TO: Members of the Faculty of Arts & Sciences

FROM: Barbara A. Schaal

RE: Faculty Meeting

**Tuesday, November 18, 2014**

4:00-5:00 p.m.

Wilson Hall, Room 214

Refreshments will be available in Room 212 at 3:30 p.m.

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**Agenda**

1. *Approval of September 30, 2014 Minutes*

2. **Arts & Sciences Updates** – Barbara Schaal, Dean of the Faculty of Arts & Sciences

3. **Deans’ Reports**
   a. *University College* – Robert Wiltenburg, Dean of University College
   b. *College of Arts & Sciences* – Jennifer Smith, Dean of the College of Arts & Sciences
      i. December 2014 candidates for the A.B.

4. **Curriculum Committee Report and Vote** – Doug Chalker, Arts & Sciences Curriculum Committee Chair
   a. Course changes as approved by Curriculum Committee

5. **Graduate Education** – William Tate, Dean of the Graduate School of Arts & Sciences and Vice Provost for Graduate Education

6. **Other Business**

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**Attachments:**

- Minutes of September 30, 2014 Faculty Meeting
- December 2014 candidates for the AB degree
- Course changes as approved by Curriculum Committee
The meeting came to order at 4:01, with Dean Barbara Schaal presiding.

A motion to approve the minutes of the April 2014 meeting passed.

Report from the Dean of Arts and Sciences

Dean Schaal reported further communications between the Faculty Council and the Provost regarding socio-economic diversity of the student body, and announced an upcoming report from theProvost on the subject.

Further meetings of the Faculty of Arts and Sciences will take place on 18 November and 9 December 2014, if necessary.

The Sociology Department has now formed under Professor Steven Fazzari and is searching for first cohort of faculty, currently bringing candidates for these positions to campus interviews.

Dean Schaal spoke of a number of initiatives in Arts and Sciences related to events in Ferguson, Missouri. Professors McCune and Wanzoo held a round table discussion. Several previously started projects relate to the events: the Modern Segregation Initiative in American Cultural Studies, funded by the Faculty of Arts and Sciences, and the “Divided City” program of the Humanities Center, funded by the Mellon Foundation. Schaal stressed the importance of the humanities in the regional and national conversation on these subjects.

The Integrated Science Initiative continues, with new labs in physics and chemistry now in the planning stage.

The Environmental Studies Program has restarted, and is attempting to broaden its undergraduate program with courses offered across the university.

Arts and Sciences will probably convene a group to talk about handling large data sets in a variety of disciplines, and consider Olin Library as a location that could do this. The group will also consider use of these data sets in undergraduate education.

The Leading Together Campaign has fostered interaction between departments and the Office of Alumni and Development, with a view to eliciting gifts targeted to specified departments.
Report from the Faculty Council

Professor Tabea Linhard, co-chair this semester with Professor Doug Shapiro, encouraged faculty to use the Council’s published email address to get in touch with it, in order to use it as a liaison between faculty and the Dean’s office.

Report from the Dean of University College

Dean Robert Wiltenberg reported the success of this past summer’s program offered by the Association for Language Learning and Educational Exchange, the leading program in the country for training graduate students to teach Chinese and Japanese. It served approximately 150 students.

Several hundred students took non-credit pre-college courses of two to three weeks.

This semester’s student body in University College is slightly smaller than in the past, due to restrictions recently imposed by several WU schools on how many University College courses their students may take. Yet enrollment of students from outside the university has grown.

Report from the Dean of the Graduate School of Arts and Sciences

Dean William Tate announced the initial plans of his deanship, including communication with the Offices of Alumni and Development and of Admissions in order to publicize the GSAS better. He also announced a program of evaluation of all GSAS programs successively, and urged creativity in devising new cooperative programs among existing ones, as well as consideration of the actual career paths, often outside the academy, of WU’s graduate students.

