TO: Members of the Faculty of Arts & Sciences
FROM: Barbara A. Schaal
RE: Faculty Meeting
February 28, 2014
4:00-5:00 p.m.
Wilson Hall, Room 214
Refreshments will be available in Room 212 at 3:30 p.m.

AGENDA

1. Approval of November 22, 2013 Minutes

2. ArtSci Council Faculty Award Ceremony – Anne Sun, ArtSci Council Vice President

3. Deans’ Reports
   a. Dean Richard Smith, Graduate School of Arts & Sciences
   b. Dean Bob Wiltenburg, University College
   c. Dean Jennifer Smith, College of Arts & Sciences
   d. Dean Barbara Schaal, Faculty of Arts & Sciences

4. Arts & Sciences Committee Nominees – Michael Wysession, Co-Chair of Faculty Council

5. Curriculum Committee Report and Votes – Doug Chalker, Chair of Curriculum Committee
   a. course changes as approved by Curriculum Committee

6. Resolution on Semester Online – Doug Chalker, Chair of Curriculum Committee

7. Other Business

Attachments:
- Minutes of November 22, 2013 Faculty Meeting
- Curricular Changes
- Semester Online Resolution Cover Memo
- Resolution to Continue Semester Online
- College of Arts & Sciences Semester Online Policy Statement
Faculty of Arts and Sciences  
22 November 2013 Meeting

The meeting came to order at 4:01 with Dean Barbara Schaal presiding.

Motions to approve the April and October 2013 meeting minutes passed.

Dean Jennifer Smith moved to approve the list of December degree candidates. The motion passed.

Presentation from Chancellor Wrighton, Provost Thorp, and Vice-Chancellor Berg

Dean Schaal turned the floor over to Chancellor Mark Wrighton, who began his presentation on increasing socioeconomic diversity of the student body by recalling objectives related to financial aid and student diversity set during the planning process begun in 2006 and culminating in 2009. Chancellor Wrighton stated that the University’s objectives in undergraduate admission included quality, diversity, and affordability, in the sense that Washington U. should be accessible and affordable, and all admitted students should feel that they have the resources to attend. Concurrently, the University must maintain its ability to afford quality and diversity.

The Chancellor acknowledged the criticism of the New York Times regarding the number of students with Pell Grants, but urged people to look beyond this number in order to envision a strengthened engagement with a socio-economic diverse community. He cited the College’s improvements to its graduation rate, and the expansion of its student body that means it now serves more students.

Provost Holden Thorp declared that improving diversity was among the things he had come to Washington U. to do. He affirmed the University’s commitment to taking care of admitted students in terms of financial aid. The University Council has agreed to plan to raise the number of students on Pell Grants in successive years. Provost Thorp noted that each 1 percent increase in the number of these students will cost $3 million from the budget of the Danforth Campus, a budget of approximately $600 million per year.

John Berg, Vice-Chancellor for Admissions, spoke of measures undertaken in previous years to reach groups under-represented in the applicant pool, citing search efforts but also “special outreach efforts” focused on high schools in cities with higher percentage of lower-income families. The Admissions Office has also cultivated special relations with programs for low-income high school students, e.g., Target Hope in Chicago and the Say Yes Foundation in New York.

A faculty member asked Berg about a Brookings Institution report saying that most schools tend to recruit low-income students from the same group of urban high schools; the faculty member wondered if Washington U. recruited from rural and small-town schools. Berg said that the
University had experimented with sending recruiters to more remote areas, with hit or miss results.

Professor Christine Johnson asked what resources or support networks served low-income students once they were on campus. Dean Jennifer Smith said that low-income, first-generation, or disabled students were eligible for Trio support, mentoring, cultural experiences, etc. Johnson proposed incorporating the rest of the student body into this effort.

Chancellor Wrighton stated that various socio-economic groups of the student population were graduating at the same rate, 94 percent.

Provost Thorp announced a “Diversity Center” to open next year.

Professor Linda Nicholson asked for clarification on the definition of need-blind admissions. Chancellor Wrighton said that the University does not have such a policy. Student’s financial need comes into consideration late in process of admission. The University presently needs a certain number of full-tuition students; if it could expand the endowment for financial aid, it could come closer to implementing need-blind admissions. A scholarship fund-raising initiative has already begun, raising $220 million so far, of a (raised) goal of $330 million. Wrighton stated that completely need-blind admission is an ideal, but it remains unclear that any institution actually achieves this.

Berg said that the first reading of every applicant’s dossier is need-blind. Admission recommendations go to the financial aid people, who compare the cost of the proposed class to the financial aid budget. Since aid costs for the proposed class exceed the budget, the University must then make some decisions that are “need-aware.” Berg argued that even if another school’s admissions committee were strictly blind to need, its financial aid budget would have to balance nonetheless, and the awards it made might therefore prove insufficient even at institutions that declare that their initial decisions about whether to admit a student at all are need-blind. Berg stated that in fact, Washington U. is as need-blind as any institution manages to be in practice.

Chancellor Wrighton pointed out that $3 million per year in new spending on financial aid would require a $60 million increase in the endowment.

A faculty member asked how many students initially recommended for admission get removed from the pool once financial aid becomes a consideration. Berg responded that every year is different. In its worst year, the University has had to remove 100 students from the proposed pool; more often, the number varies between 5 and 15.

Chancellor Wrighton said that 25 percent of scholarships support derives from current gifts or spendable portions of the endowment, while the rest comes from tuition discounts. Some other schools with bigger financial aid endowments can fund almost all their financial aid budget from the endowment. In rough terms, the University would need $500 to $600 million in order to meet most of its financial aid costs from the endowment.
Provost Thorp said that the appropriate number to track is the number of students from different socio-economic groups. The University is now at the low end of its peer group, and will move up. Thorp stated that this is more important than announcing need-blindness.

Professor Joe Lowenstein said that faculty would like more complete information about admissions numbers and adjustments in financial aid, and asked for a coherent report that would help make sense of relevant trends. Thorp replied that Barbara Feiner, Vice Chancellor for Finance, shared a good deal of data at an information session for students held in the second week of November.

A faculty member asked if admissions gives preference in financial aid to students from St. Louis or the rest of Missouri. Berg said no, adding that the University sets no limit on the number admitted from any particular high school, city, or state. Berg said that recruiters visit more schools in this area, and that some designated scholarships benefit this area specifically.

