

**Faculty Meeting Minutes
December 3, 2018**

1. Call to Order – 4 p.m. Union Building Ballroom

Meeting called to order at 4:01 pm.

2. Tribute to John Anderson, Professor Emeritus of Mathematics(Rick Smock) See Appendix A.

3. Verification of quorum - Quorum was met.

4. Consent Agenda

A. Courses to be approved by the faculty (approved by the Course Calendar and Oversight Committee):

BIO 234 - Evolutionary Developmental Biology

BIO 343 – Aquatic Ecology

ITAL 164 – The Cinema

ITAL 270 – Reading and Projects in Italian

ITAL 285 – Topics in Italian Literature and Culture

ITAL 385 – Advanced Topics in Italian Literature and Culture

B. Announcement of changes to courses (approved by the Course Calendar and Oversight Committee):

ARTH 290 - Photography and Racial Identity in the United States- Adding PPD designation (for one time)

ARTH 290B - Topics: Institutional Critiques - Adding PPD designation

ARTH 334 - Women and East Asian Art - Adding GL designation

ASIA 183A - Japanese Culture, Technology and Design - Adding GL designation

ASIA 190 - Introduction to Taoism- Adding PPD designation (for one time)

CLST 300A - Topics: Women Writers of Antiquity - Adding AH and PPD designations

CSC 233 - Foundations of Computation - Removal of prerequisite (MATH 123)

CSC 498 - Senior Project - Adding a prerequisite (MATH 123)

CSC 320 - Human Computer Interaction - Adding a prerequisite (CSC 240)

COMM 327 - Communication and Cultural Identity- Adding PPD designation

EDUC 290A - Topics: Notions of Care and Happiness in Education - Adding SS and PPD designations

ENG 393 - Adv. Topics: African American Culinary Literature- Adding PPD designation Approved

ENG 151B - Reading and Literature: Poetry, Fiction, Drama- Adding GL designation

ENG 151C - Reading Literature: Poetry, Fiction, Drama- Adding GL designation

ENG 255C - Topics: Global Spy Fiction- Adding AH and GL designations

ENG 255E - Topics: Viking Myths and Modern Myth-Making - Adding GL designation

ENG 282 - British Writers II- Adding GL designation (for one time)

ENG 393A/AFST 390A – Adv. Tps: African American Culinary Literature - Adding AH and PPD designations

HIST 115 - Colonial Latin America- Adding GL designation

HIST 116 - Modern Latin America- Adding GL designation

HIST 200A - Topics: History of Korea - Adding AH and GL designations

HIST 265 - Twentieth-Century United States - Dropping SS and adding AH designation

HIST 300B - Topics: Race & Identity in America- Adding PPD designation

HONR 102D - Honor Scholar First-Year Seminar: Warfare and Society in the Ancient World- Adding PPD

ITAL 375 - Topics in Italian Literature and Culture- Adding GL designation

ITAL 376 - Italian Through Film- Adding GL designation

UNIV 291E - Prindle Reading Course: Jared Diamond, Guns, Germs, and Steel - Adding PPD designation

UNIV 291G - Prindle Reading Course: Cathy O'Neil, Weapons of Math Destruction - Adding PPD designation

C. Approval of the Faculty Meeting Minutes for November 5, 2018

D. Approval of Geoff Klinger to serve as Parliamentarian for the remainder of the academic year

E. Approval of Manu Raghav to serve on the Faculty Personnel Policy and Review Committee for the remainder of the academic year

F. Approval of the following faculty to serve on the Grievance Committee from 1 February 2019 to 31 January 2020:

Caroline Jetton

Joe Heithaus

Jonathan Nichols-Pethick

Tim Good

Jeremy Anderson

Maria Soledad-Forcadell

Samuel Autman

Barbara Whitehead

Pam Propsom

Tom Ball

Pat Babington

Mark Kannowski

Michele Villinski

Kevin Howley

G. Authorize the conferring of degrees on all candidates satisfying the graduation requirements at the end of the Fall Term 2018 and Winter Term 2019.

The chair had received a request to remove motion E from consent agenda for discussion.

Rebecca Schindler - Asked for clarification about the announcement of PPD designation on some of the courses.

Brian Howard- Member and former chair of Course and Calendar Oversight Committee did not have specific notes why these classes were approved, but noted that one was retroactive to a year ago.

RS – Do we not have enough courses for PPD and do we need to look again at the designation?

Karin Wimbley – Questioned making Prindle reading courses PPD.

David Alvarez – As Chair of Curricular Policy and Planning Committee, noted that this issue related to Global Learning is on the next agenda for the committee. Global Learning is discussing a similar problem. The students need to have a full credit and a single.25 course would not satisfy the GL requirement. Perhaps the PPD requirement should consider this.

KW – Already hearing that the PPD courses are being watered down. Believes making a Prindle Course PPD is allowing for an alternative not will not achieve the goals that PPD desires.

