

4-4-2013

## Minutes, Arts & Sciences Faculty Meeting, Thursday, April 4, 2013

Arts & Sciences Faculty  
*Rollins College*

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**MINUTES**  
**Arts & Sciences Faculty Meeting**  
**April 4, 2013**  
**12:30 – 1:50 pm**

In attendance: Mark Anderson, Gabriel Barreneche, Pedro Bernal, Gay Biery-Hamilton, William Boles, Dexter Boniface, Carol Bresnahan, Jennifer Cavanaugh, Julian Chambliss, David Charles, Martha Cheng, Gloria Cook, J. Thomas Cook, Daniel Crozier, Denise Cummings, Donald Davison, Joan Davison, Nancy Decker, Kimberly Dennis, Rosana Diaz-Zambrana, Hoyt Edge, Julia Foster, Christopher Fuse, Yudit Greenberg, Dana Hargrove, Alicia Homrich, John Houston, Jill Jones, Erik Kenyon, Stephen Klemann, Harry Kypraios, Susan Lackman, Thomas Lairson, Lee Lines, Lucy Littler, Luis Martinez, Jana Mathews, Dorothy Mays, Margaret McLaren, Jonathan Miller, Jennifer-Scott Mobley, Susan Montgomery, Robert Moore, Thomas Moore, Anne Murdaugh, Lisa Musgrave, Maurice O'Sullivan, Thomas Ouellette, Kenneth Pestka, Jennifer Queen, James Ray, Paul Reich, Charles Rock, Edward Royce, Rachel Simmons, Robert Smither, Cynthia Snyder, Steven St. John, R. Bruce Stephenson, Zeynep Teymuroglu, Robert Vander Poppen, Richard Vitray, Yusheng Yao, Jay Yellen, Wenxian Zhang, James Zimmerman, Eric Zivot. Guests: Marc Fetscherin, Pat Schoknecht.

- I. Call to Order. The meeting is called to order at 12:38pm.
  
- II. Shall we approve the Minutes from the March 21, 2013 A&S Faculty meeting? A motion to approve the minutes is made and seconded. The minutes are approved.
  
- III. New Business
  - a. Shall we approve the General Education Competencies? Claire Strom introduces the proposal for the new General Education Competencies. She first provides a general overview of the General Education program. She stresses that the new system is designed to be developmental (unlike our existing General Education curriculum). She notes that the committee has endeavored, whenever possible, to create a system which

operates under similar rules to that of our current system; for example, students will still be allowed to count one General Education class toward their major. She next reviews how General Education courses will be assessed. Claire stresses that assessment should be relatively stress-free. The committee will continue its work with three workshops over the summer and free cookies will be provided! Claire next reviews the General Education Competencies document for which she seeks faculty approval (see **Attachment #1**). Tom Moore asks if AP Statistics fulfills three of the stated criteria and whether it should be treated the same as AP Calculus. Mark Anderson states that he believes AP Statistics provides the necessary foundation. Bill Boles asks a question about whether they will take these math competency classes before they take their neighborhood courses. Jennifer Cavanaugh states that this is simply not possible from a practical point of view. She notes that it is desirable to do this, and they will make every effort to have students “front load” competency classes. Lee Lines asks if we could require students to complete these courses before reaching the 300-level. Claire replies that, yes, this might be one way to approach this issue. Charlie Rock asks about the potential for scheduling conflicts if students need a very specific class or set of classes. Jennifer Cavanaugh replies that this is a problem now. In the future, she states that the objective is to have at least eight courses to choose from in order to maximize student choice; they are aware of this issue and are continuing to work on it. Claire states that students can satisfy the math competency by taking a course outside of math provided that it is a course approved by the Math Department. Claire motions to approve the Competency document. The motion is seconded. Discussion: Joan Davison states that she has a concern about whether a “C-” is an appropriate benchmark. Claire states that the committee was attempting to be consistent with current practices. Jennifer Cavanaugh states that the current requirement is a “D”, so this is actually a step up. John Houston asks about transfer students coming in with AA degrees. Claire states that nothing will change. Robert Vander Poppen states that, regarding language, the document should better address the reality of classical languages. The question is called and seconded. The faculty vote on the competency document: the motion passes (unanimously).

- b. Shall we approve the General Education Proposal form? (see **Attachment #2**). Claire reviews the document. She notes that faculty that wish to teach in their own division do not need to justify their

divisional expertise. However faculty who wish to teach outside of their division need to fill out additional information. This form is necessary for the faculty to begin putting together courses. Claire motions to approve the form. The motion is seconded. Discussion: Stephen St. John asks if AAC will be approving these courses. Claire states, yes, just like it is done now. Pat Schoknecht asks if a student could take a neighborhood class for their major even if they do not belong to that particular neighborhood. The answer is yes. Jonathan Miller asks if there is some way that, in the case of courses in which information literacy is to be assessed, the library could get notice about these courses when they are approved so that librarians can work with the faculty involved to help develop the information literacy component of the course. He noted that other units of the campus might be interested in other LEAP Learning Outcomes as well. Claire states that this is a good idea and that it can certainly be implemented. Lee Lines asks if all science classes will require labs. The answer is yes, though the hours are still under discussion. The question is called and seconded. The faculty vote: the motion passes (unanimously). Jill Jones applauds the work of the General Education committee.

