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Minutes, Arts and Sciences Executive Committee Meeting, Thursday, February 28, 2013

Arts and Sciences Executive Committee

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MINUTES
Executive Committee of the A&S Faculty
February 28, 2013

In attendance: Dexter Boniface, Claire Strom, Dan Crozier, Joan Davison, Jill Jones, Bob Moore, Bob Smither, Carol Bresnahan, and Ben Varnum. Guests: Ed Royce, James Zimmerman, and Paul Reich.

- I. Call to Order. The meeting is called to order at 12:31pm.

- II. Approval of the Minutes. The minutes from the February 14, 2012 meeting are approved.

- III. Business
 - A. American Studies. Paul Reich addresses the committee regarding the proposed American Studies program (see attachment #1 below). Paul states that this new program will not require new resources in terms of staffing. He will teach the Intro class and existing faculty will be identified to teach the senior seminar (ideally this will be team-taught and project-based). Jill Jones asks if this proposal has been approved by AAC. Paul responds yes. Bob Moore, speaking as a devil's advocate, asks if there is the potential to strain resources by expanding such programs; he notes that the faculty have approved several new programs this year alone. Bob Smither states that he does not believe there would be a significant strain financially speaking. Carol Bresnahan asks a similar question: would new library or financial resources be required? Claire Strom states that a number of these classes, such as traditional "S" classes, will be losing students as we shift to the new Gen Ed system, so this will add students to these classes. Joan Davison states that there could be a strain offering the capstone. Dexter Boniface states that he has experience running a small interdisciplinary program and that it can be challenging to consistently offer the introductory and seminar classes; furthermore, a program like this will require faculty resources in terms of the time devoted by the Director to handle course offerings,

assessment and senior audits etc. Furthermore, the English department will have to guarantee that the Intro class can be offered by one of their faculty. Paul states that the English department will accommodate at least one course taught by him. A motion is made to vote. The program passes EC.

- B. Gen Ed competencies (see attachment #2 below). Joan asks about whether or not students can transfer in classes to achieve the competency. James Zimmerman states that this would be up to the Mathematics department. Joan states that we should consider offering an intermediate math competency class. She does not believe our existing math offerings are adequate since they are so basic. She notes that we require students to achieve an intermediate competency in foreign language but not in mathematics. James Zimmerman states that the committee has raised the bar from the old “Q” requirement. He reviews the document and notes that the six criteria are fairly sophisticated (though some are not). He states that the transfer question is not addressed in this document and should be addressed in a future iteration. Joan Davison suggests that perhaps there should be a test. Joan asks why AP calculus would not count. James Zimmerman states that the goal was to broaden students’ understanding beyond a narrow mastery of calculus or another specific area of mathematics. Claire states that they would like to bring this proposal to the faculty at the next A&S meeting. She states that she would like EC to endorse it. Ben Varnum states that a student who achieves a “5” on the Calculus-BC exam surely has mathematical competency; he questions why they would not fulfill the requirement. James states that that is a valid point and acknowledges that the document is not perfect. Paul Reich asks about the writing competency; is it still a “C” or better? James says yes. Claire notes that the standard is “C-” for the other competencies, but English desired to maintain the “C” standard. A motion to approve the competencies document is made and seconded. The motion passes.
- C. 128/5+ Information Sessions. Jill Jones notes that there will be a follow-up with the Psychology department who have concerns about the proposal passed at the last faculty meeting. Claire acknowledges that the Psychology department was not directly consulted on this issue and she apologizes for this oversight. She believes that further consultation will help to better inform the concerned faculty. Jill Jones notes that a lot of prior legwork went into getting this proposal ready. Dexter Boniface states that we should be strategic about organizing the agenda when big issues such as this come up. He suggests that perhaps committee reports should be a secondary

priority. Jill Jones states that it was placed at the end of the agenda, in part, because she anticipated that it might require more time. However, she notes, the question was called and governance procedures were followed. Joan Davison states that she disagrees with the premise that committee reports should not be given secondary status. Furthermore, regarding governance procedures, she notes that the fact that one faculty member spoke more than once was not a deliberate bias; she notes that many faculty put their hands up but then withdraw their question. She suggests, as an alternative procedure, perhaps they could form a line to ask questions.

