TO: Members of the Faculty of Arts & Sciences  
FROM: Barbara A. Schaal  
RE: Faculty Meeting  
Tuesday, March 28, 2017  
4:00-5:00 p.m.  
Wilson Hall, room 214  
Refreshments will be available in rm. 212 at 3:30 p.m.

Agenda

1. Approval of February 23, 2017 Minutes

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

3. Curriculum Committee Report and Vote – Todd Decker, Arts & Sciences Curriculum Committee chair
   a. Course changes as approved by Curriculum Committee

4. Deans’ Reports
   a. Graduate School – William Tate, Dean of the Graduate School
   b. University College – Mark Rollins, Dean of University College
   c. College of Arts & Sciences – Jennifer Smith, Dean of the College of Arts & Sciences

5. Parking Update – Dedric Carter, Vice Chancellor for Operations and Tech Transfer

Attachments:
  • Minutes of February 23, 2017 Faculty Meeting
  • Course changes as approved by Curriculum Committee
Faculty of Arts & Sciences
Meeting February 23, 2017

The meeting came to order at 4:05 p.m., with Dean Barbara Schaal presiding. She noted that there were unavoidable conflicts with the Day of Discovery and apologized.

1. Faculty approved the minutes for the November 28, 2016 meeting.

2. Hank Webber, Executive Vice Chancellor for Administration addressed the faculty to answer questions about workers on campus who are not employed directly by the University.

Vice Chancellor Webber noted that while there are approximately 30,000 students, faculty and staff on campus, there are also approximately 600 workers who are employed by other entities on campus. These basic service employees include approximately 285 Dining Service workers, employed by Bon Appetit, 170 janitorial workers employed by WFF, as well as bookstore and Top Care employees.

The University requires that these contractors offer a minimum wage of $11.25 per hour (increasing to $11.50 as of July 1), and offer health insurance with at least 60% of the premium paid by the employer.

The University also offers metro passes to these employees, and scholarships for University College courses.

Furthermore, the University shares our basic principles with their employers, including confidentiality about their immigration status.

Dean Schaal asked whether construction contractors and workers fall under this umbrella.

Executive Vice Chancellor Webber said that our policy is geared towards contract employees who are on campus full time, not just for the duration of a particular job.

Professor Stephanie Kirk asked: Can INS request information from campus Police?

Executive Vice Chancellor Webber said that our police do not enforce immigration laws and it would require a court order to change that.

Professor Tibea Linhard noted that our policies have been ‘shared’ with basic service contractors, but asked if they are bound by these policies?

Executive Vice Chancellor Webber replied that they are not bound to follow them.

There were no further questions for Executive Vice Chancellor Webber.

3. Dean Schaal discussed the planning process to deal with the needs of the university in the next 10-20 years. She noted that it is necessary to consider the entire ecosystem of interactions among the numbers and quality of faculty, the numbers and quality of graduate students, the numbers and quality of undergraduates, and the facilities to house them all.

Priorities include: growing the faculty and having many world-class programs, not just a few; attracting top graduate students; and working on the undergraduate program.

We have hired the planning firm of Ayers Saint Gross to evaluate current space, prioritize renovation and plan for new building and replacement. Some sites for new buildings were identified.

We have also gained some ‘swing space’ for the temporary moves of offices during renovations.
Mark Rollins noted that the January Hall renovation in the long-term plan began today.

4. Report from Barbara Kunkel, co-chairperson, Faculty Council: Professor Kunkel announced the slate for standing committees.

TENURE COMMITTEE

Humanities
1. L. Maffly-Kipp
2. J. Driver

Natural Sciences
1. J. Jez
2. J. Bleeke

Social Sciences
1. G. Antinolfi
2. D. Bornstein

FACULTY COUNCIL

Natural Sciences
1. R. Roberts
2. J. Ding

Social Sciences
1. B. Rogers
2. J. Weinstein

CURRICULUM COMMITTEE

Humanities
1. E. Brown
2. A. Parvulescu

REVIEW COMMITTEE ON FACULTY PERSONNEL PROCEDURES
1. J. Heil
2. D. Lawton

Natural Sciences
1. M. Israel
2. M. Alford

Social Sciences
1. R. Smith (3 year)
2. A. Friedman (1 year)
3. K. McDermott (3 year)
4. J. Baugh (1 year)

ACADEMIC FREEDOM AND TENURE HEARING COMMITTEE
1. H. Kieval
2. G. Stone
3. T. Moore
4. R. Kranz

FACULTY LIBRARY COMMITTEE

Humanities
1. S. Graebner
2. I. Infante

Natural Sciences
1. J. Buckley
Professor Kunkel asked for additional nominations from the floor. None were offered. She announced that ballots will be sent by email along with links to brief cv’s of candidates.