Professor Wolfram Schmidgen asked about what the program evaluation process would involve. Tate spoke of an internal and then external process, involving a set of data distributed to program faculty for reflection, together with questions addressed to specific programs. The process will also involve comparative data from other programs, in order that the results of evaluation permit him to make decisions about how to allocate resources.

Professor Mary Ann Dzuback asked what sorts of data this included. Tate replied that he would want data on faculty productivity, recruitment of students, and levels of stipends and bonuses in the field.

Professor Christine Johnson stressed the differences among disciplines regarding what data are useful, and questioned whether a comparative approach were best. She expressed concern that productivity was first criteria Tate mentioned, and asked about consequences of evaluation for resource allocations.
Professor James Wertsch asked if Dean Tate spoke with other deans about unemployed Ph.D.s. Tate said he would meet a group of deans in Washington, DC in December, and is also reading reports from the various disciplinary and professional associations, and in the *Chronicle of Higher Education*.

Dean Schaal suggested that the next faculty meeting should take up at greater length the topic of graduate education.

**Report from the Dean of the College of Arts and Sciences**

Dean Jennifer Smith reported that the incoming class included 1154 first-year students in Arts and Sciences, and thanked faculty and staff who had helped accommodate this larger class. Students generally got into their chosen courses without waiting lists growing longer than in previous years.

Incoming advising now happens entirely before orientation, and in Summer Orientation, Advising, and Registration. These programs include faculty-led sessions for the students.

Smith will meet with Directors of Undergraduate Studies in each department to discuss ways of engaging students with academics before, during, and after first-year orientation programs. She reported that last spring’s survey of seniors showed an increase in rates of satisfaction with the intellectual atmosphere of campus.

Dean Smith moved to approve August degree candidates. The motion received a second and passed.

**Report from the Curriculum Committee**

Professor Doug Chalker elicited a motion to approve the previously distributed list of new courses and other changes proposed by the Curriculum Committee. Faculty made, seconded, and passed this motion.

**Report and Discussion of Socio-Economic Diversity**

Provost Holden Thorp and John Berg, Vice-Chancellor for Admissions, reported and responded to questions on the socio-economic diversity of the student body.

Provost Thorp said that WU has a lower proportion of low-income students than its peers because it spends less on financial aid than those institutions, due to decisions about resource
allocation made years ago in order to raise the standards and reputation of the College. He spoke of the need now to accept the university’s obligation to serve a broader constituency of students, and told faculty that he had said as much to the media.

The Provost said that the University admits as many low-income undergraduates as it can afford. It does not admit students in need and then not give them enough aid: WU admits only those undergraduates whom it can afford to fund sufficiently to enable them realistically to attend. The problem, in the Provost’s eyes, is not that we do not have enough low-income applicants, or that we have the wrong admissions philosophy. It is only that our aid budget remains too small to meet our goals.

Provost Thorp outlined his plan for addressing the problem, intended initially to bring Washington University into the middle range of the list of its peers. This would place it in a position comparable to Johns Hopkins, for example, where 13% to 14% of students have Pell Grants. Doing this would take $25,000,000 more in financial aid every year than we now have. The CFU will put some money into this; the Provost’s office has made cuts, including $800,000 from student affairs this year. The schools with undergraduates will also put more money toward financial aid, raising their contribution from 32% to 34% of tuition collected. From Arts and Sciences, this will mean an additional $5,000,000 annually. The University could also raise more money for financial aid, and the Trustees will soon hold a special meeting on the subject.

The University will not radically revise its spending commitments in order to find the $25,000,000 per year it needs for this purpose. It will continue work on the East Campus and the Chemistry and Physics labs, and keep its commitments to programs like the Humanities Center.

The University’s goal is a gradual increase in Pell Grant recipients, rather than a sudden one.