Professor Mark Pegg asked if we would be having this discussion were it not for the New York Times article this summer. Chancellor Wrighton said that we have this discussion every year. Professor Pegg asked why it took two decades to come to this priority, and whether the endowment should be better directed toward the schools. Wrighton replied that of seven schools sharing the endowment, only four offer undergraduate degrees. The Medical School enjoys the large fraction of the endowment. The University does not have legal authority to redirect donations marked for purposes, and relatively few gifts come unrestricted. Wrighton noted that money for scholarships has been an important priority of both fund raising campaigns undertaken recently. Wrighton asserted the University’s aspiration to have the student body reflect the face of America, and noted that faculty engagement pays handsome rewards in students.

Dean Schaal thanked Wrighton, Thorp, and Berg, hoped they would return, and announced the rest of the meeting’s agenda.

Report from the Affirmative Action Monitoring Committee
Professors Himadri Pakrasi, Gillian Russell, and Denise Head gave the reports for their respective branches of the Affirmative Action Monitoring Committee (AAMC). The Humanities section found good awareness of AAMC requirements among department chairs, and reviewed searches that hired six women and five men. The Natural Sciences section reviewed 18 searches; five offers went to women and none to under-represented minorities. Eight candidates accepted offers. The Social Sciences section reviewed nine searches, which produced five offers to women, all of whom accepted. The social science searches recruited one minority faculty member. Dean Schaal noted that the University’s National Council has proposed ideas on recruiting minority faculty.

Report from the Curriculum Committee
Professor Chalker delivered the Curriculum Committee’s report, moving to approve the circulated list of new classes. The motion passed. He reported that the Curriculum Committee was reviewing Semester Online and solicited faculty questions, so that it can know what faculty
would want in a report on the subject. He also asked faculty to consider how they would want to assign credit for these courses.

**Discussion of Semester Online**

Dean Schaal noted efforts by the Faculty Council on the subject of Semester Online, and turned leadership of the discussion to Professor Andrea Friedman of the Council.

Friedman alluded to a report mailed to faculty, and noted remaining questions:

-- The Master Service Agreement between 2U (the commercial partner) and the Semester Online Consortium will be available for faculty to read upon signing a confidentiality agreement.

-- The process of making curricular decisions remains uncertain. Should faculty have a broader role in determining which courses may be offered on line? What role does the Arts and Sciences Curriculum Committee play *vis à vis* the consortium’s, which includes no faculty?

-- Intellectual property rights still require clarification. Faculty members teaching SON courses receive a one-time fee for creating the asynchronous part of the courses. They receive no royalties for future iterations of their courses, regardless of whether they participate in these. The University and 2U may continue to offer these courses if the consortium agrees, even if the faculty members who created them do not participate. If the University leaves the consortium, the faculty member regains the right to distribute the content.

-- Preparation remains to be done in advance of the faculty’s vote in spring 2014 on continuing the SON experiment for a further two years. How should this vote be conducted, and what information should faculty have before voting?

Friedman announced another meeting for faculty to discuss these issues in the spring, and solicited questions.

Professor Macias stated that the Semester Online Curriculum Committee does in fact include several faculty members (i.e., from Emory, Notre Dame, and Northwestern).

Professor Erin McGlothlin asked if any courses next semester employ TAs or discussion leaders, and where course designers have found these people. Macias said that none employed graduate TAs. The second version of Professor Lowry’s class will use a postdoc. The assistant in Professor Wysession’s spring course on line is herself a professor at another school. In each case, the lead faculty member chooses his or her assistants. Macias said there was no intent at this point to use graduate student TAs.

Macias addressed a question of whether courses would continue without the participation of the originating professor. He said that this would be a University decision and not a 2U decision, and that “we’d work something out with [the originator of the course].”
Professor Corinne Johnson said she wished faculty had all this information before, and that faculty were concerned that the University’s name was being used in marketing effort without faculty involvement. Dean Schaal replied that she called a faculty meeting as soon as she heard of SON. Johnson said that faculty involvement had been largely in reactive capacity, and wished to get out ahead of developments. Schaal acknowledged that faculty need to be more involved, and asked for suggestions. Professor Chalker added that the Curriculum Committee became involved earlier than the faculty as a whole.

Professor Johnson asked why SON proposed that faculty teach its courses as overloads.

Professor Friedman said that the Faculty Council has tried to gather suggestions of what information faculty needed in order to make good decisions.

Professor Pegg pointed out that Washington U. already deals well with students who are sick or away from campus, and should not be admitting students who want to attend the University of Phoenix. He also asked what Macias’’s position was at the University following his resignation as Provost. Macias replied that the Chancellor and Provost had appointed him to represent Washington U to 2U, and that he remained a professor of chemistry. Holden Thorp represents the University on the consortium board.

Professor Eric Brown said that faculty would like to have a discussion about why the University should do online education at all.

Professor Daniel Bornstein said that the consortium’s ideal would allow access to courses Washington U does not offer, and asked why SON course offerings in fact consisted of basic classes we already offer in face-to-face instruction. He asked if Macias saw any prospective enrichment of the courses offered. Macias answered that everyone wanted to enhance the SON curriculum, but that it had up to now simply been taking whatever courses it could get. He suggested that the Arts and Sciences Curriculum Committee should recommend some courses for offering in SON. He also evoked the possibility of a different mode of SON course: more synchronous than asynchronous content, in a form more akin to a seminar than the present SON format.

Professor Lowenstein said that to get courses the University does not offer, the faculty will have to wait through three or four years of experimentation in the program, and expressed his fear that by then a system about which faculty already have misgivings will have become entrenched and difficult to change or eliminate. Macias responded that it would not take three years to find a good stock of classes, and acknowledged that the experiment could be stopped next semester. In addition, he doubted it would become entrenched after three years, given the small size of the program. He disclaimed any intention to allow SON offerings to grow hugely. Finally, he offered to take the faculty’s wishes for courses to the consortium.

A faculty member pointed out that Professor Macias was mediating between Washington U faculty and 2U, who were backed by venture capitalists, and that this leads to mistrust. He inquired about 2U’s long-term plan.
The meeting moved to adjourn at 5.35 pm.