5. Report from Todd Decker, curriculum committee. Professor Decker noted that SD will transition to SC in the new curriculum. He asked departments to examine their courses and apply for SC designation where appropriate. He moved to accept the curricular changes and new courses recommended by the curriculum committee. The motion was seconded. There was no discussion. The motion passed unanimously.

6. Dean Mark Rollins reported that while enrollment in University College Graduate programs and Special Programs is strong, there has been a steady decline of approximately 5% in undergraduate enrollments over the past few years. The good news is that this decline may be leveling out with only a 4% decline last year. Much of the decline is in the humanities courses.

We have two strengths compared to peer institutions: 1. We know about interdisciplinary (including the interface between liberal arts and professional development). 2. We have expertise in understanding how different populations of students learn.

Positive news: Renovations of January Hall are underway. There is a new University College Council of distinguished alumni and alumnae. We have completed the survey of every department to gauge the level of academic oversight. We are currently surveying alumni and alumnae to get outcome data and quantify the value of their degrees.

What is the mission of University College? To provide access to a wide and diverse audience to the highest quality continuing education among Washington University's natural peers

Professor Barbara Kunkel asked about the scholarship program.

Dean Rollins answered that in an attempt to reach as many campus contract workers as possible, we offer a 50% tuition reduction. We hope to increase the program and reach a larger portion of the community.

Professor Graebner asked about extending the tuition reduction program, currently offered to Clayton city employees and University City teachers, to other neighboring communities.

Dean Rollins answered that we are not yet offering that to St. Louis city employees or public school teachers but that we are working on it.

7. New Business: Professor Wellmon announced that the Provost has concluded his review of Dean Schaal and that she has agreed to continue as our Dean for another four years. The faculty applauded.

With no other business presented, faculty voted to adjourn the meeting at 4:50 p.m.
Curricular Changes

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March 28, 2017
New Approved Courses

L11  Econ  494  Introduction to Stata

This short course introduces students to the data analysis and statistical software tools used in upper-level econometrics and applied economics courses. The course is designed to serve as a bridge between introductory econometrics and practical work with real-world databases. The course will be held in the computer classroom so that students can obtain hands-on experience with data preparation, workflow, and modeling using the Stata statistical software package. Emphasis throughout the course is placed on examples of applications in economics. PLEASE NOTE: 1. This course must be taken for a letter grade; the P/F and audit grade options are not available. 2. The last day to add or drop the course (with a "D") is Wednesday, September 6, 2017. There is no option to withdraw (i.e., take a "W") from this course, except in the case of illness or emergency. 3. Students cannot use WebStac to add or drop this course after the first session -- contact dottie@wustl.edu for scheduling issues. 4. The final exam will occur on the last day of class, per the course syllabus. Prerequisites: prior completion of, or concurrent enrollment in, Econ 413.

L13  Writing  307  Writing and Medicine  HUM, WI

For students who have a particular interest in health, illness, and medical care. Exposition is a course that considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations, from the more experimental and performative to the more formal and scholarly. The course will involve frequent practice in analyzing and critiquing, with special attention to techniques of organization, argument, and emphasis. Students in this special section of Exposition will read essays, journalism, and personal narratives about the experience of physicians and patients in the modern health care system. Students will use expository writing to think critically and personally about their own experiences with illness and disease. Pre-medical students might use this opportunity to write and think about the anticipated rewards and challenges of the profession they hope to join.