Professor Childs asked whether Arts and Sciences planned to admit many more international students. Thorp replied that about 8% of our student body comes from other countries, a proportion probably lower than those of many of our peers. John Berg added that we want to be certain that all international students we admit are prepared to do the work we expect. The University gets many applications from students from high schools and with recommenders about whom we have very little information, and this limits the number we actually admit. The Office of Admissions regularly solicits feedback from deans and advisers of international students, in order to adjust its admission strategy.

Professor Schmidgen asked to know the trends in numbers of international students admitted in the last five years. Berg said that the number of international students rose and then fell slightly in that period.

Professor Pegg asked if there were a bigger problem in how the University is funded overall, and whether funding from the endowment should be reallocated. Thorp said that gifts to the endowment have been weighted toward medicine because the School of Medicine became
visibly excellent many decades before the rest of the University. Professor Pegg said that this could change if the vision of the University changed.

Professor Christine Johnson asked for figures on students with family resources falling between those of Pell Grant recipients and full-price students. Thorp said that we do better than our peers in admitting and funding middle-income students. Johnson asked what we knew about middle-income students’ experience once at WU. Thorp said that surveyed student satisfaction results were very high overall: over 90 percent.

Professor Childs asked about the impact on admissions of events in Ferguson, and about campus activities surrounding those events. Dean Smith said that the events in Ferguson were disruptive in the first week of the semester, from the students’ point of view. Many felt a desire to be engaged in them. The Center for Diversity and Inclusion brought college-age Ferguson residents to campus for programs directed at undergraduates. Overall, Smith said that the outcome of the whole sequence of events was greater motivation among students to address social issues, and to get the academic background in order to do this. Provost Thorp noted that we have contributed to the problems of past 150 years in St. Louis, and that work toward a solution was deliberate and would take more community organization than simply deciding what we want to do ourselves. He noted the positive response to the establishment at Olin Library of an archive of documents related to Ferguson.

A faculty member noted that WU is putting resources into undergraduate financial support, and hoped that graduate education would not suffer as a result.

The meeting adjourned at 5:10.

Seth Graebner
Assoc. Prof. of French
Secretary to the Faculty of Arts and Sciences
The College of Arts & Sciences
Candidates for the Bachelor of Arts Degree: December 17, 2014

The following students have submitted an intent to graduate to the University Registrar. Until the College Office makes a final check of each student’s record, it will not be known whether these candidates for the Bachelor of Arts Degree have fulfilled all degree requirements.