Seth Graebner
Assoc. Prof. of French
Secretary to the Faculty of Arts and Sciences
Curricular Changes

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February 28, 2014
New Courses Approved

L98 AmCS 236 Cultural History of the American Teenager (HUM)
This course will explore the recent history of the teenager in the United States, from the rise of teen culture in the 1950s to the current state of adolescence in the new century. Why have so many novels and films memorialized adolescence? How has the period of development been portrayed in books and film? How have depictions and attitudes toward teen culture changed over the past sixty years? In our consideration of teen culture, we will take a multidisciplinary approach when tackling a variety of materials— including historical readings, literary fiction, Young Adult fiction, comic books, popular films, and popular music—in an attempt to come to a better understanding of how the notion of the American teenager has evolved over the past sixty years. We will begin with J.D. Salinger's classic novel of adolescence alienation, The Catcher in the Rye, a book that in many ways helped initiate the rise of the youth movement in the 1950s and 60s. Our readings will focus on the middle decades of the twentieth century, when teen culture moved to the forefront of American life, but we will end the semester by considering how teen life has recently been imagined in such novels as The Hunger Games. Our class will also discuss a few films, such as Rebel Without a Cause and American Graffiti, which have helped shape our conception of the American teenager. Ultimately, we will question what these depictions of teen culture can tell us about larger trends and concerns in American life. As this course serves as an introduction to American Culture Studies, we will focus on the different methods that we can employ when attempting to interpret and analyze American culture.

L98 AmCS 248 Latino/a Experiences in the United States (SSC)
Moved from 2 to 3 units of credit — Identity is a term that begins to give humans a sense of understanding who we are. In terms of the Latino/a diaspora in the United States issues of ethnicity, gender, nation, class, sexuality and race are key theoretical categories that aid us in theoretical and practical understandings of identity. In this course we will analyze and discuss the concept of order to understand the constructions and varied meanings of the term. There will be a special emphasis placed on anthropological, historical, and social science literatures of the Caribbean, Latin America, and the United States as they pertain to deeper understandings of identity. Prerequisite: Membership in the Annika Rodriguez Program.

L98 AmCS 3081 City on a Hill: The Concept and Culture of American Exceptionalism (HUM)
his course examines the concept, history, and culture of American exceptionalism—the idea that America has been specially chosen, or has a special mission to the world. First, we examine the Puritan sermon that politicians quote when they describe America as a "city on a hill." This sermon has been called the "ur-text" of American literature, the foundational document of American culture; learning and drawing from multiple literary methodologies, we will re-investigate what that sermon means and how it came to tell a story about the Puritan origins of American culture - a thesis our class will reassess with the help of modern critics. In the second part of this class, we will broaden our discussion to consider the wider (and newer) meanings of American exceptionalism, theorizing the concept while looking at the way it has been revitalized, redefined and redeployed in recent years. Finally, the course ends with a careful study of American exceptionalism in modern political rhetoric, starting with JFK and proceeding through Reagan to the current day. In the end, students will gain a firm grasp of the long history and continuing significance - the pervasive impact - of this concept in American culture.

L48 Anthro 3844 Cultures in Contact: The Anthropology of Travel, Trade, and Transformation (SSC)
This course looks at past and present interactions of people with the idea that people meet, greet, listen, process, and react to one another as part of larger networks and processes that bring worlds together. Cultural contact is not just about warfare, not just about the Olympics, not just about McDonalds; cultural contact involves people in time, space, and history where political motives, racism, religious conviction, personal gain, and curiosity all play part. This seeking of new knowledge has led us to cross seas and borders throughout prehistory. What motivates people to explore? And what happens when they do?

L48 Anthro 3833 Performance and Healing: The Politics of Health Representation (SSC)
The purpose of this course is to bridge the disciplines of medical anthropology, global public health, and medical humanities through deep consideration of how variegated knowledge about health, healing, and illness is produced and performed in a variety of public forums. Students will explore the ways in which knowledge is produced about particular global health topics through representation in text, image, sound, film/television, and live performance art. Using interdisciplinary theory and methods, this course answers the following questions: why are these representation modalities important, and how do we analyze them in practice? Drawing on the fields of medical anthropology, media studies, global public health, and performance studies, this course elucidates the relationships between knowledge production, representation, discourse, health, and power through three case studies. Case study topics include: HIV/AIDS, Heroin Injection Use, and Domestic and Sexual Violence. Although the course provides an interdisciplinary perspective for understanding and analyzing different ways of representing illness and healing, it is also deeply grounded within the political-economy of health framework of critical medical anthropology. The following topics will be central to our analyses in this class: gender, sexuality, the body, class, ethnicity, and language.
New Courses Approved, Cont’d

L01 Art-Arch 146 Freshman Seminar: Beijing and the Forbidden City (HUM, LCD)
The Forbidden City has been the heart of Beijing for nearly six hundred years, and continues to influence both China and its capital today. Through art, architecture, and urban design, this seminar examines the intertwined relationship of the palace and its surrounding city: their origins and constructions, the coded symbolisms of their plans, their most influential characters, their modern identities as the backdrops to major political events, and their roles in contemporary art and the Olympics. This discussion-based seminar also aims to help students develop their skills in writing and critical analysis as a foundation for future classes. No previous experience with Art History or Asian Studies required.

L01 Art-Arch 3653 Physicality, Spirituality, and Emotion: Mastering the Messages of Baroque Art (HUM)
Baroque Art, that is artwork made in Europe between 1580 and 1700, encompasses some of the most moving images ever created, made by artists who were consciously and unconsciously expanding the expressive repertoire available for visual communication. This course will examine how artists approached artistic production, ranging from multi-room extravaganzas commissioned by ecclesiastical dignitaries to personal portraits and genre scenes intended for intimate contemplation within a domestic environment. The achievements of personalities such as Michelangelo Merisi da Caravaggio, Gentileschi, Guercino, Rubens, Rembrandt, and Velazquez will be discussed and analyzed, together with the accomplishments of lesser known painters whose contributions are not always acknowledged. Visits to the Saint Louis Art Museum will enable students to experience paintings firsthand in order to understand how pictures work. Classroom and museum sessions will explore how 17th-century artists combined technical innovation with iconographical invention as they responded to their patrons’ wishes and to the social and political contexts in which they worked. Prerequisites: L01 112, L01 113, L01 211, or L01 215, or permission of instructor.

L01 Art-Arch 3973 New Media, New Technologies (HUM)
In Summer of 2013, Random International's Rain Room was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but also raises questions as to the uses of technology in contemporary art, and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, "The Rain Room is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it." This course will consider technological developments in modern and contemporary art, from photography, video and new media, digital and Internet art, as well as forays into new technology that blur the lines between art and science. Prerequisites: L01 112, L01 113, L01 211, or L01 215; OR permission of the instructor.

