. Change 4 also helps offset what may feel limiting to students about Change 3. This change additionally makes explicit that a student’s concentration courses should be *topically congruent* and should comprise the content area for that student’s capstone project. This always has been our intention but hasn’t consistently worked out in practice.

Change 5: stipulating that at least one area of concentration course be taken *outside* CMC

Rationale: This change reflects the interdisciplinary nature and values of CMC. Under the current curriculum, a student can take all 6 electives in CMC. Though that path has helped ensure deep immersion in critical perspectives, the 6 courses never seem to “hang together” topically.

Change 6: greatly expanded list of sample areas of concentration

Rationale: we want to show students more options for completing their degrees. The named areas represent paths students have—and can—take. Each concentration includes at least 1 course taught by a core CMC faculty member. These areas better reflect who we are now. Since our last curriculum revision, one full-time faculty member has left; we have hired a replacement (Steve Schoen); and we have added an adjunct faculty member (Stacey Coffman-Rosen).

Change 7: addition of new courses

Rationale: several CMC classes were approved by AAC in fall 2015. We need our curriculum updated to include these.

Change 8: addition of affiliated departments and programs and of CMC and affiliated faculty

Rationale: we want to spotlight further the interdisciplinary nature and values of the program.

Proposed Revised Curriculum

CRITICAL MEDIA AND CULTURAL STUDIES (CMC)

The “critical” in critical media and cultural studies stems from our commitments to: 1) critical *thinking*, 2) critical *theory’s* analysis of social systems and the distribution of power and inequality, and 3) critical *issues* in our world today, including climate change, poverty, war, and mass incarceration. We ground our program in values of equity, human rights, and social justice.

Skills we hone in CMC include:

- Deep thinking and analysis
- Application of theory
- Synthesis of research findings
- Written communication
- Media production, including proficiencies in photo, sound, and video editing
- Oral communication and discussion facilitation
- Collaborative learning
- Multicultural understanding and competence
- Social action, advocacy, and change

CMC aims to cultivate a community of intellectually curious, socially aware, and politically engaged citizens who can critically read media and cultural texts and produce effective oral, textual, and mediated arguments.

Each major will work with a CMC faculty advisor to create an area of concentration tailored to that student’s interests and goals, culminating in a semester-long senior capstone documentary project.

MAJOR REQUIREMENTS

Three five-semester-hour courses; seven four-semester-hour courses; and one of the following:

- a CMC-congruent experience (e.g., course or internship) as part of a semester-long study-abroad program,
- an approved CMC internship (see the [Career and Life Planning website](#) for a list of those pre-approved for CMC),

- significant service to campus media as defined by the student's CMC faculty advisor,
- a community engagement (CE) course.

At least eight courses--including all core courses--must be taken at Rollins.

CORE COURSE REQUIREMENTS

ALL of the following.

- CMC 100 Introduction to Media and Cultural Studies with Lab
- CMC 200 Researching Media and Culture with Lab
- CMC 400 Senior Seminar/Research Practicum with Lab

ONE of the following.

- CMC 300 Critical Frameworks for Contemporary Culture
- SOC 302 Sociological Theory

ELECTIVE COURSE PARAMETERS

- Each student will take no fewer than six four-credit (or equivalent) electives.
- At least three must have a CMC prefix.
- At least three must be at the 300-level or above.
- At least three must be thematically congruent with the student's area of concentration to provide background knowledge for the student's senior capstone project.
- At least one Area of Concentration course must be taken outside of CMC.

SAMPLE AREAS OF CONCENTRATION AND REPRESENTATIVE CLASSES

Action, Advocacy, and Social Change

- CMC 155 Solidarity, Equality, Community
- CMC 310 Media, Peace and Justice
- CMC 325 Incarceration and Inequality
- PHI 312 Feminist Theory
- POL 335 Global Health and Human Rights
- SEB 220 Global Development Challenges and Opportunities
- SWAG 205 Introduction to Sexuality, Women's and Gender Studies

Body, Health, and Society

- ANT 306 Medicine and Culture
- CMC 230 Media and Disability
- CMC 320 Political Economy of Body and Food
- CMC 335 Critical Disability Studies
- ENV 350 Food, Culture, and Environment
- POL 335 Global Health and Human Rights
- PSY 213 Health Psychology

- PSY 217 Psychology of Drugs and Addictions
- REL 300 Religion and the Body

Critical Media Analysis

- ANT 255 Middle East Culture
- ARH 361 History of Photography
- ARH 364 Picturing War
- CMC 230 Media and Disability
- CMC 270 Media, Gender and Sexualities
- CMC 330 Native American Media and Cultural Studies
- CMC 335 Critical Disability Studies
- ECO 142 Political Economy of Media
- ECO 242 Economics, Media and Propaganda
- ENG 210 Language and Power
- FIL 150 Introduction to Film
- HIS 337 American Graphic Media
- PHI 218 Argumentation and Media Manipulation