Baek, James Jaewoo
Bartels, Heather Ann
Bethke, Isabel Jane
Bluestone, Alex Samuel
Boyar, George Solomon
Chen, Samantha Pei-Shin
Cristol, Benjamin Aaron
Dawson, Charnele Tiara
Delaney, Tessa Marie
Desai, Krupa
Ederle, Ashley Elizabeth
Ellison, Henry David
Ezrapour, Lili Ilana
Fefer, Nahuel Sebastian
Feng, Xinyuan
Fjerstad, Amy Louise
Freeman, Timothy Gabriel
Gentry, Darrell Alwyn
Hallman, Mitchell James
Hang, Zimin
Hardwicke, William Banks
Harvey, Robin Lynn
Heatherly, Bryce Douglas
Hereford, Sarah Evelyn
Honeyman, Emma Metzger
Hrvacic, Zana Sarah
Hsu, Eunice Faith
Iadarola, Jonathan Estes
Johnson, Meredith Paige
Kang, Phil Ku
Khanna, Avanika
Kucera, Leah Margaret
Kumar, Divya
LaForest, Alex Eugene
Lee, Hyo
Lorico, Andrea Sunga
Luskin, Jonathan Reid
Maragh, Brennan
Matheny, Kastyn Isabella
Meresman, James Bradley
Michalski, Sophie Nicole
Mohile, Neil Vivek
Needham, Max Walter
Park, SoEun
Patinkin, Jonathan Adam
Randall, Lucy
Raskauskas, Lauren Holden
Ren, Aileen Anne
Ressler, Eric Kimberland
Santiago, Sarah Ashley
Sarkar, Gargi
Shannon, Ashley Alisha
Sheikh, Saad Zaheer
Shen, Megan Liang
Shroyer, Meredith Margaret
Shumacher, Jason Matthew
Siwak, Jacob David
Skoff, Jared Oliver Hoffer
Sladky, Kristoffer Thomas
Sorensen, Mark Phillips
Sorrentino, Logan Victor
Sossenheimer, Philip Heinz
Stein, William Alec
Stern, Melanie Eliana
Sun, Alissia Liya
Sun, Tao Chun
Swan, Lucy Campbell
Tadros, Sandy Hany
Teo, Xuan Ang
Thapar, Prachi
Thorne, Miriam Paradise
Vondrak, Kevin Jensen
Weinstein, Etan Marcus
Weiss, Cassandra Paider
Weissmann, Shira Beth
Wollin, Jenna Lauren
Xu, Tony Dongyi
Yang, Hyewon
Yoo, Brian K.
Yoo, Jeffrey Jaehoon
Zhong, Caroline
Women, Gender, And Sexuality Studi
Chemistry: Biochemistry Concentr
Biology: Biochemistry
Philosophy
Psychology
Political Science
Biochemistry: Biochemistry
Biology
Art History And Archaeology
Spanish
Film AND Media Studies
Jewish, Islamic & Near East Studies
Anthropology: Global Hlth Environm
History
Mathematics
Biology
Political Science
Urban Studies
Biology: Biochemistry
Biology: Neuroscience
English Literature
Philosophy-neuroscience-psychology
Economics
Biology: Biochemistry
Economics
Music
Economics
Environmental Policy
Political Science
Political Science
Mathematics
Biology
Psychology
Biology
Biology: Neuroscience
DATE: November 7, 2014

TO: A&S Faculty

FROM: A&S Curriculum Committee

RE: Credit Unit Definitions

The following credit unit definitions are submitted for approval:

**Classroom instruction (standard) courses**
One unit of credit is equivalent to 50 minutes of contact time per week over the course of a standard semester.

3-day per week classes meet during one-hour time slots beginning 10 minutes past the hour.

2-day per week classes meet during 90-minute time slots beginning 10 minutes past the hour (with ten minutes for breaks, if necessary).

1-day per week classes meet during 3-hour time slots beginning 10 minutes past the hour (with 20 minutes for breaks, if necessary). In general, the ASCC feels that one-day per week courses are only appropriate for 400-level seminars.

The general expectation is that students are to spend two to three hours outside class studying and doing homework for every hour spent in class.

**Laboratory courses**
One unit of credit for every two to three hours spent in lab.

**Studio/Arts Practice courses**
One unit of credit for every two to three hours spent in studio.

**Field experience / Full-time practicum**
If the student's academic activity is essentially full-time (~40 hours per week) one unit of credit may be awarded for each week of work.

For student teaching, 8 units of credit are awarded for 35 hours per week (five days per week for 10 weeks). The Missouri Department of Elementary and Secondary Education sets standards for student teaching.

**Internship/ Part-time Practicum**
45 hours of work is required for 1 unit.
90 hours of work is required for 2 units.
135 hours of work is required for 3 units.
**Independent Study Experiences**
0.5 hours per week of one-on-one instruction plus a body of written work of at least 2500 words (or equivalent project work) for one unit.
1.0 hours per week + 3750 words (or equivalent) for 2 units.
1.5 hours per week + 5000 words (or equivalent) for 3 units.

**Guided Research Experiences**
Minimum two to three hours per week during standard semester is required for 1 unit. Additional reading outside of research time expected. Some variation is to be expected based on the discipline.

**Music Lessons**
Half-hour lesson per week over the course of a standard semester required for one unit.
One-hour lesson per week over the course of a standard semester required for two units.

**Service Learning courses**
Such courses combine classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement component, which will necessitate an additional 4-5 hours per week. The in-class contact time earns one unit of credit per 50 minutes of contact time per week. An additional one unit of credit may be granted for each 3-5 hours per week of time spent on site.