L13  Writing  375  Political Writing  HUM, WI

Defined most simply, politics pertains to the "affairs of the polis," one's community. In its real-life context, writing always interacts with a community, engaging a defined audience to create an intended effect. So writing always pertains to the polis, and thus, writing is inherently political. In this class, we will focus on political writing by writers who are not politicians, that is to say, official experts on the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities despite their outsider status. Using rhetorical insight and logical analysis, we will examine how writers craft works that inspire and move audiences in several genres: essay, polemic, journalism, and satire. Readings will include Marx and Engels's "Communist Manifesto," Audre Lorde's essays on feminism, Hunter Thompson's gonzo journalism, and the satire of Samantha Bee. Student writing will apply our lessons about the interaction of audience and purpose in order to express political opinions as effectively as possible to the appropriate audience.
New Approved Courses, continued

L23 Re St 419 Of Zombies, Ghosts, and Ancestors: Interactions of the Living and the Dead in Chinese Religions HUM, LCD

This course introduces a basic aspect of the multifaceted history of Chinese religions, culture, and civilization by centering on the practice of taking care of the dead. In particular, we will observe how various religious texts, short stories, and plays from China's earliest times until the sixteenth century depicted the interactions of the living and the dead. Despite the distinct genres, time periods, and topics, one important aspect will regularly appear: apparently people perceived the boundaries between the living and the dead to be quite porous in pre-modern China. In other words, the dead seemed to have played as much of a role in society and everyday life as living family members, friends, and government officials.

L32 Poli Sci 362 Politics and the Theory of Games SSC, AN

This course provides an overview of game theory and its applications to political science. We start from the ground floor, assuming no prior exposure to game theory or mathematics beyond high school algebra. Students are introduced to game theoretic concepts such as Nash equilibrium, time-consistency, and signaling. These concepts will be applied to examine a variety of political phenomena, including candidate competition, fund-raising, political posturing, and executive-legislative bargaining. While most of the applications of game theory that we explore will be political in nature, some of our applications will be drawn from the world of economics and every-day life.

L41 Biology 3010 Biotechnology Project NSM, WI

This second year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer evaluation applied at all steps of the process. Students completing Bio3010 will gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course will focus on individual pre-proposal brainstorming, writing, and pitching, while the remainder of the course will be dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Prerequisites: Students need to have completed Bio2010: The Science of Biotechnology, Bio2020: Biotech Entrepreneurs Seminar, and Bio 2960 for enrollment in this course. Limited to 20 students.
New Approved Courses, continued

L41  Biology  500S  Summer Independent Research

Summer research under the supervision of a faculty sponsor. Prerequisites: junior or senior standing and permission of sponsor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Because this course has a large number of sections, some sections are listed and enrolled as Bio 500T. Credits are received in the fall semester following the summer research. If work is to be submitted for Latin honors, see p. 3 of the Department of Biology Handbook for Majors, Latin Honors Through a Biology Major Program. The handbook can be found online at: http://nslc.wustl.edu/handbook/handbook.pdf. Arrangements for registration should be completed no later than the end of Summer Session I through the Bio 500 course website. Credit/No Credit or Audit grade options. Course may not be taken for a letter grade. 1-3 units

L43  GenSt  2658  Pediatric Emergency Medicine Research Associates Program II – Experiences in Life Sciences (PEMRAP)

PEMRAP II is a continuation of Bio 2652, Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of ED patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the Emergency Department research team in the St. Louis Children’s Hospital Emergency Department.

Returning RAs assist in training and mentoring incoming PEMRAP students (BIO 2652) in ED protocol, work approximately one 4-hour shift per week in the ED, record shift activities and hours worked on a daily Shift Log form, and participate in the physician shadowing program (as offered). Returning RAs are responsible to meet hospital non-appointee requirements and stay current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by Pediatric Department faculty members introducing the basics of the clinical research process, specific studies, as well as pediatric illness. The RA position carries with it important responsibility requiring maturity, initiative, diligence and excellent interpersonal skills.

There is no outside course work and no exams. Full participation is required. Course credit FALL/SPR semesters: 45 shift hours = 1 credit and Pass/Fail. Students may repeat this course for a maximum of 6 credits. Course may not be taken concurrently with Bio 2652, 2651, or 2654.

Registration for PEMRAP II is through Web STAC. Class size is limited. Enrollment is contingent upon instructor approval and hospital non-appointee compliance. For more information please visit the PEMRAP website at: https://pages.wustl.edu/pemrap
New Approved Courses, continued

L98 AMCS 352A The Black Athlete in American Literature: Frederick Douglass to Lebron James
HUM, SD

The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of black athletes-in novels, memoirs, essays, and poems-in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the "Black Lives Matter" movement. We will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into our readings, especially as students incorporate secondary sources into their own research.