Gender Studies

- ARH 360 Women in Art
- ANT 275 Sex and Gender: Biology and Culture
- ANT 277 Women and Gender: Middle East and North Africa
- CLS 321 Gender and Sex in Antiquity
- CMC 155 Solidarity, Equality, Community
- CMC 270 Media, Gender and Sexualities
- PHI 312 Feminist Theory
- PHI 315 Gender, Rights and Relativism
- SEB 220 Global Development Challenges and Opportunities
- SOC 345 Sociology of Gender
- SWAG 205 Introduction to Sexuality, Women's and Gender Studies
- SWAG 350 Feminist Methodology

Media Production

- ART 230 Introduction to Digital Media
- ART 295 Photo I Technique, Form and Content
- CMC 110 Digital Storytelling
- ENG 211 Show and Tell: Visual and Verbal Text Design

Power and Persuasion

- CMC 110 Digital Storytelling
- CMC 320 Political Economy of Body and Food
- CMC 325 Incarceration and Inequality
- ECO 142 Political Economy of Media
- ECO 242 Economics, Media, and Propaganda

- ENG 210 Language and Power
- ENG 211 Show and Tell: Visual and Verbal Text Design
- HIS 346 U.S. Since 1945
- HIS 347 History of Urban America
- HIS 349 Mao and the Chinese Revolution
- HIS 361 Contemporary China
- PHI 218 Argumentation and Media Manipulation
- SOC 360 Poverty and Social Welfare

Race and Ethnicity Studies

- ANT 255 Middle East Culture
- CMC 325 Incarceration and Inequality
- CMC 330 Native American Media and Cultural Studies
- HIS 370 Race and Ethnicity in the United States
- SOC 355 Race and Ethnic Relations
- SOC 356 State of Black America

Sexualities Studies

- ANT 275 Sex and Gender: Biology and Culture
- CLS 321 Gender and Sex in Antiquity
- CMC 155 Solidarity, Equality, Community
- CMC 270 Media, Gender and Sexualities
- HIS 311 History of American Sexuality
- PHI 312 Feminist Theory
- SOC 346 Sexualities
- THE 360 Forbidden Acts: The Queer Aesthetic in Theatre and Film

CMC Course Descriptions:

CMC 100 Introduction to Media and Cultural Studies with Lab: Orients students to the major's "triple critical" focus: 1) on critical *thinking*, 2) on critical *theory's* analysis of social systems, including mass media, and the distribution of power and inequality, and 3) on critical *issues* in our world today. The 1-credit lab builds competency in photo, sound, and video editing.

CMC 110 Digital Storytelling: Develops the ability to use and understand digital technologies as tools for creative multimedia expression. Students study how narrative and symbols structure meaning and create multimedia projects.

CMC 150 Topics in Media and Cultural Studies

CMC 155 Solidarity, Equality, Community: We explore a spectrum of sexual orientations and gender identities with particular focus on LGBTQ+ (lesbian, gay, bisexual, transgender, queer, questioning, and more!) identities, histories, and social movements. A welcoming, inclusive environment for the serious and the playful.

Expand creative horizons. Engage seasoned activists. See how you can answer Gandhi's call: "Be the change you wish to see in the world."

Commented [LT1]: AAC approved, fall 2015.

CMC 200 Researching Media and Culture with Lab: 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, conducting 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 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 and analytically 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 journey.

CMC 230 Media and Disability: Using media as text, this course examines the (mis)representation of people with disabilities in TV, film, documentary, graphic novels, and digital media. We will analyze disability at the intersection of culture and identity and consider how media vary when created by and for the non-disabled. Several problematic implications include able-bodied actors in disabled roles ("crip face") and acquired disability as a fate worse than death (*Million Dollar Baby*). Using a hands-on approach, we will engage in analysis to understand how emerging media challenge stigma and employ contemporary disability theory.

CMC 250 Topics in Media and Cultural Studies

CMC 270 Media, Gender and Sexualities: Examines how media portray gender and sexuality; how those portrayals intersect with race, class, and other identities; and how television, music, social media, etc., shape and constrain personal and social power.

Commented [LT2]: AAC-approved, fall 2015.

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.

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, weight-based prejudice, and inequalities related to the current food system.

CMC 325 Incarceration and Inequality: As of 2013, U.S. jails and prisons held 2.2 million people—the same as work for Wal-Mart worldwide. 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 330 Native American Media and Cultural Studies: Through investigating visual and cultural representation, this course explores how contemporary indigenous peoples reclaim textual production to form identity, reconstruct the past, revitalize culture, and assert sovereignty and treaty rights.

Commented [LT3]: AAC approved, fall 2015.

CMC 335 Critical Disability Studies: This course provides an interdisciplinary introduction to disability studies. We examine disability not solely as a medical condition but also as an issue of social and structural inequality. Disability will be studied through a variety of perspectives: culture and identity, gender and sexuality, stigma, media and digital culture, critical race theory, and queer theory. Through hands-on activities and media screenings, you will understand the shifting landscape of disability studies and question "normative" concepts of the body, self, and sexuality.

Commented [LT4]: AAC approved, fall 2015.