**Courses with significant field trip components**
When field trips are active demonstration/discussion-based learning experiences led by the instructor, units of credit should be equivalent to contact time (as in a conventional lecture course). If trips are passive, student-led observations, they should be counted as experiential learning, performed outside of class, and should not be considered contact time for purposes of awarding units of credit.

**Credit by exam**
Defined by placement exam policy: [http://bulletin.wustl.edu/about/admissions/](http://bulletin.wustl.edu/about/admissions/)

**Notes/background**
The above definitions exist to explain the relationship between contact time and units of credit. They are an effort to elucidate policy in order to ensure consistency throughout the College. Units of credit are granted for various types of instruction (as above). Courses may be composed of any combination of elements described (e.g., a lecture course which also has required laboratory periods). A unit of credit is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week over the course of a standard semester. This may be adjusted proportionately to account for summer academic calendars.

**Carnegie Unit and Student Hour**
WUSTL uses the Carnegie Unit as the basis for credit hour definitions. Details can be found at: [http://en.wikipedia.org/wiki/Carnegie_Unit_and_Student_Hour](http://en.wikipedia.org/wiki/Carnegie_Unit_and_Student_Hour)
Curricular Changes

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November 18, 2014
New Courses Approved

L01  Art-Arch  3889  The Architectural Imaginary: Dialogues Between Art and Architecture in the Twentieth Century  (HUM)

The twentieth century introduced new ways of thinking about architecture that fired the imaginations of artists. Modern ideas on space, community, and city formed a shared architectural imaginary, the site of diverse new encounters between art and architecture. This course explores how architectural concepts and ideas about the built environment inspired artistic production, and how, in turn, concerns originating in vanguard artistic practice informed architecture, throughout the twentieth century and into the present. Projects to be addressed include collaborations between artists and architects; conceptual design practices and utopian or "paper" architectures; artistic movements guided by spatial or environmental concepts; and artists who explore buildings and urban spaces. Prerequisites: L01 113 Introduction to Western Art, Architecture and Design, or L01 215 Introduction to Modern Art, Architecture and Design, or permission of instructor.

L15  Drama  120  Freshman Seminar: Race and Performance  (HUM, SD)

What does it mean to "act black"? What about "acting Jewish"? This course looks at performances of racial and ethnic identity, mostly in the United States, mostly in the twentieth century. We will examine novels (such as Nella Larsen's PASSING), plays (such as Anna Deavere Smith's FIRES IN THE MIRROR), and performances of everyday life (such as "Cowboys and Indians") to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be "only" an act?

L22  History  1500  Silver, Slaves and the State: Globalization in the 18th Century (HUM, LCD)

In this class, we will look at how silver, and also porcelain, tobacco and salt, shaped the early modern world. We will look at how merchants and adventurers, as well as pilgrims, pirates, migrants, and captives, encountered very different facets of that world, and tried to make sense of it. We will also study how these attempts at exchange, how that process of "making sense," transformed how men and women of the 18th century, around the globe, saw their territories and their fellow humans. DISCUSSION SECTION REQUIRED.

L22  History  2170  How to Sit on an Iron Throne: Reading Early Modern Politics & Violence Through Game of Thrones (HUM)

This class will attempt to enthusiastically pilage Game of Thrones and investigate what possible storylines were supplied by the history of 16th-17th century Europe. These storylines are heavily politicized in Game of Thrones and thus offers an exceptional opportunity to investigate how early modern men and women thought about power, fought with words and gift, built loyalties, betrayed one another, killed one another, married one another, and fielded armies of soldiers and cronies. Through the characters of Jon Snow and Tyrion Lannister, students will study the historical stain of bastardy, and with the help of Cersei Lannister, Catelyn Tully and Arya Stark, the place of women in webs of power will also be examined.