- c. Shall we approve the Proposal for Major and Minor in American Studies? (see **Attachment #3**) Ed Royce and Paul Reich address the faculty. Paul Reich states that they have the support of ten departments for the creation of a new program in American Studies. Paul states that this is an interdisciplinary major and minor in the liberal arts. In keeping with trends in the field, the major will focus to some extent on the notion of American exceptionalism from a global perspective. He states that they are only creating two new courses. Paul himself will teach the Intro to American studies class. The senior seminar will be team-taught and project-based. Assessment criteria have been developed. Joan Davison motions that we approve. The motion is seconded. Discussion: Yudit Greenberg asks about the elective courses. Jonathan Miller states that, as a lay person and international, he does not find America to be any more exceptional than any other country. Paul states that American Exceptionalism, the idea that America is exceptional, is a widely held belief whether we agree with it or not. Hoyt Edge suggests that the wording might emphasize the *concept* of American exceptionalism. Bruce Stephenson asks how this major could be connected to internships and other practical activities. Gabriel Barreneche asks what the demand is for a major and a minor; he asks why not start with a minor and do a

major later. Ed Royce states that the enthusiasm has come from the faculty and they hope to build student interest from that. Joan Davison states that this major/minor may be of special interest to foreign students. Hoyt Edge asks why the major does not have more classes (only ten) considering that other interdisciplinary majors are larger. Rachel Simmons asks if this could be a neighborhood. Kim Dennis asks how this new major fits in with the internationalization component of our mission and with study abroad. Claire Strom calls to question (seconded). The faculty approve the call to question. The faculty vote. The motion passes by an overwhelming majority (at least one loudly stated “no” vote was registered).

- d. Shall we approve the Resolution to reaffirm the principle of Faculty responsibility for and control of the curriculum of Rollins College? Jill Jones states that EC has withdrawn this motion and will revisit this resolution in the not too distant future. Denise Cummings asks if Jill could comment on recent events; in particular, the vote of no confidence against the President. Jill Jones states that she is contemplating whether a colloquium is needed to discuss this issue further. Joan Davison states that the Board of Trustees’ letter to the Rollins community and faculty underscores that we have a problem in that about 25% of the A&S faculty is not tenured and tenure-track; this distorts the vote outcome since these faculty typically do not attend and vote. On a separate point, Socky O’Sullivan states that the purpose of moving into a committee of the whole during our last meeting was that there be no minutes. He states, as parliamentarian, that he believes it is a violation of our spirit of community that notes were taken at the meeting and passed on to the President (spirited applause follows his remarks). Carol Bresnahan states that she respectfully disagrees with Socky’s point; she for one was out of town and needed to be kept abreast of faculty developments. Charlie Rock asks if CPS meetings are open like A&S meetings. Pat Schoknecht states that she attends CPS meetings. Mark Fetscherin states that CPS meetings are open. Lee Lines asks if the President would be willing to address the faculty directly in a meeting without a clear agenda. Jill states that the President is willing to do so. This could be combined with the meeting with Board Chair David Lord. Charlie Rock asks if the faculty could choose the people appointed to the *ad hoc* committee.

IV. Adjourn. Jill Jones motions to adjourn at 1:45pm. The motion is seconded and approved.

V. Committee Reports (by email)

a. PSC: Joan Davison reports that PSC wishes to remind everyone that there is an extension on the deadline for Mellon Grants until Friday, April 19th. PSC has recommended 2 grants awards, but 8 grants remain. PSC currently is working with James Zimmerman on revision of the faculty/course/gen. ed. evaluations. Student Representatives are significant participants in this process, both in sharing with PSC advice on student attitudes and practices toward the evaluations, and in the development of questions. An SGA subcommittee worked on questions, and explained to PSC faculty members how students interpret questions differently than faculty members. Students also recommended that the evaluation process be returned to the classroom. PSC intends to recommend the following 7 questions for the faculty evaluation: (#1-6 Likert scale; #7 open-ended): *1. This professor provides effective feedback. 2. This professor prepared the material and individual classes well. 3. This professor effectively engages students. 4. This professor promoted an environment in which students were respected. 5. This professor is willing to help me outside of class. 6. The overall rating of this professor is. 7. Use this space to describe the professor's strengths and weaknesses, and/or explain your ratings.* PSC still is developing the questions for the course evaluation portion but believes the following questions will be included: (All questions Yes/no): *1. Did this course challenge you in a positive way? 2. Was this course interesting? 3. Did this course teach you something new? 4. Did this course change the way you think?* James Zimmerman subsequently will develop questions to assess learning outcomes with faculty members participating in the general education program and/or faculty members from specific majors. PSC anticipates there will be about 5 assessment questions.

b. SLC: Daniel Crozier reports that since the Student Life Committee's last report to the faculty SLC had an update/discussion with Steve Neilson regarding what he sees as the main initiatives of his office for next year under its new Vice President. First, he discussed the structure of the administration of the Student Affairs area at Rollins, providing a flow chart to illustrate this. Then, he briefly outlined the following six areas of focus that deserve further discussion by the campus community: Student Success;