Language and Cultural Diversity Courses Approved

L77 WGSS 437 Transnational Feminisms

Social Differentiation Courses Approved

L22 History 2356 From St. Louis to Shanghai: Cities and Citizens in Global Urban History
L22 History 3843 Filming the Black Freedom Struggle in St. Louis
Film & Media Studies

MEMO

Date: February 15, 2017

To: A&S Curriculum Committee

From: Gaylyn Studlar, Director, Program in Film and Media Studies

PROPOSAL FOR A NEW MINOR IN GLOBAL FILM AND MEDIA STUDIES

Film and Media Studies wishes to propose a new minor in Global Film and Media Studies. The purpose of this minor is to encourage students interested in visual culture to learn about film and media as global phenomena beyond the confines of the U.S. A number of classes available in this minor will emphasize how specific aspects of a country's cultural heritage and aesthetic traditions are expressed through commercial, narrative cinema. However, because the aim of this minor is to foster understanding of the global development of moving image visual forms that may be in adaption of, or in self-conscious opposition to, U.S. feature film or electronic media practice, other modes of moving image production can also studied, such as documentary film/media, avant-garde film, television and video games. In addition to courses on specific national or regional cinemas or media texts such as French Film culture, the Japanese New Wave, Anime, and German cinema, courses such as Global art cinema, Orientalism in film, Documentary film and media, Women & film, and Transnational cinema will offer students the opportunity to compare and contrast moving image texts from different cultural and historical contexts.

Minoring in this area can help students see film and media within the changing cultural, social, and political terrain, moving from the local to the global. They will also gain understanding of the intersection of production and reception, textual conventions (or transgressions) and audience expectations. They will learn how to situate the longstanding commercial dominance of U.S.-based media forms within an understanding of adaptive, contrarian, and transformational responses to those forms. Students will also learn how moving image texts within and across national boundaries treat issues like stereotyping, cultural hybridity, orientalism, economic neocolonialism, neo-liberalism, and cultural globalization. Emphasis on synthetic thinking and analytical, argument based writing in FMS courses guarantees that students in this minor will have the opportunity to improve their critical thinking and writing skills.

Required courses:
L53 220 Intro to Film Studies  3 credits
L53 340 History of World Cinema  3 credits
It is recommended but not required that students begin with these two required classes.

Three electives totaling nine credit hours focused on non-U.S. cinemas:
A. 2 courses (3 credits each) at the 300 or 400 level dealing with national or regional cinemas such as French New Wave, Italian Neorealism, French Film Culture, British cinema, History of German film, Anime, Media Culture, Japanese New Wave cinema, East European cinema,
Topics in Chinese Language Film

B. 1 course (3 credits) at the 300 or 400 level in a cinema or media course that analyzes film or moving image media from different countries or parts of the world. Choices in this category include: Global Art Cinema, Transnational Cinema, Women and Film, Making War, East Asian Melodrama, Visualizing the East: Orientalism in Cinema and Art, The James Bond Franchise, History of Media Convergences, Holocaust cinema, Documentary Film and Media; Masters of the Avant-Garde, Theories of Mass Media.

NOTE: With the permission of the director of undergraduate studies, one course (3 credits) on media/film taken in another department or program at the 300 or 400 level may count toward the Global Media Studies minor. An example of the kind of course offered outside of FMS that would be appropriate to count is L90 AFAS 3800 Black Cinemas: An introduction to Sub-Saharan African Cinemas and Black British Cinema.

TOTAL CREDITS: 15 hours

CONCLUDING STATEMENT:
FMS believes this fifteen hour minor in Global Film and Media studies will provide a richly varied venue for a student to acquire expertise in non-U.S. based film and media, especially since twelve of the fifteen credit hours are upper-level courses (300 or 400 level). In addition to class time, all FMS courses require a three-hour a week screening and 300 and 400 level courses involve a significant amount of writing (usually at least 20 pages). This major will allow students to delve into non-U.S. cinema and media in a way not accommodated by our existing FMS minor. It also will be appealing because it gives students exposure to classes that have lower enrollment caps than our broad, U.S.-based surveys. We think this will be an attractive and useful minor for many students interested in learning to think and write about visual culture beyond the confines of the dominant modes of U.S. film and media production, distribution, and reception.

passed by FMS curriculum committee 12/14/2017