L22  History  48DK  Advanced Seminar: Oil and Modern America (HUM)

This course will provide a chronological and thematic examination of the history of oil in modern America (emphasis on 1890s-present). The course will focus its attention on key personalities, tensions and debates, and periods of swift progress and destabilization in the long history of U.S. petroleum, and will flesh out oil's broader impact on American life as well as the effects of American political culture on the internal mechanisms of the oil industry. Modern, U.S. PREREQUISITE: SEE DEPARTMENT INFO.
New Courses Approved, continued

L43 GeSt 127 Law and Society - Directed Readings

The course will be a continuation of the Freshman Seminar Law and Society. The course will apply knowledge learned in the first semester to analyze current and recent Supreme Court cases. PREREQ: L43 126

L48 Anthro 3852 History of Anthropological Thought (SSC)

Anthropology, the study of the human, has as broad a mandate as one can imagine. And yet, today, the discipline of anthropology takes a particular form and comes coupled, mostly, with a limited set of methods. This course offers a way of understanding how anthropology came to be what it is. Through careful readings of foundational and influential texts, we will reconstruct the major questions that animated the field, and locate them in the historical and political context that shaped them. We will attempt to understand not only what traces these questions have left on contemporary ways of doing anthropology, but also why certain positions or arguments have lost favor or become untenable in a changing discipline that responds to a changing world. Topics covered in the course will include anthropological approaches to culture, history, exchange, race, politics, and reason.

L48 Anthro 3877 China Health Experiential Seminar (SSC)

This seminar aims to situate students' fieldwork experiences within a framework of the Chinese and US medical contexts; to provide students with methodological tools for approaching their field placements; to evaluate their own experiences and observations through critical reflection; and to integrate their understanding of Chinese and US medical systems through written exercises. In addition, this course establishes a forum for students to direct their work and creative energies towards social and cultural issues in the medical field. This approach allows the students to discover "communities," to create a channel of communication, to find ways of continual engagement and project development, and to perhaps carry knowledge and expression beyond the immediate workings of the community and into the realm of culture. Ethnographic narratives will be woven into the in-class discussion of these themes. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.

L48 Anthro 4285 Environmental Archaeology (SSC)

This course intends to introduce students to lines of evidence used in the interpretation of past landscapes, how we can conceptualize the changing human ecological relations and how we can identify human influence on their environment. Special emphasis is placed on the human-animal-plant relations, with case studies from around the world. Combining both lecture and seminar sessions, this course aims to ensure that students are aware of several of the basic methods of bio-archaeological and palaeo-environmental reconstruction, and the application of these methods to the interpretation of past landscapes and human impacts on them.

L57 RelPol 370 Religion and the Origins of Capitalism (HUM)

This course explores the economic, cultural, and social history of the origins of Anglo-American capitalism from 1500 to 1830. Throughout we will discuss the worldviews and day-to-day business decisions of the merchants who created England's transatlantic market order and empire. Rather than treat early capitalism only in terms of material or purely economic dynamics, it probes the intellectual constructs that combined with commercial innovations to form capitalism into a social system.

L57 RelPol 385 Religion and Politics in the Long 1920s (HUM, SD)

This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s was a tipping point for a great deal of the fundamental issues that shaped the twentieth century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice, and reinvention contributed to and was shaped by such change.
New Courses Approved, continued

L57  RelPol  480  Readings in African American Religious History  (HUM)

This course is an introduction to the history and variety of African-American religions in the New World Diaspora. The approach will be chronological, from the earliest years to the New World, to contemporary expressions. We will also explore some of the major historiographical themes that have catalyzed current scholarship, the purpose and effectiveness of black nationalist movements, issues of class and gender, the persistence of African elements of new world religious practice, performance, and popular culture.

L57  RelPol  485  Christian Nation, Secular Republic  (HUM)

The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic, and those conjoined framings have created recurrent conflict throughout American history. This seminar is designed to introduce advanced undergraduates and graduate students to current discussions of religion, secularism, and unbelief in American religious and political history.