CMC 350 Topics in Media and Cultural Studies

CMC 400 Senior Seminar/Research Practicum with Lab: This course builds on and advances CMC core course material and discussions pertaining to power and inequality; justice and peace; and cultural identities such as gender, race, class, sexuality, nationality, religion, and dis/ability. Each of us will complete a capstone project that: reflects the critical approach to research, has a significant library research component, has a significant original research component, and communicates an evidence-based argument through documentary short film. Lab builds competency in documentary filmmaking. Prerequisites: all core courses, plus at least four electives for the major.

Affiliated Departments/Programs
African and African American Studies

Anthropology
Art and Art History
Business
Classical Studies
Economics
Education
English
Environmental Studies
Film Studies
Global Health
History
Philosophy
Politics
Psychology
Religion
Sociology
Sexuality, Women's, and Gender Studies
Theatre and Dance

CMC Faculty

Coffman-Rosen, Stacey
Cummings, Denise
Schoen, Steven
Tillmann, Lisa

Affiliated Faculty

Armenia, Amy (Sociology)
Balak, Benjamin (Economics)
Brandon, Wendy (Education; Sexuality, Women's, and Gender Studies)
Chambliss, Julian (History, African and African American Studies)
Cheng, Martha (English)
Chong, Dan (Politics)
Dennis, Kimberly (Art and Art History; Sexuality, Women's, and Gender Studies)
Greenberg, Yudit (Religion)
Lauer, Carol (Anthropology)
Libby, Susan (Art and Art History)
Lines, Lee (Environmental Studies)
McLaren, Margaret (Philosophy)
McClure, Amy (Sociology)
Newcomb, Rachel (Anthropology)
Nichter, Matthew (Sociology)
Ouellette, Thomas (Theatre and Dance)
Rock, Charles (Economics)
Roe, Dawn (Art and Art History)
Rubarth, Scott (Philosophy, Classical Studies)
Ruiz, Maria (Psychology)

Strom, Claire (History)
Warnecke, Tonia (Business)
Woodward, Suzanne (Psychology)

Critical Media and Cultural Studies

Major Map

Effective Spring 2016

An interdisciplinary program grounded in values of equity, human rights, and social justice, CMC is a welcoming, inclusive community of scholar-citizens who aspire to be both critical analysts and critical *producers* of media and culture. Skills we hone in CMC include: critical thinking; application of theory; synthesis of research findings; written communication; media production, including proficiencies in photo, sound, and video editing; oral communication and discussion facilitation; collaborative learning; multicultural understanding and competence; and social action, advocacy, and change.

Each CMC major will complete: 4 core courses, a practicum, and 6 electives. Of the 6 electives, at least 3 will have a CMC-prefix, at least 3 will be at the 300-level or above, and at least 3 will be topically-congruent, forming an Area of Concentration.

CORE COURSES (take all):

- ___ CMC 100 Media & Cultural Studies w/Lab
- ___ CMC 200 Researching Media & Culture w/Lab (prerequisite: CMC 100 or consent)
- ___ CMC 300 Critical Frameworks (prerequisite: CMC 100) OR SOC 302 (prerequisite: SOC 201 or consent)
- ___ CMC 400 Senior Research Practicum (prerequisites: all of the above + 4 CMC advisor-approved electives)

CMC ELECTIVES (choose 3):

- | | |
|--|--|
| ___ CMC 110 Digital Storytelling | ___ CMC 310 Media, Peace & Justice |
| ___ CMC 150 Topics in Media & Cultural Studies | ___ CMC 320 Political Economy of Body & Food |
| ___ CMC 155 Solidarity, Equality, Community | ___ CMC 325 Incarceration & Inequality |
| ___ CMC 220 Writing Lives | ___ CMC 330 Native American Media & Cultural Studies |
| ___ CMC 230 Media & Disability | ___ CMC 335 Critical Disability Studies |
| ___ CMC 250 Topics in Media & Cultural Studies | ___ CMC 350 Topics in Media & Cultural Studies |
| ___ CMC 270 Media, Gender & Sexualities | |

3-COURSE AREA OF CONCENTRATION¹

- ___ CMC faculty advisor-approved course 1; title _____
- ___ CMC faculty advisor-approved course 2; title _____
- ___ CMC faculty advisor-approved course 3; title _____

Sample Areas of Concentration: 1) Action, Advocacy & Social Change, 2) Body, Health, & Society, 3) Critical Media Analysis, 4) Gender Studies, 5) Media Production, 6) Power & Persuasion, 7) Race & Ethnicity Studies, 8) Sexualities Studies

300/400-LEVEL ELECTIVES

- ___ 300/400-level CMC or Concentration elective 1; title _____
- ___ 300/400-level CMC or Concentration elective 2; title _____
- ___ 300/400-level CMC or Concentration elective 3; title _____

PRACTICUM (choose 1):

- ___ Semester-long international experience with CMC faculty advisor-approved tie to the major
- ___ CMC faculty advisor-approved internship
- ___ CMC faculty advisor-approved service to campus media
- ___ CE (Community Engagement) course (cannot be double-counted as an elective for the major)

1: To be negotiated with CMC faculty advisor. This will comprise the topic area of your CMC 400 project. See the CMC curriculum webpage representative courses in the sample concentrations listed. At least one course for the major must be taken *outside* CMC: SOC 302 and/or 1+ Area of Concentration elective.