L41 Biol 472 Behavioral Ecology (NSM)
This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include mating systems, sexual selection, parental care, kin selection, and cooperation. There is a strong active-learning component. Prerequisite: Bio 2970 or permission of instructor.

L41 Biol 4832 Molecular Mechanisms of Photosynthesis and Respiration (NSM)
Photosynthesis is a biological process whereby the Sun's energy is captured and stored by a series of events that convert the pure energy of light into the free energy needed to power life. Respiration is a biological process that extracts energy in a useable form from high-energy compounds produced by photosynthesis. This course examines these essential biological processes at the molecular level in both bacterial and eukaryotic organisms. Emphasis is on chemiosmotic principles as well as the structure and mechanism of action of the protein complexes that carry out photosynthesis and respiration. Additional topics include the assembly and regulation of these protein complexes and the origin and evolution of these processes. Prerequisite: Chem 482, Bio 4820 or Bio 451 or permission of instructor.

L08 Classics 4647 Ancient Madness (HUM, LCD)
In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas. The history of melancholia will ground this aspect of the course. We will then consider how antiquity informs psychoanalysis, and how ancient madness might partake in a critique of contemporary understandings of what it means to be mentally ill.

L29 Dance 407 Topics in Dance: Techniques and Somatic Practices (HUM)
An upper level movement training course that will focus on one or more specific approaches to developing the dancer’s expertise in movement performance and analysis. Specific content will vary with the semester. Primarily a studio course with supplementary reading and video assignments appropriate to the topic. Open to student at the 300 or higher level in any dance genre or by permission of the instructor.
New Courses Approved, Con’t

L15 Drama  256  Contemporary Comedy: Stand up, Sketch and Improv (HUM)

He U.S. is in the midst of a second comedy boom. The first boom, during the 1980s, turned stand-up comedy into a major force in American entertainment, creating stars like Jerry Seinfeld, Eddie Murphy, and Ellen DeGenerers. The second, defined in part by new social media, podcasting, and on-line digital video, is remaking the way comedians find their voices and their audiences. But even as Louis C. K., Natasha Leggero, Aziz Ansari, Rob Delaney and others chart new paths through a dynamic media landscape, live performance is still the heart of the modern comedy universe. This class is a detailed survey of the contemporary American comedy scene, in select historical context. Pioneering artists from vaudeville and the 1970s are introduced, the stand-up boom of the 1980s is presented as a formative force in today’s comedy business, and modern philosophical perspectives on comedy are read and discussed (though we studiously avoid explaining jokes). Topics include all comedy, “blue collar” comedy, anti-comedy, heckling, joke theft, twitter, podcasting, the “scenes” of New York, LA, San Francisco, and major clubs and festivals. Sketch unit covers The State, Mr. Show, Tim and Eric, and Key and Peele; Improv unit covers Del Close, Groundlings and Upright Citizen’s Brigade.

L15 Drama  4452  Senior Drama Capstone: Manifesto Now (HUM)

This capstone course invites students to synthesize their critical, historical, and theoretical studies of theater and performance by exploring in depth the theatrical manifesto. Theater history is littered with declarations of theatrical vision, from the Italian Futurists of the early twentieth century to the feminist collectives of the 1970s to the 21st century drag queen and music theater innovator Taylor Mac. Together, we will explore the manifesto as both form and performance, as well as their competing visions of the roles and responsibilities of the theater artist to the society in which s/he works and lives. Naturally, we will also attempt our own manifestos, putting into words our own deep convictions about the theater and its importance in our contemporary world.

L19 EPSc  492  Field Camp (NSM)

Practical methods of data collection and interpretation in Earth and Planetary Sciences. Content may include field-based geologic mapping or laboratory-based studies emphasizing particular analytical tools. Prerequisite: permission of major advisor.

L53 Film  326  Samurai, Revels, and Bandits: The Japanese Period Film (HUM, LCD)

Tales of heroism, crime, revolt, and political intrigue. Bloody battles, betrayal, madness, and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we will analyze the complex (and often flamboyant) narrative, visual, and thematic structures of films about the age of the samurai. We will discuss jidaigeki representations of violence and masculinity, sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we will study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course will introduce theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of "the past." All readings will be in English. No knowledge of Japanese required. No prerequisites.

L22 History  1640  Health and Disease in World History (HUM)

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, and then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, and then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors--from religious beliefs and dietary practices to inequality, poverty, empire, and war--in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

L22 History  1680  Beatrice’s Last Smile: A History of the Medieval World, 200-1500 (HUM)

The medieval world, stretching from the Mediterranean to the Americas, lasted from the third to the sixteenth centuries. This course is a sweeping historical narrative framed around the world. By vividly interweaving stories about men, women, children, gods, angels and demons, it is possible to evoke the reality of holiness in ideas, spaces, buildings, smells, rivers, religion, art, noises, trees, blood, shoes, etc., from one century to another. Students will study the Late Roman Empire, Christianization, paganism, the “barbarian” invasions, the rise of Islam, the Carolingians, Vikings, Anglo-Saxons, and the Crusades, just to name a few. Students will read poets, philosophers, historians and novelists, which are often the only surviving fragments of wills or testimonies.

L22 History  3068  The Human History of Climate Change (SSC)

While climate change has become a hot-button issue in recent decades, it is by now means a new concern. Advisors to the king of France were warning against deforestation in the eighteenth century and nineteenth century scientific experiments revealed the arrival of acid rain in the industrial centers of Great Britain. This course will examine the longer history of climate change and how it has been addressed as a scientific, political and environmental issue. The course will also introduce students to the field of environmental history and explore how the methods of this field of inquiry challenge traditional historical categories.
New Courses Approved, Con’t

L22 History 3077 Civil Liberties in Wartime (HUM)
This course will examine the history of American civil liberties in times of war and international tension. The course will begin by examining how English political traditions, Enlightenment philosophies, and the experience of the American Revolution helped to forge American principles of civil liberty as defined in the Bill of Rights. Students will explore how the experience of war and international conflict has put these principles under stress, focusing in particular on the following episodes: the 1798 Alien and Sedition Acts; the Civil War; the American governance of the Philippines; the two World Wars; the Cold War; and the response to terrorism. This course provides the opportunity for students to conduct their own research into historical topics and to hone their writing and analytical skills.