High Impact Practices; Sophomore Year initiatives; International Programs; Wellness Initiatives; and Career and Life Planning (being studied by Keeling and Associates, consultants in higher education). Of these, he said that the two areas that he would like to see receive priority for next year are the Sophomore Year, and Career and Life Planning. Rather than suggesting specific agendas for these, his discussion focused on the rationale for choosing these areas in particular as deserving special attention by the Rollins community. Next week, the SLC will be hearing a report from Residential Life (postponed this week due to Fox Day) regarding the initiatives of its office this year, and Living Learning Communities. SLC will also hear a report from the office of Student Involvement and Leadership regarding this year's Community Commitment Reviews evaluations of residential organizations. This presentation has been postponed twice over the past few weeks due to ongoing hearings related to some events, that apparently have taken place since the CCR process, and about which the SLC has not yet been informed. SLC granted the remaining SHIP funds originally in place, splitting them evenly between two strong proposals. After that meeting, an additional \$2000 was pledged to the SHIP fund for this semester by Micki Meyer from the Office of Community Engagement. Additionally, a previous recipient of one of the grants elected to return the funds (\$1500) due to a change in summer plans.

## VI. Other Business on the Agenda

- a. Question and Answer about the Dual Degree program. *This is postponed until the next A&S Faculty Meeting.*

## Attachment #1

### Rollins Neighborhoods Competency Fact Sheet

Three Competencies (see attached):

- **Foreign Language**
- **Mathematical Thinking**
- **Writing**

#### ***What courses can satisfy the competency requirements?***

- *Foreign Language* – only approved language courses can carry the foreign language competency designation.
- *Mathematical Thinking* – any course that includes three of the five mathematical thinking components and is approved by the chair of the Mathematics department can carry the mathematical thinking competency designation.
- *Writing* – At this time, only English 140 courses can carry the writing competency designation.

#### ***How can a Rollins student satisfy the competency?***

- *Foreign Language (one of the following)* – Earn a C- (C minus) or better in a Rollins course carrying the foreign language competency designation. Earn a C- (C minus) or better in approved Rollins transfer course. Achieve an AP Language exam score of 4 or 5. Achieve an IB Language exam score of 6 or 7. Be an International Student admitted to Rollins College based on TOEFL score.
- *Mathematical Thinking (one of the following)* – Earn a C- (C minus) or better in a Rollins course carrying the mathematical thinking competency designation. Earn a C- (C minus) or better in an approved Rollins transfer course. Achieve an AP Statistics exam score of 4 or 5. Achieve an AP Calculus (A/B or B/C) score of 4 or 5. Achieve an IB exam score of 4 or better.
- *Writing (one of the following)* – Earn a C or better in English 140 or an approved Rollins transfer course. Achieve an AP English Language and Composition exam score of 4 or 5.

#### ***Can competency courses count towards a student's major (aka double dipping)?***

- *Foreign Language* – Yes, courses satisfying the foreign language competency can be counted towards completion of a major.
- *Mathematical Thinking* – Yes, courses satisfying the mathematical thinking competency can be counted towards completion of a major.
- *Writing* – No. English 140 or the applicable transfer credit cannot be counted towards completion of a major.

## Foreign Language Competency

Foreign Language: Foreign Language study has an intimate and necessary connection with the educational goal of learning about oneself and one's relationship to the world. Language is not just the primary vehicle for the communication of culture; it is culture. As such, foreign language study offers a unique window of perception regarding non-English speaking cultures, a window through which students can learn to communicate in a language other than their native tongue, learn how other people live and what they value, or, in the case of ancient languages, delve into our rich culture and philological heritage. Second language study also provides insights into the nature of language and its power to shape ideas and expression. **The foreign language competency can be achieved by studying either an ancient or a modern language for one semester at the**

	Can fulfill FL competency (intermediate level courses)	Advanced Language (completes INB)	Minor	Major	Offered in Summer (through Holt or overseas)	Rollins Semester Abroad
Arabic	X					X
Chinese	X	X				X
French	X	X	X	X		X
German	X	X	X		X	X
Hebrew	X					X
Japanese	X					X
Latin	X					X
Portuguese						
Russian	X		X			
Spanish	X	X	X	X	X	X

intermediate (200) and/or advanced (300) level.

Particularly among learners of modern languages, students will ...

1. communicate effectively in the target language on a wide variety of topics of conversation.
2. acquire a broad vocabulary and demonstrate mastery of intermediate-level grammatical structures necessary for effective written and oral communication
3. analyze and discuss themes and issues relating to their own personal experience
4. demonstrate a greater awareness of the cultures of those parts of the world where the target language is spoken
5. exhibit proficiency in the comprehension of the spoken target language
6. develop effective writing skills in the target language
7. develop the skills necessary for communicating in conversational as well as in group settings

**Only the following students can be exempted from this competency:**

- Foreign students who have been admitted to the College based on their TOEFL (Test of English as a Foreign Language) score.
- Students, who transfer to Rollins, who have completed the intermediate level of a foreign language from a regionally accredited institution of higher learning.
- Students who have scored a 4 or 5 on the AP exam in the respective language.
- Students who have scored 6 or 7 on the IB exam in the respective language.