L90  AFAS  3113  Culture, Politics, and Society in Francophone Africa  (SSC, LCD)

France and Africa have a long historical relationship, dating back to the early Euro-Mediterranean empires, the first explorers, long-distance traders, Christian missionaries, colonialists, and today's French West and North African communities. In this course, we delve into this long process of interaction between France and its colonies of Africa. During the first half of the semester, we explore these historical relationships and examine the scientific constructs of race in the 19th and early 20th century. We touch on themes that defined the colonial encounter, including the development of the Four Communes in Senegal, the Negritude movement, and French Islamic policies in Africa. The curriculum for this course includes articles, films, and monographs, to explore these themes and includes writers and social activists living in France and the African diaspora. The second half of the course examines Francophone Africa after Independence. Here the course explores the political and cultural (inter) dependence between France and its Francophone African partners. In addition, we examine the challenges of many African states to respond to their citizen's needs, as well as France's changing immigration policies in the 1980s, followed by the devaluation of the West and Central African Franc (CFA).

L97  IAS  229  Modern European History: Migrations, Nation States, Identities  (HUM, LCD)

Politicizes in several European countries recently declared the failure of multiculturalism, emphasizing immigration as the cause of social and political conflict. These statements deny that the European continent as a whole has been shaped by various forms of migration, ranging from Teutonic and Slavic settlement migration in the first ten centuries A.D., and rural-to-urban migration and religious expulsion in the Middle Ages, to recent guest worker programs and immigration from former colonies. Encounters between different cultures, religions, and forms of social organization are a staple of European societies' development.

The course will begin with a brief overview of significant population movements since the Early Modern Era and then focus on important mass movements since the French Revolution. Course units study the nexus between migration and modernization, people's movement and the nation-state, empire and citizenship, and economic and social development. The class also poses the questions: Why are some migrations remembered and others not? Why do we know what we know about migration and migrant experiences? How do notions of 'otherness' and 'diversity' come to be central points of contention within current discourses in Europe? How do race, class, and gender interact in shaping the experience and perception of immigrants?

Primary sources, autobiographical narratives, scholarly analyses and a range of visual material including films and maps are the basis for class lectures and individual and group work assignments, helping students to develop critical thinking and effective oral and written communication skills.
New Courses Approved, continued

L97 IAS 3204 Civic Scholars Study Abroad Semester One: Self Awareness, Civic Life, and Citizenship (SSC)

This is the first semester, foundation course for students in the study abroad cohort Civic Scholars Program of the Gephardt Institute for Public Service. This program recognizes rising juniors enrolled in a study abroad program fall of their junior year who have demonstrated exemplary commitment to civic engagement and community service while at Washington University.

L97 IAS 3205 Civic Scholars Study Abroad Semester Two: Civic Engagement in Action (SSC)

This is the second semester, foundation course for students in the Civic Scholars Program of the Gephardt Institute for Public Service. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Rising juniors are selected for the program based on their commitment to community service and civic engagement. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of $5,000 to support a substantial civic project or internship. The program begins with a cohort retreat and students will complete a course each semester in the program. Students will apply their $5,000 scholarship toward a civic project during the summer between junior and senior year.

This second course provides students in the Civic Scholars Program of the Gephardt Institute for Public Service with a context for developing their civic projects. Students will engage in a semester long research and project planning process tied to their civic projects. Through research, lectures, workshops and presentations, students will develop a project proposal for their civic projects. Students will meet in class to discuss concepts, engage in critical reflection, and develop skills for project implementation. This is a two-credit course.

L97 IAS 4202 Civic Scholars Study Abroad Semester Three: Application and Integration of Civic Projects and Values (SSC)

This is the third semester, foundation course for students in the Civic Scholars Program of the Gephardt Institute for Public Service. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of $5,000 to support a substantial civic project or internship. The program begins with a cohort retreat and students will complete a course each semester in the program. Students will apply their $5,000 scholarship toward a civic project during the summer between junior and senior year.