L22 History 3293 “Beautiful Losers:” The French in North America, 1500-1850 (HUM)
Adventurous fur-traders, fun-loving carnival-goers, magnanimous noblemen, simple but goodhearted Catholic peasants: the portrait of the French in the Americas rarely goes beyond these time-honored stereotypes. The French have usually been treated as quaint remnants of a bygone age, vanquished first by the British army, and then by the march of modernity. This class seeks to rescue these historical actors from the typecasting to which we often condemn them. Through this examination of the French presence in the Americas, we will rethink and revisit the familiar stories of British North America, stories of slavery, commerce, property, piety and migration. The contrasted differences will also allow us to reflect on the nature of colonialism and question some ready-made understandings about colonial British America and the Early Republic. Modern, Transregional. PREREQUISITE: NONE.

L22 History 3412 Merchant Empires: 1450-1760 (HUM)
In the early modern period, European merchants sailed across the globe in search of exotic goods, but what began as trading voyages soon became the colonization, and sometimes even conquest, of distant lands. This course will trace the development of early European overseas empires from their commercial roots. We will compare Portuguese, Spanish, Dutch, and English approaches to trade and empire in Asia, Africa, and the New World. Topics will include: piracy; slavery; coffee; and corporate power.

L22 History 3742 US Immigration in Historical Perspective (SSC)
The idea of the United States as a “nation of immigrants” has become a widely accepted feature of American identity, but defining who and which immigrants to include (and exclude) in the nation remains a hotly debated issue today. This course will put some of today’s immigration debates in a historical perspective, examining how past Americans debated questions about the “fitness” of immigrants for freedom and citizenship, and how those debates in turn shaped immigrant experiences and American identity.

L22 History 3889 Slavery in America, 1619-1865 (HUM)
This course explores the mutually constitutive relationship between slavery and America. As the institution and the nation grew together, they grew dependent upon one another. Yet if early Americans believed the rise of black slavery safeguarded white liberty and equality, how was it that by 1860 the majority of Americans came to see black slavery as jeopardizing those very rights? We will trace the relationship from its murky colonial origins through its widening sectional crisis to its apocalyptic death in the Civil War. Students will engage multiple historical actors and vantage points, from the contemporary Americans, both black and white, slave and free, who struggled through and shaped its history, to the present day scholars of history, art, and literature who grapple with understanding this peculiar institution.

L22 History 48JL Advanced Seminar: American Diversity (SSC)
Melting pot, salad bowl, American mosaic, assimilation, multiculturalism, diversity. We have all used these terms in one form or another, but what exactly does “diversity” mean to you? This course will examine how groups in the United States have been historically differentiated based on race, ethnicity, national origin, gender, sexual orientation and class. By examining the histories of diverse groups in the United States, we will at the same time study how historians have brought diverse perspectives and methodologies to the study of the American past. Themes explored include: issues of inclusion/exclusion; immigration and citizenship; the black/white binary; intersectionality; and identity formation. PREREQUISITE: SEE DEPARTMENT INFO.

L97 IAS 4224 The 1904 St. Louis World’s Fair: German & Austrian Art Exhibited (HUM, LCD)
he St. Louis World’s Fair of 1904 (The Louisiana Purchase Exposition) was one of the greatest events of its time. At the beginning of the course, we will deal with the historical development that lead to the purchase of the Louisiana Territory in 1803 and will have a look at the grand dimensions of the World’s Fair (connected with the Olympic Games). Of central importance are the Art Exhibits from Germany and Austria with their cultural-political implications. The German Emperor had a hand in selecting the German paintings to be sent to St. Louis, and his opposition against modern movements like Impressionism caused opposition in Germany. Austria was different: In their Art Nouveau Pavilion they included secessionists (Hagenbund). The Wiener Werkstaetten (Vienna’s Workshops) attracted a lot of attention. Different from the paintings, German Arts and Crafts represented avant-garde movements. We will visit libraries, archives, and museums in St. Louis that have World’s Fair holdings. The seminar is for advanced undergraduate students but beginning graduate students can take it with permission of the instructor.
New Courses Approved, Con’t

L93  IPH  3050  Literary Modernities  (HUM)
The course examines the various facets of modernity in major works of European, Eurasian, and, sometimes, American literature from the early Seventeenth Century to the 1920s, starting with Don Quixote. We will explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course will engage with two or three important models of critical practice e.g. Wollstonecraft's Vindication of the Rights of Women, Marx's German Ideology, Freud's, The Interpretation of Dreams, T.S. Eliot's Tradition and the Individual Talent, or perhaps that great work of fictionalized literary criticism, Borges' “Pierre Menard, Author of the Quixote.”

L36  Ital  400  Preparation for Graduate Study (HUM, LCD)
The course, which assumes no prior knowledge of Italian, provides students with the skills to read different kinds of Italian-language texts of moderate difficulty. Students will be introduced to grammar and vocabulary in a manner that will allow for gradual development as new topics are added in each session. We will read texts in Italian and translate them into English and we will learn to recognize the most important linguistic structures. The course will move rapidly; regular attendance and participation will, therefore, prove necessary for success. A typical class will consist of a review of the homework assigned for the day and a discussion of related questions followed by an introduction to the day’s topic. Short quizzes and additional texts will be introduced in the classroom to facilitate practice and understanding of certain concepts. Students will be expected to actively participate in class and to bring in their own texts when assigned.

L75  JINE  4001  Capstone Seminar (HUM)
The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, Hebrew majors, and Persian majors. The course content is subject to change.

L75  JINE  359  Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies, 1100-1800 (HUM)
Pre-modern Jewish literature includes a number of highly fascinating travelogues and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a variety of texts ranging from medieval to early modern times. They were written by Jewish authors (both Ashkenazi and Sephardic) originating from Spain, Italy, Germany, and the Ottoman Empire—among them pilgrims, rabbis, merchants, and one savvy business woman. We will read them as responses to historical circumstances and as expressions of Jewish identity in its changing relationship to the Christian or Muslim environment in which the authors lived or traveled. Specifically, we will ask questions such as: What is it about travel writing that enables its authors (and readers) to reflect on themes of identity and difference? How does this genre produce representations of an Other, against which and through which it defines a particular sense of self? What are the commonalities and differences between (Jewish) travelogues and autobiographies? To what extent are these texts reliable accounts of their authors' personal experiences and to what extent do they serve their own self-fashioning? How did pre-modern Jewish writers portray Christians, Muslims, and Jews from other cultural backgrounds than their own? How did they construe the role of women in a world dominated by men? How did they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how did they respond to the challenges of early modernity?