Speakers of foreign languages other than those regularly taught at the advanced level at Rollins (Chinese, French, German, and Spanish) who have completed their studies at a high school where English was the language of

instruction and therefore did not take the TOEFL exam for admission to Rollins College may be exempt from the foreign language competency. To certify their skills these students must achieve satisfactory scores in both the OPI (oral) and the WPT (written) exams through the American Council of Teachers of Foreign Languages (ACTFL). Steps toward such certification should be completed during a student's first semester of study.

### Mathematical Thinking Competency

Students will demonstrate competency in at least three of these five components:

<b>Mathematical Thinking Components</b>	<b>Students will be able to</b>
<b>1. Logical thinking</b>	<ul style="list-style-type: none"> <li>• Evaluate the validity of simple arguments               <ul style="list-style-type: none"> <li>○ If-then statements</li> <li>○ Negation</li> <li>○ Equivalence of statements</li> </ul> </li> </ul>
<b>2. Number sense, estimation, and percentages</b>	<ul style="list-style-type: none"> <li>• Perform simple mental arithmetic</li> <li>• Estimate arithmetic calculations</li> <li>• Reason with proportions</li> </ul>
<b>3. Exponential and linear modeling</b>	<ul style="list-style-type: none"> <li>• Solve algebraic equations</li> <li>• Formulate problems, find patterns and draw conclusions</li> <li>• Recognize interactions in complex systems</li> <li>• Understand linear and exponential models</li> <li>• Understand the impact of different rates of growth</li> </ul>
<b>4. Elementary probability</b>	<ul style="list-style-type: none"> <li>• Estimate/compute probability of simple and compound events</li> </ul>
<b>5. Statistical concepts</b>	<ul style="list-style-type: none"> <li>• Organize data in graphs, tables, and charts so that the essential characteristics of these data become apparent.</li> <li>• Critically analyze and interpret data in various standard representations.</li> <li>• Draw sound conclusions about a population from a random sample, making appropriate statements pertaining to the statistical significance of those conclusions.</li> </ul>

# Writing Competency

## Proposed Learning Outcomes for Writing Competency

(Based on Milestone 2 of VALUE Rubrics)

### *Context and Purpose for Writing:*

Demonstrates awareness of context, audience, purpose, to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).

### *Content Development:*

Uses appropriate and relevant content to develop and explore ideas through most of the work.

### *Sources and Evidence:*

Demonstrates an ability to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

### *Control of Syntax and Mechanics*

Uses language that conveys meaning to readers with clarity. Writing has few errors.

***\* Students must earn at least a C in their Writing Competency Course to achieve the competency.***

### **Additional Qualities of Writing Competency Course:**

- Writing assignments focus on academic/scholarly argument
- Emphasis on process of writing

## Attachment #2

### New General Education Course Proposal Form

#### Section 1: Catalog Information

Course Title

Neighborhood [drop down box]

Instructor

Department

Division

Requested Level [drop down box]

Catalog Description (30 words or less)

Transcript Title (30 characters or less)

Meeting Times:

100 level

200, 300, or 400 level

MWF @ 9 am

Days

OR

Times

TTH @ 9.30 am

(If this is a lab class, please indicate time preference for lab)

#### Section 2: How does this course fit the chosen neighborhood?

#### Section 3: Developmental Outcomes and Assessment

[prepopulate this section of form with criteria for each level]

## **Section 4: Teaching in a Different Division**

**Please complete this section ONLY if you wish your course to count in a division different from the one in which you are housed. All CPS faculty members must complete this section.**

[prepopulate this section of form with divisional criteria]

## **Section 5: Cross-listing Course with Major**

**Please complete this section ONLY if you wish your course to be cross-listed as a course within your department.**

Yes/No [check box]

Departmental Course Number Assigned or Requested

## **Section 6: Approvals**

Faculty

Department Chair

Interdisciplinary Chair

Interdisciplinary Chair

Director of General Education

AAC NCSC Chair

Dean of A&S

## Attachment #3

# Proposal for Major and Minor in American Studies

**Presented by: Paul Reich, Assistant Professor in English and Ed Royce, Professor in Sociology**

**Faculty Members Scheduled to Regularly Teach in Program: Paul Reich, Ed Royce, Don Davison, Julia Maskivker, Claire Strom, Julian Chambliss, Jill Jones, Ryan Musgrave, Susan Libby, Chuck Archard, Phil Kozel, Lee Lines, Barry Allen, Charlie Rock, Jennifer Cavanaugh.**

**Departments/Department Chairs Supporting This Program: English, History, Political Science, Sociology, Environmental Studies, Art History, Philosophy, Music, Theater, Economics**

### **Rationale:**

American Studies is a liberal arts major/minor that educates students for responsible leadership and productive careers. It encourages students to use multiple academic disciplines and perspectives to explore the complexity and diversity of this nation's history, literature, and culture. Students learn the role of ideas, discourse, and events in creating American culture. They examine the interplay of race, regional identity, politics, capitalism, globalization, and popular culture in developing an American identity.