D. Dual Degree programs (Reutlingen). Jill Jones declares that she and Carol Bresnahan do not see eye-to-eye on the issue of the Dual Degree program. Jill does not believe this program went through the proper governance channels. Carol states that this proposal went through the relevant governance channels in CPS. Jill Jones asks what the Executive Committee should do about this issue. Joan Davison states that we should ask the A&S faculty what they think. Personally, she notes that she disagrees with the administration on this issue; a dual degree is not the same as how we handle transfer students. She states furthermore that these degrees could proliferate at Rollins. She notes that she does not necessarily disapprove of the proposal at Reutlingen. In fact, she believes it has merit. However, she worries about the precedent in terms of governance procedures. She believes that A&S should have had a larger role in the process. Carol Bresnahan reviews the agreement with Reutlingen. She notes that no more than three students will be involved in the program. She states that she has a concern that a CPS program would be under the purview of A&S, just as she would be concerned if CPS decided how A&S handled a dual degree involving, for example, History. Carol does not believe it is a separate degree; she notes that students will get a Rollins degree as an INB major. Claire states that she shares Carol's concern that we do not want CPS deciding issues in A&S. Jill Jones wonders if this is the kind of issue that should be decided at the all-college level. Joan Davison states that she objects to the fact that the A&S faculty were told one thing (i.e., that this would come back to AAC) and another thing occurred (it was approved without A&S approval). Jill Jones agrees that precedent is an important issue. She states that A&S is pretty rigorous about what our degree signifies. Bob Smither states that, initially, he understood that this would go to the Board of Trustees; Lewis Duncan suggested this. Carol Bresnahan does not believe this is a correct interpretation. She believes that these students are just like transfer students. Jill Jones states that the one difference is that transfer students do not walk

away with two degrees. Jill Jones asks about how to proceed. She suggests that we update the faculty at the next meeting. Joan Davison states that if the faculty are so inclined they can put forward a Resolution on the topic. The conversation turns to the issue of the Holt degree. Carol Bresnahan notes that the Board of Trustees recently endorsed a request by Holt to have “Holt” stricken from their Rollins degree, making it equivalent to the A&S / CPS degree. Joan Davison and Jill Jones express reservations about equating the Holt and A&S degrees. Carol Bresnahan disagrees with the premise.

E. The committee discusses the candidate slates for the A&S and FEC slates.

F. Announcement: Jill Jones reminds the committee that an all-faculty meeting will be held in March.

IV. Committee Reports. *No committee reports this week. These will be delivered at the next EC meeting.*

V. Adjourn. The meeting is adjourned at 1:49pm.

ATTACHMENT #1

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 20th-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 20th-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.**

ATTACHMENT #2

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 four of the six 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.
- *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 intermediate (200) and/or advanced (300) level.**

	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

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 four of these six components:

Mathematical Thinking Components	Rationale	Students will be able to
1. Logical thinking	For navigating the media, avoiding deception by advertisers.	<ul style="list-style-type: none"> • Evaluate the validity of simple arguments <ul style="list-style-type: none"> ○ If-then statements ○ Negation ○ Equivalence of statements
2. Number sense, estimation, and percentages	For handling currency exchanges; understanding economic situations, such as the Social Security debate; and maintaining perspective on such quantities as the federal debt or world population.	<ul style="list-style-type: none"> • Perform simple mental arithmetic • Estimate arithmetic calculations • Reason with proportions
3. Basic financial concepts	For assessing loan options and comparing investment plans.	<ul style="list-style-type: none"> • Calculate compound interest • Solve algebraic equations
4. Exponential and linear modeling	For understanding the behavior of populations, prices, tumors, and drugs in the blood.	<ul style="list-style-type: none"> • Formulate problems, find patterns and draw conclusions • Recognize interactions in complex systems • Understand linear and exponential models • Understand the impact of different rates of growth
5. Elementary probability	For assessing travel and health risks	<ul style="list-style-type: none"> • Estimate/compute probability of simple and compound events
6. Statistical concepts	For making appropriate decisions based on data.	<ul style="list-style-type: none"> • Organize data in graphs, tables, and charts so that the essential characteristics of these data become apparent. • Critically analyze and interpret data in various standard representations. • Draw sound conclusions about a population from a random sample, making appropriate statements pertaining to the statistical significance of those conclusions.

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