Wolfgang Amadeus Mozart is one of the most recognized composers of “classical” music. A child prodigy of astonishing precocity, he has come to symbolize genius for Western culture—a composer whose music embodies superhuman, even Utopian beauty and perfection. In this course, we’ll learn that there was more to Mozart. Mozart was a lover of codes and puzzles who delighted in the science of music, a sampler of non-Western music, and a musical humorist whose comedies makes provocative statements-ranging from cynical to poignant-about politics, gender, and morality. Our focus works will include Mozart's symphonies, piano music, string quartets, and such comedies as The Magic Flute and The Marriage of Figaro. We'll also explore Mozart's afterlife-how his music has figured in film, literature, and popular culture. This course is open to all undergraduates-no previous musical coursework or experience is required.

L27  Music  2213  Singers’ Performance Workshop
Developing performance skills for student singers is the focus of the Singers’ Performance Workshop. Great emphasis is put on communication, the telling of a clear story through music, text, vocal technique, diction and movement. The course affords student singers an opportunity to develop basic skills that will help them to rehearse, audition for and perform in musical theatre, operetta, and opera. The workshop will culminate in the preparation and performance of both solo and ensemble pieces.
New Courses Approved, Con’t

L31 Physics 456 Stellar Astrophysics (NSM)
In the second semester, the focus is on the dynamics and statistical mechanics of a collection of stars which is treated as a collisionless system. The course begins with a discussion of potential theory and proceeds to discuss the density and phase space distributions of stars in star clusters and galaxies, thus leading to an understanding of the equilibria and stability of these systems. Topics such as Chandrasekhar's dynamical friction and dark matter will constitute the final topics of discussion. This course is also available for advanced undergraduates, with the prerequisites as noted. Prerequisites: Physics 411, 421, and 463, or permission of the instructor.

L32 Pol Sci 3050 Politics of International Law (SSC)
In this course, we will focus on key issues of international law and international politics, and how issues of law and politics intersect at the international level. This will include a focus on theories of international relations, theories of international law; conflicts regarding resources, territory and ideology; international trade; international treaties; international institutions; the limits of international law; and human rights.

L32 Pol Sci 3403 The Politics of Congressional Elections (SSC)
This course will introduce students to the study of American legislative elections. The first part of the course will focus on congressional election campaigns, in which we discuss who runs for office, the incumbency advantage, campaign finance, congressional primaries, electoral competition, voter turnout, and vote choice. The second part of the course examines how electoral factors affect legislative politics, focusing on questions involving representation, accountability, and lawmaking. PREREQ: L32 101B Intro to American Politics

L57 Rel Pol 225 Religion and Politics in American History (HUM)
The First Amendment to the US Constitution is often recognized as a catalyst for church and state relations in the United States, and yet even close attention to the framing of the religion clauses and their subsequent interpretation in courts of law and public opinion provide only a glimmer of the complexity of religion and politics in America. As a constitutional category, religion affords protections to American citizens - but both the designation of "religion" and "citizen" have been contested throughout the nation's history. The promise of the Constitution has been equally fraught, as different constituencies vie for the authority of interpretation. This course does not provide hard and fast answers to the complicated cultural, political, and religious history of American public life. But it will equip students with a range of analytical tools with which to engage these issues as students and citizens. Please note: Students considering a minor in Religion and Politics should enroll for this course using the RelPol course number (L57 225).

L57 Rel Pol 350 Faith and Politics in America's Cold War (SSC)
This course provides a thematic and chronological approach to the history of religion and politics in America's Cold War (1945-1989). Along the way we will engage historical patterns both from the "bottom up" and "top down," measuring the power of elites as well as rank-and-file Americans to shape the religious and political imperatives of their day. What is religion? What is politics? How did the Cold War redefine them and recast their relationship in profound and lasting ways? These are some of the big-picture questions that we will wrestle with as we make our way through the era and the spiritual as well as political crises related to Cold War tensions that animated and defined it.

L57 Rel Pol 495 Religion and the State: Global Mission, Global Empire (HUM)
This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: how has this nation's history been shaped by religious "others" both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence—including, for example, foreign policy and diplomacy, missionary activity, and economic practices?

L38 Span 341 Literary and Cultural Studies in Spanish (HUM, LCD)
This course is an introduction to cultural and literary analysis within Iberian and/or Latin American cultures. The course will be covering a wide variety of materials that span different countries, historical periods, and various cultural and literary forms. The main objective of the course is to introduce students to key historical, geographical and political aspects of these cultures, while at the same time applying different approaches of cultural analysis. The course is structured upon key central concepts as they are particularly related to the cultures of the Iberian Peninsula and Latin America, such as Nation, Colonialism / Postcolonialism; Modernity and Postmodernity; Popular & Visual Media; Gender, Race, Migration and Social Class. The course combines the reading of literary texts, films and other cultural forms, with the examination of introductory critical works related to the key concepts that will be explored throughout the semester. Prereq: Span 308D; (students may enroll in Span 341 and Span 342, or Span 343 concurrently). Taught in Spanish.
New Courses Approved, Con’t

L38 Span 342 Iberian Literatures and Cultures (HUM, LCD)
Which are the cultures that shape what Spain is today? This course explores the diversity of the Iberian Peninsula through its literatures and cultures. As part of both the Mediterranean and Western Europe, the Iberian Peninsula has been shaped through a dynamic of conflict and negotiation between various cultures, languages, and religions. Students will engage themes such as internal colonization, imperialism, multiculturalism, regional identities, nation formation, migration, media and popular culture, modernization, and gender and race relations, as they relate to our understanding of the country today. Focuses may include but are not limited to the following: epic heroes of the Middle Ages, the Muslim and Jewish presence in Spain, identity narratives and power relations, stage and performance traditions, as well as authors and artists like Cervantes, Galdós, García Lorca, Picasso, Almodóvar. Prereqs: Span 308D; Span 341 (students may enroll in Span 341 and Span 342 concurrently).

L38 Span 343 Latin American Literatures and Cultures (HUM, LCD)
How did Latin America become Latin America? This course explores the different inventions and reinventions of the region through its literatures and cultures. Beginning with the encounter of Europeans with America, students will engage themes like colonization and colonialism, urban and rural cultures, nation formation, modernization, media and popular culture, as well as gender and race relations. Authors studied may include Colón, Sor Juana, Sarmiento, Neruda, Borges, García Márquez, or Morejón. Prereqs: Span 308D; Span 341 (students may enroll in Span 341 and Span 343 concurrently). Taught in Spanish.