Courses throughout the major develop five key themes:

- the drivers of social and cultural change in the United States;
- notions of equality and inequality;
- major divisions in US society;
- core and conflicting principles in American society and polity;
- American exceptionalism and global perspectives.

These themes help to ground and unite the program of study as well as providing a vehicle for programmatic assessment.

Students through this major hone critical thinking and writing skills, which are vital to success in a wide variety of careers. Overall, the courses in this program help the students become informed citizens of both our nation and our world. Our classes encourage ethical engagement

with the issues raised by scholarly interrogation of received wisdom and platitudes about American culture.

Having a major or minor in American Studies positions students well to embark on careers in business, law, medicine, or philanthropy. American Studies embodies the interdisciplinarity that is one of the strongest traditions of a liberal arts education. This represents a holistic, wide-ranging way of thinking and expression that is increasingly valued by graduate schools and employers.

### **Programmatic Alignment:**

An American Studies program would fit well in the Rollins A&S offerings. It is highly interdisciplinary, incorporating classes from all four divisions of the college. It would help the college produce informed citizens. Additionally, it would offer our international students an opportunity to become more familiar with the United States: its politics, culture, history, and economics.

### **Assessment:**

The five key themes of the program will be used as the basis for assessment. The program director will work with the assessment team to develop benchmarks for the program. Participating faculty members are willing to structure their courses to produce at least one artifact addressing one benchmark.

### **Curriculum and Staffing Concerns:**

Rollins has tenured and tenure-track faculty to teach all the courses in this major. For the first several years, Paul Reich would be responsible for the introductory course, after which time we anticipate that it would rotate between the program's core faculty members. Paul Reich has agreed to be the program director, and he will be aided by a faculty advisory group.

## **Proposed American Studies Major—10 classes**

**Students must take at least one class from each of the four core departments (English, History, Political Science, and Sociology). They must also take at least one class from a department outside the four core departments.**

### **Intro Core**

AMST 200—Introduction to American Studies

### **AND—TWO of the following classes:**

HIST 143—US from 1877

SOC 102—American Society

SOC 211—Social Problems

POL 160—Introduction to American Politics

ENG 229—Selected Studies in American Literature

### **Intro Electives—TWO classes needed**

HIST 241—African American History II

HIST 235—American Graphic Media

HIST 207—Women in the Modern United States

ENG 242—Contemporary American Short Fiction

ENG 245—Selected Studies in Popular Culture

ENG 275/324—African American Narratives

SOC 112—The Family

POL 120—Problems in Political Thought

POL 252—American Civil Rights Policy

PHI 226—Philosophy of Education

PHI 240—Pragmatism, The American Dream and Its Discontents

PHI 215—Social and Political Philosophy  
ARH 260—Modern American Art  
MUS 160—History of Jazz Music  
MUS 165—History of Rock and Roll  
THE 203—History of American Film  
THE 205—History of American Musical Theater  
THE 206—History of Radio and Television in America  
THE 295—History of American Theater  
ECO 121—Economics of Contemporary Issues  
ECO 126—Economics and Public Policy  
ECO 140—Nonprofit Economics  
ECO 142—Political Economy of the Media  
ECO 239—Women and Work  
ECO 242—Economics, Media and Propaganda

**Upper Level Core— TWO classes needed**

HIST 311—History of American Sexuality  
HIST 375—Aspects of War—History of the Vietnam War  
HIST 347—History of Urban America  
HIST 346—America since 1945  
HIST 370—Race and Ethnicity in the United States  
ENG 303—Historical Approaches to American Literature (prerequisites ENG 201/202)  
ENG 304—Genre Study in American Literature  
ENG 329/429—Selected Studies in American Literature  
SOC 356—State of Black America  
SOC 355—Poverty and Social Welfare

SOC 311—Social Movements

POL 382—American Constitutional Law

POL 395—Theories of Democracy

POL 353—U.S. Foreign Policy

POL 252—American Civil Rights Policy

POL 343—American Presidency

POL 346—American Voting and Elections

POL 381—Congress

POL 481—Political Biographies

**Upper Level Electives— TWO classes needed**

All the upper division classes listed above and classes from other departments

PHI 302—American Philosophy

PHI 308—Politics and Poverty

ARH 365—Special Studies—Modern American Art

ENV 305L—American Rivers

ECO 321—Labor Economics

ECO 325—Distribution of Income and Wealth

**Senior Seminar—Required**

AMST 490 (preferably team-taught)

## **Proposed American Studies Minor—6 classes**

**Students must take at least one class from each of three of the four core departments (English, History, Political Science, and Sociology). They must also take at least one class from a department outside the four core departments.**