This seminar style course provides students with the opportunity to evaluate their civic projects and explore implications of their work.

L97 IAS 4203 Civic Scholars Study Abroad Semester Four: Civic Engagement Across the Lifespan (SSC)

This is the third semester, foundation course for students in the Civic Scholars Program of the Gephardt Institute for Public Service. The Civic Scholars program recognizes Washington University undergraduate students who exemplify future potential for civic leadership. Rising juniors are selected for the program based on their commitment to community service and civic engagement. Through this four-semester program, cohorts receive intensive leadership training and mentorship to prepare them for a life dedicated to public service, and a scholarship of $5,000 to support a substantial civic project or internship. The program begins with a cohort retreat and students will complete a course each semester in the program. Students will apply their $5,000 scholarship toward a civic project during the summer between junior and senior year.

This culminating course provides students with the opportunity to integrate the Civic Scholars experience, explore civic engagement opportunities post-college, and discuss ethics and civic engagement.

Social Differentiation Courses Approved

L48 Anthro 4264 The Myth of Race (SSC)
Student Cluster Proposals Approved

The History and Theory of Sex, gender, and Sexuality (SS)

L77 WGSS 100B Introduction to Women and Gender Studies
L77 WGSS 105 Introduction to Sexuality Studies
L93 IPH 310 An Intellectual History of Sex and Gender

Abrahamic Religions: A world view (TH)

L22 History 214C Islamic Civilization
L23 Re St 204 Thinking About Religion
L23 Re St 300 Introduction to Hebrew Bible (Old Testament)

Basic Math for Humanities Students (NS)

L24 Math 100 Foundations for Calculus
L24 Math 131 Calculus I

Ahlquist, Kristen
Harris, Steven
Henley, Lauren
November 7, 2014

RE: Approved A&S Spring courses
   Double-Counting Policy Change
   New Credit Unit Definitions

Dear A&S Faculty,

To accompany the announcement of the November 18, 2014 faculty meeting, the A&S Curriculum Committee has prepared a list of courses that have been reviewed and approved for the Spring 2015 semester. Please find an attachment listing these recommended new curricular offerings.

In addition, the Curriculum Committee reviewed the existing policy on counting course credit for students aiming to complete multiple majors or majors and minors. We are recommending an update to this policy. The proposed change to the Double-Counting Policy is attached.

In preparation for university reaccreditation, the Curriculum Committee has developed a new policy to define credit units for common modes of instruction. The new policy is attached. While reviewing new course proposals, the Curriculum Committee has been carefully assessing whether the number of contact hours matches the number of requested units. If this new policy is approved by a vote of the faculty, it is expected that departments will review their curriculum to ensure that the contact hours align with the units earned by students completing each course.

We will put forward the list of Curricular Changes, the updated Double-Counting Policy, and Credit Unit Definitions policies and call for motions to approve these for the A&S curriculum by a vote of the faculty at the meeting.

Prepared on Behalf of the A&S Curriculum Committee

Douglas Chalker, Associate Professor of Biology
Chair, A&S Curriculum Committee 2014-15
November 7, 2014

To: A&S Faculty

FROM: A&S Curriculum Committee

RE: Double-Counting Policy Change

The recommended change to the policy for double-counting courses for multiple majors and/or minors is as follows:

If a student has two majors, each major’s upper-level units of credit must be independent of the other. That is, no double counting of upper-level units required for the majors is permitted. Prerequisite courses at the 100- or 200-levels may count for both majors.

If a student has a major and a minor, the upper-level credits for the major must be independent of upper-level units counted toward the minor. If a student has two minors, the upper-level units for each minor must be independent of the other. Prerequisite courses at the 100- or 200-levels may count for both minors.

Should the same upper-level course satisfy a requirement in more than one of a student’s major/minor programs, a departmentally-sanctioned upper-level elective must be chosen to replace the course in one of the programs.