L77 WGSS 206 Sexuality and the State: Introduction to Sexuality Studies (HUM)
Taking Michel Foucault’s idea of biopolitics as a starting point. This course examines the ways in which sexuality has been produced and regulated by the state. Drawing on history, theory, and literature, we will look at contemporary examples of the relationship between the state and sexuality. What assumptions lie behind our ideas of sexuality? How are bodies linked by the prevailing logic of sexuality? How does sexuality inform the way that we see bodies as gendered, raced, or able-bodied. In addition to looking at the relationship between sexuality and capitalism, religion, and nation, this courses asks how these ideas are embodied in particular raced and gendered ideologies.

L77 WGSS 416 The Politics of Pleasure (HUM)
This 400 level seminar interrogates the concept of pleasure. Pleasure occupies a fraught space in feminist and queer theory. This course examines several ways that people have theorized pleasure as a space for politics, a space for conservatism, or a way to think about racialized difference. This course is not interested in defining what pleasure is, but it interrogates what the stakes of talking about pleasure have been within contemporary theory and culture. Beginning with an examination of pleasure in the context of early twentieth century sexology, this course looks at the sex wars of the 1970s, the turn toward pleasure as a space of protest, and ends by thinking of ways to imagine pleasure outside of current paradigms of sexuality. The course takes gender, race, and sexuality as central analytic components to understand how pleasure is defined and who has access to it. Either Introduction to Sexuality Studies or Introduction to Women, Gender, and Sexuality Studies are prerequisites.

L77 WGSS 421 From Mammy to the Welfare Queen: African American Women Theorize Identity (HUM)
How do representations of identity affect how we see ourselves and the world sees us? African American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we will look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We will look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.
New Major Approved

The Major in Applied Linguistics (Department of Education)

This major is composed of 30 credits that focus on the theoretical, empirical, and practical foundations of teaching and learning languages. The distribution of the credits includes the following: 24 advanced units (300-level or above), 18 units of the 24 cannot count for other majors or minors, 6 of the 24 units must be 400 level courses.

- Required Courses:
  - Ling 170 Introduction to Linguistics (Spanish 370, Introduction to Hispanic Linguistics, could be considered as an alternate to Ling 170 for those taking Spanish and doing the AL major)
  - Educ 4111 Linguistics and Language Learning

- Study of a second language (3 consecutive semesters of language outside of native language): One language course counts toward the major in Applied Linguistics and the other two count toward general degree requirements

- Elective Courses:
  - At least 2 of the following: (Subfield: Second Language Studies)
    - Ling/Span 466 Second Language Acquisition
    - Educ/Span/Ling 4692 Reading and Writing in a Second Language
    - Educ/Span/Fr 4023 Second Language Acquisition and Technology
    - Ling/Span 467 Grammar and Vocabulary Acquisition
  - At least 2 of the following: (Subfield: Educational Linguistics or Sociolinguistics)
    - One course from following list
      - Ling 339 Introduction to Sociolinguistics
      - Ling 311 Introduction to Semantics
      - Ling 312 Phonetics
    - Other courses from following list
      - Psych 433 Psychology of Language
      - Eng 3722 History of the English Language
      - Ling 341 Linguistic Diversity in the USA
      - Eng 407 Old English
      - CL 394 Worldwide Translation: Language, Culture, Technology
      - Span 417 Phonetics, Phonology and Dialectology (course taught in Spanish
      - AFAS 210 The Linguistic Legacy of the African Slave Trade
      - AFAS 368 Language and Society in Africa
      - Anthro 215B Language, Culture and Society
      - Educ 4315 Culture, Language and the Education of Black Students
      - Educ 453 Sociology of Education
      - Educ 4014 Urban Education in Multiracial Societies

Changes to Majors Approved

Comparative Literature Major changes

L16 Comp Lit 204 is no longer required for the major, it has been replaced by L16 Comp Lit 3050. The major requires 30 units of coursework, including:

21 units of Comparative Literature courses, which will include

- Comp Lit 211, World Literature (3 units)
- Comp Lit 3050 Literary Modernities (3 units)
- Five additional courses in Comparative Literature at both the 300- and 400-levels (15 units). The requirement that at least one course devote at least half of the semester to non-Western literature has been removed.
- 9 units advanced study (300-level or above) in a single language other than English.
Changes to Minors Approved

Children Studies Minor
L33 Psych 100B Introduction to Psychology is to be removed as a potential core course or elective for the minor. It is to be replaced with an annually offered L98 AmCS 2xx course on American Childhoods.

A new one-credit Senior Seminar in Children's Studies is to be added as a requirement for the minor. The minor requires total of 16 credits.

Comparative Literature Minor
L16 Comp Lit 204 will be removed from the list of acceptable courses.

Language and Cultural Diversity / Cultural Diversity Courses Approved

L01 Art-Arch 146 Freshman Seminar: Beijing and the Forbidden City (HUM, LCD)
L08 Classics 345C Greek History: The Dawn of Democracy (HUM, LCD)
L08 Classics 4647 Ancient Madness (HUM, LCD)
L16 Comp Lit 385 Narratives of Childhood (HUM, LCD)
L53 Film 326 Samurai, Revels, and Bandits: The Japanese Period Film (HUM, LCD)
L22 History 3293 "Beautiful Losers:" The French in North America, 1500-1850 (HUM)
L97 IAS 4224 The 1904 St. Louis World's Fair: German & Austrian Art Exhibited (HUM, LCD)
L36 Ital 400 Preparation for Graduate Study (HUM, LCD)
L38 Span 341 Literary and Cultural Studies in Spanish (HUM, LCD)
L38 Span 342 Iberian Literatures and Cultures (HUM, LCD)
L38 Span 343 Latin American Literatures and Cultures (HUM, LCD)

Social Differentiation Courses Approved

L98 AmCS 248 Latino/a Experiences in the United States (SSC)
L15 Drama 4082 Advanced Theater for Social Change (HUM)
L22 History 3889 Slavery in America, 1619-1865 (HUM)
L22 History 48JL Advanced Seminar: American Diversity (SSC)
L77 WGSS 421 From Mammy to the Welfare Queen: African American Women Theorize Identity (HUM)
### Student Cluster Proposals Approved