### **Intro Core**

AMST 200 Introduction to American Studies

### **AND—ONE of the following classes:**

HIST 143—US from 1877

SOC 102—American Society

SOC 211—Social Problems

POL 160—Introduction to American Politics

ENG 229—Selected Studies in American Literature

### **Intro Electives—ONE classes needed**

HIST 241—African American History II

HIST 235—American Graphic Media

HIST 207—Women in the Modern United States

ENG 242—Contemporary American Short Fiction

ENG 245—Selected Studies in Popular Culture

ENG 275/324—African American Narratives

SOC 112—The Family

POL 120—Problems in Political Thought

POL 252—American Civil Rights Policy

PHI 226—Philosophy of Education

PHI 240—Pragmatism, The American Dream and Its Discontents

PHI 215—Social and Political Philosophy  
ARH 260—Modern American Art  
MUS 160—History of Jazz Music  
MUS 165—History of Rock and Roll  
THE 203—History of American Film  
THE 205—History of American Musical Theater  
THE 206—History of Radio and Television in America  
THE 295—History of American Theater  
ECO 121—Economics of Contemporary Issues  
ECO 126—Economics and Public Policy  
ECO 140—Nonprofit Economics  
ECO 142—Political Economy of the Media  
ECO 239—Women and Work  
ECO 242—Economics, Media and Propaganda

**Upper Level Core— TWO classes needed**

HIST 311—History of American Sexuality  
HIST 375—Aspects of War—History of the Vietnam War  
HIST 347—History of Urban America  
HIST 346—America since 1945  
HIST 370—Race and Ethnicity in the United States  
ENG 303—Historical Approaches to American Literature  
ENG 304—Genre Study in American Literature  
ENG 329/429—Selected Studies in American Literature  
SOC 356—State of Black America  
SOC 355—Poverty and Social Welfare

SOC 311—Social Movements

POL 382—American Constitutional Law

POL 395—Theories of Democracy

POL 353—U.S. Foreign Policy

POL 252—American Civil Rights Policy

POL 343—American Presidency

POL 346—American Voting and Elections

POL 381—Congress

POL 481—Political Biographies

**Upper Level Electives— ONE classes needed**

All the upper division classes listed above and classes from other departments

PHI 302—American Philosophy

PHI 308—Politics and Poverty

ARH 365—Special Studies—Modern American Art

ENV 305L—American Rivers

ECO 321—Labor Economics

ECO 325—Distribution of Income and Wealth

## **Core Course Descriptions**

### **AMST 200—Introduction to American Studies**

Introduces students to the interdisciplinary study of American culture and history. Emphasizes critical reading skills and writing from an interdisciplinary perspective. Students will synthesize varied primary sources (such as literature, film, and art) and disciplinary perspectives to form a better understanding of American society and its connection to the larger world.

### **HIST 143—US from 1877**

Examines major political, social, and economic themes from 1877 to present. Students read textbook, secondary-source essays, and primary-source documents.

### **SOC 102—American Society**

Examines recent social, political, economic, and cultural changes and trends.

### **SOC 211—Social Problems**

Follows traditional areas of social problem analysis (poverty, sexism, racism, and crime) as they evolve and transform society as a whole.

### **POL 160—Introduction to American Politics**

Analyzes dynamics of American politics: underlying principles and institutions, relationship between democratic freedom and economic equality, poverty, sexism, racial injustice, participation, and problems of liberal, capitalist state.

### **ENG 229 Selected Studies in American Literature**

Studies forms, traditions, themes, and genres, varying from year to year.

### **HIST 311—History of American Sexuality**

Examines American sexuality from colonial era to present. Traces societal attitudes toward premarital and teen sex, gendered sexual pleasure, prostitution, abortion, contraception, eugenics, pregnancy, and other sexual issues.

### **HIST 375—Aspects of War—History of the Vietnam War**

Examines the political, diplomatic, cultural, and ideological reasons for the United States' involvement in Vietnam after World War II. It will discuss the origins and escalation of the war, opposition at home and internationally, and America's final defeat.

### **HIST 347—History of Urban America**

An analysis of the growth and development of urban space in the United States. Special emphasis on how cities developed and their impact on politics, economics, and culture. Incorporates analysis of the technological transformation associated with urban life, infrastructure, and city planning in U.S. society.

### **HIST 346—America since 1945**

Approaches post-World War II years thematically, emphasizing social and cultural trends.

### **HIST 370—Race and Ethnicity in the United States**

Introduction to racial and ethnic identity issues through critical examination of the social, political, and economic factors that helped to construct identity in the United States. Examines how America's racial and ethnic ideas were created, maintained, and what is at stake when we struggle to define race/ethnic identity.

### **ENG 303—Historical Approaches to American Literature**

Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. Prerequisites: **ENG 201, ENG 202** or consent.

### **ENG 304—Genre Study in American Literature: Fiction**

Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). Prerequisites: **ENG 201, ENG 202** or consent.

### **ENG 329/429—Selected Studies in American Literature**

Studies forms, traditions, themes, and genres, varying from year to year. Prerequisite: junior/senior standing.

### **SOC 356—State of Black America**

Examines political, economic, social and cultural standing of African Americans (both historical and contemporary), relationships between blacks and whites, and internal differentiation of black population.

### **SOC 355—Poverty and Social Welfare**

Focuses on changing composition of poverty population, war on poverty, public and academic debates, present-day American welfare system, and relationship between poverty, welfare, and inequality.

### **SOC 311—Social Movements**

(Currently taught as a topics course but will be soon moved into the permanent curriculum.)

### **POL 382—American Constitutional Law**

Analyzes major U.S. Supreme Court decisions in order to understand development of law regarding powers of national government. Addresses judicial review, federalism, separation of powers, national authority over commerce, and constitutional protection of property.