DA – Fully shares this concern.

KW – Asked about the fractional credit courses filling PPD.

DA – Committee is working through if .25 and .5 course can be combined to count as 1 credit.

KW – Asks again why this is up for consideration?

Dave Berque – If a student takes a .25 PPD, that does not count as a requirement, they would need to take four .25 PPD courses. There is the Same problem with Arts and Humanities right now because of a lot of .5 credit courses, students would need to take two courses to earn 1 AH credit.

KW – Sees PPD as comparable to a language class, and needs to be all done in one course. Why is this on the table?

DB – We will review the wording of the catalog, the language requirement might read students earn 1 credit. Students can often fulfill GL by off campus study and other means. Any language change would go back to the curricular committee.

David Worthington – Moved that ASIA 190, CLSC 300A, Honr 102D, and the Prindle Reading Group Courses be removed from the consent agenda and returned to committee.

Geoff Klinger – Seconded the motion.

Motion passed without further discussion.

The remainder of the Consent Agenda was approved.

Consent Agenda Section E

The chair noted that volunteer is currently on the Faculty Priorities and Governance committee. To allow the volunteer to serve on the Review Committee, the ByLaw limitation on serving on two elected committees must be suspended.

Motion is made suspend item 6 under the bylaws section B. No faculty member can serve more than one position. Motion was seconded.

Nayhan Fancy – I will vote against the motion to suspend.

Jeff Hansen – I believe it is more important to have someone on the Review Committee than to continue to work with less than a full committee.

Derek Ford – What is the basis of this limitation? Are we worried about the person concentrating too much power?

Howard Brooks – The intent of the limitation is to distribute the workload. These are two committees that do meet regularly. However, there are examples of faculty members that serve simultaneously as department chair and chair of a core committee. This is part of the issue that the Review Committee is considering as part of the service or community contribution portion of the workload for every faculty member.

David Worthington – Opposed to the suspension of the By-Laws because we've started faculty-wide and Review Committee discussions on service. This seems to be setting a horrible precedent about what we can

expect people to do. This is a commitment to service that is unreasonably expected.

JH – up until the end of last year, people regularly served on review and governance, not entirely new that someone would serve on both.

Jeanne Pope – This is the first time that this matter has come to the floor of the faculty meeting. I am concerned about the suspension of the ByLaws, and will vote against the motion.

Susan Hahn – Commends the person who's willing to do the two things and urge that this opposition to the motion is not against the person. Work that she did on COF and then Review was some of the most satisfying work that she has done at DePauw.

Anne Harris – This is an odd situation that we find ourselves confronting. We need to continue our work looking at faculty governance structure. If we can't fill the tenure and promotion committee, do we need to look at a faculty senate? It may be time for not just a reduction in committee sizes but a revision of the system. The committee at the heart of institution can't be filled. The idea of a faculty senate should be on the table.

Glen Kuecker – Review committee has three members on it that served in the past and have stepped up and are now meeting to make that committee work. Many members of the current Review Committee have stepped up to serve again because others are unwilling or unable to do so. Peer review is the foundation of our profession.

Francesca Seaman – Reminded the faculty that the new governance structure established in 2014-15, recognized the problem of filling committees. Committee service is part of our job we are all paid for it. The Review committee is an enormous amount of work. We should change the file requirements.

Nayhan Fancy – If we suspend the ByLaws, will that effect any elected position on any committee?

HB – No, the suspension would be for this one elected position only.

The vote on the motion was – 24 in favor, 50 opposed, and 3 abstained. The motion to suspend the ByLaws failed.

5. Curricular Policy and Planning (David Alvarez)

David Alvarez - As announced in the Agenda for the November faculty meeting, the Curricular Planning and Policy committee brought for motions for votes today on

- 1) a new major and minor in Japanese Studies.
- 2) a new major and minor in Chinese Studies.
- 3) a new major and minor in Italian Cultural Studies and on dropping the Italian Language minor.

Full descriptions of these proposals were included in the November agenda and in the agenda for this meeting.

Before proceeding with a vote on these proposals, I would like to note that an overview of the rationale and process for these curricular is provided in our agenda in appendix F.

I'd like to highlight that our key goal has been to raise the profile of languages study at DePauw in

connection with our Global Learning mission and learning goals by:

1) allowing for more points of entry for students to get exposed to learning about other cultures and languages, particularly by providing more lower-level cultural studies courses that we hope will inspire students to study these languages

2) Providing fuller autonomy to our colleagues in each program so that they can make the most of their scholarly and pedagogical expertise

3) connecting these programs to other disciplines by including cognate courses in other programs as requirements for these new majors.

A fuller explanation of the rationale and process can be found, as I mentioned, in Appendix F.

I would like to thank our colleagues in the Modern Languages and Asian Studies Departments for their assiduous and inspiring work on these proposals, the VPAA for leading this process over the last three years, and my colleagues on this and last year's curriculum committee, who have carefully contributed to the iterative process of developing these proposals.