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<td>Cinema of the World (TH)</td>
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<td>Cinema of the World (TH)</td>
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<td>International Relations (SS)</td>
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<td>The Fundamentals of Archaeology (TH)</td>
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<td>The Fundamentals of Archaeology (TH)</td>
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<td>People and Cultures of the Middle East (TH)</td>
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<td>Religious Study (TH)</td>
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<td>Religious Study (TH)</td>
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<td>African Studies Cluster (TH)</td>
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<td>African Civilization, 1800-Present</td>
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<td>African Studies Cluster (TH)</td>
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<td>Philosophy and Individual Experience (TH)</td>
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<td>Understanding Gendered Violence (NS)</td>
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<td>The Biological Basis of Human Behavior</td>
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<td>Migration and the Migrant Experience</td>
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<td>L97 IAS 381</td>
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<td>East/West: Focus on Greek Literature based on Mythology (TH)</td>
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<td>East/West: Focus on Greek Literature based on Mythology (TH)</td>
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<td>East/West: Focus on Greek Literature based on Mythology (TH)</td>
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## Student Cluster Proposals Approved, Con't

**History of Western Art and Museums (TH)**

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<td>Art-Arch 113</td>
<td>History of Western Art, Architecture, and Design</td>
<td>Revere, Sophie</td>
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<td>L61</td>
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<td>Italy’s Temples of Knowledge 1</td>
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<td>L61</td>
<td>FOCUS 2342</td>
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**Logic and the Mind (LA)**

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<td>L30</td>
<td>Phil 100G</td>
<td>An Introduction to Logic and Critical Analysis</td>
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<td>L30</td>
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<td>Philosophy of Mind</td>
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**US Foreign Relations, 20th Century (TH)**

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<td>L22</td>
<td>Hist 368</td>
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<td>L22</td>
<td>Hist 374</td>
<td>History of US Foreign Relations</td>
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February 20, 2014

RE: Resolution to continue Semester Online (SON)

Dear Arts and Sciences faculty colleagues,

Technology is dramatically changing the means by which we, as faculty, can interact with our students. It is now possible to innovate pedagogically by using online tools as educational research has shown that, if done well, online courses can provide effective instruction. Washington University must articulate policies governing online courses and consider what place they might have in the University’s mission of excellent undergraduate education. Washington University, in partnership with several peer institutions and an online education company, 2U, began to explore whether online courses can be offered that meet the standards set for our curriculum and can enhance the educational experience offered to our students. To allow our students to receive credit for online coursework, the Arts and Science faculty approved a resolution on April 12, 2013 to initiate a one-year experiment with online education.

This experiment has been carefully monitored by the Curriculum Committee and the Faculty Council over the first 1 ½ semesters. Preliminary assessment of the online courses offered suggests that the format can produce effective learning and provide important flexibility to our students, especially those on medical leave. Nevertheless, many challenges remain for successful implementation of the SON program, and additional time is needed to determine whether the consortium model of online education is complementary to our mission to educate our students. Recognizing that technology can assist in innovative teaching, the Curriculum Committee of Arts and Sciences recommends that the faculty approve the continuation of the SON experiment under the current Policy Statement (attached) for an additional two years, through the spring semester of 2016. The majority of the committee supports this recommendation, but the attached resolution did not pass unanimously. We approach continuing this experiment with skepticism and will remain vigilant to assessing the affect of SON on our curriculum.

I’d like to acknowledge the hard work of Arts and Sciences Curriculum and Faculty Council Committee members, Mark McDaniel at CIRCLE, and all faculty members who have contributed thoughtful considerations of the SON initiative.

Sincerely

Douglas Chalker, Associate Professor of Biology
Chair, A&S Curriculum Committee 2013-14
dchalker@wustl.edu
Resolution to continue Semester Online (SON) as recommended by the Curriculum Committee to be presented to the Faculty on 28 February 2014

The Arts and Sciences faculty approved a resolution on April 12, 2013 to initiate an experiment with online education for one year. The Curriculum Committee of Arts and Sciences recommends that the faculty approve the continuation of the SON experiment for an additional two years, through the spring semester of 2016, contingent upon the program meeting the following conditions:

1. That the SON program be implemented under the existing Curriculum Committee’s Policy Statement (see attached), subject to amendment by the usual procedures of the Curriculum Committee and the Faculty of Arts and Sciences, during these additional two years.

2. That the assessment of the pedagogic effectiveness be continued and expanded to evaluate the broader effect of this effort on the Arts and Sciences curriculum (e.g., changes in enrollment in comparable on-campus classes), including the impact on the summer sessions.

3. That the SON Curriculum Committee develop a strategic plan to transition from an expediency model of course development to one inspired by a vision of what SON adds to the student experience. This should be shared with the Arts and Science faculty and administration to ensure online and on-campus education missions are complementary.

4. That implementation of the SON program continue to be carefully monitored by the Curriculum Committee, the Dean of the College of Arts & Sciences, the Executive Committee of the Washington University Chapter of AAUP, and the Provost, who will report to the faculty on a regular basis.

5. That continuation of the program beyond these two additional years shall require approval of a majority of the Arts & Sciences Faculty, voted on by electronic ballot, no later than the April 2016 faculty meeting.
SEMESTER ONLINE AND THE GRADUATION REQUIREMENTS

a) SON courses will count in the GPA and earned units calculations.

b) When deemed appropriate by the College, SON credit will count as credit toward the 90 total ArtSci units required for the A.B.

c) Upper-level SON courses will count toward the 30 advanced units required for the A.B.

d) The awarding of credit toward a major or minor is at the discretion of the department or program. The College Office will advise DUS’s to treat SON courses as they would any other transfer course.

e) With the exception of approved Arts & Sciences (LA) courses offered by A&S departments and programs, SON courses will not carry A&S attributes and will not fulfill A&S distribution requirements. Students may petition for an exception to this policy prior to enrolling in a course. Any exception will require the approval of the Curriculum Committee.

LEAVES, STUDY ABROAD, AND EQUIVALENT IN-RESIDENCE COURSES

a) A student on a leave of absence from the University—including for medical reasons—may, under some limited circumstances, be permitted to take a course or courses through SON.

b) Students will not be permitted allowed to enroll in SON courses during their semester/year abroad. An exceptions process will be in place to deal with unusual cases. Petitions for exceptions will require the approval of the major department, the College, and the Curriculum Committee.

c) Students will not be permitted to enroll in courses for which an equivalent is offered on campus. An exceptions process will be in place to consider those rare occasions where this might be in a student's interest (e.g., graduation on the line).