Prerequisite: **POL 160** or consent.

### **POL 395—Theories of Democracy**

Advanced investigation of selected problems or areas in political theory. Topics may include

feminist political theory, American political thought, and conservative political thought.

Prerequisite: **POL 120** or consent.

### **POL 353— Foreign Policy of the U.S.**

Assesses decision-making power of interest groups, Congress, President, and bureaucracy. Asks if U.S. foreign policy is reactive. Discusses nuclear security and arms control, trade relations, foreign aid, new world order, and North-South issues. Prerequisite: **POL 130**.

### **POL 252—American Civil Rights Policy**

Civil rights rest upon one of the most fundamental principles of the American democracy—equality. Alexis de Tocqueville observed during his travels that one of the dominant conditions in America was our pervasive equality. However, our understanding of equality and fairness requires close examination. For instance, our understanding of equality calls for equal opportunity for all individuals but may that definition also include concern for the equality of outcome or conditions for people? Can an individual's equality be realized if (s)he is a member of a minority group, or if the citizen is a woman? Do our formal political rules produce permanent 'winners' and 'losers' such that members of certain groups are virtually guaranteed not to receive fair representation while others enjoy an unnecessary advantage? Does a person's right to vote merely require their ability to cast a ballot or does it include the ability to influence the political process—at least some of the time? Civil rights policy reflects how the United States has answered these and other questions.

### **POL 343—The American Presidency**

Weighs logic and impact of constitutional design upon the office, including sources of power and constraint. Traces development of presidency through "imperial" to "postmodern" era, then turns to relationship between President and Congress, bureaucracy, and interest groups.

### **POL 346—American Voting and Elections**

Investigates electoral behavior in U.S.: rational, contextual, retrospective, and economic explanations for voting, as well as contemporary trends. Considers effects of media and money on election outcomes.

### **POL 381—Congress and the Legislative Process**

Deals with organization and operation of U.S. Congress: how representatives make voting decisions, importance of rules and procedures, political strategy, legislative oversight of executive branch, and relationship between Congress and President.

### **POL 481—Political Biographies**

This course compares and contrasts the lives of people in contemporary American politics. We will examine the relationship between leadership and political skill, assess the sacrifices people make to serve in public office, explore the factors that contribute to political success (including just plain luck), consider how politicians combine passion and judgment in the same personality, and examine how race, gender, and ethnicity affect politicians' careers. Students will assist in presenting the readings, in addition to writing a major research paper on a major political figure.

### **AMST 490 Senior Seminar**

Allows opportunities for reflection on the complexities of interdisciplinary study and the methods and strategies of American Studies. Students will develop an extended problem-based project on the American experience as they refine their skills of scholarly research and writing. **Requires senior status.**

## **Elective Course Descriptions**

### **HIST 241—African American History II**

Surveys the political, social, and economic issues shaping African-American experiences from the Reconstruction Era to present day.

### **HIST 235—American Graphic Media**

Explores the superhero comic book genre from its pulp origin to multimedia present in the U.S. Requires students to seriously consider underlying symbolism and deconstruct the meaning of comic art in the twentieth century. Taking the comic genre from the 1930's milieu to the sci-fi heights of the present day, explores the political, social, and economic concerns reflected in comic books. Situates the comic medium within the broader sweep of popular culture.

### **HIST 207—Women in the Modern United States**

Utilizes race, class, and region as analytical categories to examine American women's changing work roles, reform activities, domestic duties, and political identities. Themes include Southern women and emancipation, women's suffrage, the World Wars and women's work, Cold War and domesticity, women and the Civil Rights Movement, and the second wave of feminism.

### **ENG 242—Contemporary American Short Fiction**

Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

### **ENG 245—Selected Studies in Popular Culture**

Studies the theories, forms, themes, and genres of popular culture. Compares the ways various media (e.g., fiction, film, television, radio) interpret and present similar subjects.

### **ENG 275/324—African American Narratives**

Minority literary studies. Offerings vary year to year.

### **SOC 112—The Family**

Examines how political, economic, and social changes affect marriage and family. Highlights comparative family structure, divorce, abortion, homosexuality, and changing sex roles in light of larger social changes.

### **POL 120—Problems in Political Thought**

Explores authority, legitimacy, power, democracy, ideology, equality, and political obligation as understood by major political thinkers in Western history.

### **PHI 215 Social and Political Philosophy**

Explores moral grounds for state, place and value of freedom, nature and justification of property, and rights of individual to classical and contemporary thinkers.

### **PHI 226—Philosophy of Education**

Course examines the philosophy of education that arose in the U.S. philosophical movement of pragmatism, and the development of “the pragmatic liberal arts” approach as an alternative to a hierarchical, specialized European model of higher education.

### **PHI 240—Pragmatism, The American Dream and Its Discontents**

This course traces the guiding narrative of “the American Dream” through centuries of theory and practice. We begin identifying the origins of this “dream” on U.S. soil, contrasting philosophy, practice, and “dream” of Native Americans for their country with the “dream” held by founders of the U.S. We then turn to the dream of Transcendentalists; we follow the thread in the work of classical American pragmatists. Themes of enfranchisement, economics, meritocracy, personhood, education, and community are our focus with these philosophers. We conclude by tracing critiques of and reformulations of ‘the American Dream’ in the recent writings of neopragmatists.

### **PHI 302—American Philosophy**

Course traces American ideas and theorizing on American soil—beginning with Native American writings and contexts, exploring what was philosophical about our writings before European colonization. We trace these ideas through the American enlightenment and revolutionary period, through transcendentalism, and on up to classical pragmatism. Two “lab sites” exist for the course; the Genius reserve and the Rollins College Child Development Center.

### **PHI 308--Politics and Poverty**

This philosophy of politics and poverty course will subject our everyday intuitions concerning political theory and the practice of politics as they relate to poverty to scrutiny using the principles of logic and critical thinking. We will consider modern and contemporary political theories and some contemporary legal cases in order to answer important questions such as: What are the dominant political theories? What is the proper relation between politics and poverty? The point of this scrutiny is twofold: (1) to expose any misconceptions or false beliefs that we might have concerning political theory and the practice of politics as they relate to poverty so that we can adjust our beliefs accordingly, and, (2) to gain a better understanding of the role that philosophy plays in political theory and the practice of politics, at least, with respect to the problem of poverty.

### **ARH 260—Modern American Art**

Overview of the major artistic movements and theories in art of 20<sup>th</sup>-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

### **MUS 160—History of Jazz Music**

Examines American popular musical styles from 1930 to present -- from musical components to musicians. Touches upon cultural, social, and historical milieu.

### **MUS 165—History of Rock and Roll**

History of Rock is a course designed to familiarize the student with the history of Rock music. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of Rock music. Extensive classroom listening and demonstrations/performances from local Rock musicians will help enhance the learning experience.

### **THE 20—History of American Film**

Chronicles development of movies and political and socioeconomic impact of film industry from early 20th century to present. Requires evening movie viewing.

### **THE 205—History of American Musical Theatre**

Traces technical and creative developments from early and current European influences to present American musicals, including future prospects. Analyzes political, social, and musical styles.

### **THE 206—History of Radio and Television in America**

Surveys broadcasting from 1900 to present: inventions, trends, programs, events, and personalities.

### **THE 295—History of American Theatre**

The history of American theatre from 1665 to the present day. Examines trends, productions, dramatic texts, and theatre personnel who have helped to shape theatre in America.

### **ARH 260 Modern American Art**

Overview of the major artistic movements and theories in art of 20<sup>th</sup>-century United States, including abstraction, cubism, abstract expressionism, and pop art, as well as the emergence of new art categories and media, such as environmental art. Examines artistic expression in the context of the century's social and political upheavals.

### **ARH 365 Special Studies - Modern American Art**

Focused studies in specific areas of American art from 1900-1960. Topics vary, but include *Pop Art*, *Culture Wars*, *Abstraction from O'Keefe to Pollock*, and *Primitivism*. All courses focus on recent problems or issues in the field, expose students to a variety of art historical methods used to address those problems, and introduce students to research methods and tools required to conduct significant research projects within the discipline of modern American art. May be repeated for credit where there is not topical overlap.

### **ENV 305L—American Rivers**

What forces have shaped the geography of America's great rivers? How are these rivers tied to the nature of their surrounding landscapes? How can we redesign our working landscapes to promote healthy, functioning river ecosystems? These questions lie at the heart of our exploration of the physical and cultural geography of America's great rivers.

### **ECO 121—Economics of Contemporary Issues**

Applies elementary tools of economic analysis to issues of national and social importance. **Not open to students who are enrolled in or have completed ECO 202.**

### **ECO 126—Economics and Public Policy**

Examines U.S. macroeconomic policies and effects on inflation, unemployment, rate of growth of GDP, budget deficit, and other current policy questions. **Not open to students who are enrolled in or have completed ECO 202.**

### **ECO 140—Nonprofit Economics**

Analysis of the "Third Sector:" Analyzes organizations neither government nor privately controlled for profit of owners, including charities, foundations, membership associations, cooperatives, mutuals, and other third-sector entities. Requires volunteer work at local third-sector organization.

### **ECO 142--Political Economy of the Media**

Dissects print, film, broadcast, cable, and new electronic media in U.S.. today. Questions

economic structure of media institutions, differing viewpoints of media sources, and role of media in resolving current political/economic issues. Reviews journalistic and academic works, as well as video and audio recordings (including international short-wave news and program broadcasts), newspapers, magazines, and publications of citizen and government groups.

### **ECO 239—Women and Work**

Deals with effects of increasing numbers of working women on households and employment policies, earnings differentials, company and government policies, comparison of women's work issues with those of minorities, and valuation of household work. **Prerequisite: sophomore standing or consent.**

### **ECO 242—Economics, Media, and Propaganda**

Examines how rhetoric in the media is shaping popular understanding of political-economic issues and public policy. Consider the following quote: "The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists." (Joan Robinson, 1955).

### **ECO 321—Labor Economics**

Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and theory and practice of collective bargaining.

**Prerequisites: ECO 202 and ECO 203.**

### **ECO 325—Distribution of Income and Wealth**

Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in U.S. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. **Prerequisites: ECO 202 and ECO 203.**