I would like to start with the proposal for a new major and minor in Japanese Studies.

A. Move to approve a new major and minor in Japanese Studies. A complete description of the new major and minor may be found in **Appendix B**.

David Gellman – How dependent are these new majors and minors on history courses? A long-time colleague will be retiring, and the goal of the history department is to replace this person. However, It is not up to us if we replace this position.

DA – This was asked in the committee. There are several courses in other areas besides history. This was taken into account.

Anne Harris – 3 of the 28 cognate courses would come from History.

DA – There was a concern that there would be a wide enough range of cognate courses.

Dave Guinee – He is excited about the changes and the overall road map of where the department is going. What is happening to the modern languages major? The current one demands that students major in a language and then take the other courses.

Alex Puga – Referring to romance language major, a combination of Spanish, French, and Italian. That major can still be declared.

Jackie Roberts – What is the total number of new majors and minors in these proposals?

DA – 6 new majors, cancelling the French major/minor, Italian minor, eventually Spanish major/minor.

Sherry Mou (Director of Asian Studies) - The Chinese studies major/minor and Japanese major/minor really have nothing to do with the Modern Languages department. These two majors/minors are under currently under Asian Studies and are not part of the restructure of Modern Language.

David Worthington – There is precedent on this with our education curriculum. We had to hold several

votes to take out Education Department and then create Education Studies.

Anne Harris – In conversation with former VPAA David Harvey, Mathematics and Computer Science that had become curricularly distinct. Same as we don't just have a science department. You will see different levels of proficiencies, analyticals. First comes the establishment of the curriculum and then a new administrative structure. Maximize benefit to our students. These changes came from an external study in AY 14-15, with report in being written in AY 15/16. Using a different structure than Education Studies.

DW – Six separate departments are under Modern Languages. Japanese and Chinese would be under Asian Studies.

AH – Interdisciplinary programs, with core faculty.

DW – Would that be 4 more department chairs? With release time?

AH – First we pass the curriculum, this can happen today within the current Modern Languages structure. You don't set up administrative structure without curriculum. Then we will look at divisions, reassigned time etc. The review committee will look at that next.

DW – We would be establishing this without knowing how it would work.

DA – Changes to having new majors/minors attracting new majors/minors we will look at these later.

Sherry Mou – Japanese and Chinese are really different than the rest, they are under Asian studies in addition to our current major we are adding the two new majors/minors. Similar to classical studies, you will have different tracks. This is reorganization and no new courses. Even the history requirement was in the current studies.

DA – The proposal paragraphs for Japanese and Chinese lay this out properly.

Rich Cameron – Worried about doing the curriculum before the administrative changes. Understands the ongoing work in the modern languages program. To correct inefficiencies in programs that have different needs and purposes to work together. If we go forward with these majors and don't go forward with restructuring we've just compounded the problem. In the administrative changes to come all of the separate programs/sub languages are turned into programs instead of departments we are making fairly fast changes to the tenure status of a large number of faculty. Protections for people in programs is considerably less, would not be protected by AAUP since they are a program and not a department. Wider world is programs and departments have distinct standards. Be clear now before we make any further steps.

AH – our handbook provides clarity. School, department, and program in the same sentence. Key is "major granting" schools, departments, or programs. Curriculum first and structure second make it clear for our students whether they are tracks in the current department or new program. Modern Languages department already functions through a series of coordinators that are language specific.

Dave Guinee – The Chinese and Japanese have nothing to do with this structure, he supports this. Both the Japanese Studies, Chinese Studies, and Italian Studies, questioning if they've done already with independent majors in the past. The actual motion.

Kaleb Anderson – (after being granted permission to speak) Shared as an Africana studies major, his worry or concern about the Asian Studies major with the creation of these two majors and potentially having a

negative impact on Asian Culture courses.

DA – The committee applied the Global Learning gen ed criteria as a guide. Focus on both the area and the historical content.

Alex Puga – The vulnerability of these colleagues, has weighed heavily on him. Heard from former director of Asian Studies program, that in fact the Chinese and Japanese were the pipelines for the major declarations. The language studies inspired our students to enter the Asian Studies major.

The motion to create a new major and minor in Japanese Studies was approved.

B. Moved to create a new major and minor in Chinese Studies. A complete description of the new major and minor may be found in **Appendix C**.

Jim Benedix – would like to hear that someone has done the difficult and complicated counting on the number of majors we are likely to attract. Are we putting ourselves into a place where we have to offer these courses for maybe only a few students. Are we digging ourselves into a deeper hole?

Sherry Mou – specifically for Japanese and Chinese studies, they are just like the classical studies, all under Asian Studies, awarding those students in one focus or another instead of a general discipline. Their major has increased in the past few years in Asian Studies. Last year there were 19 majors.

AH – It is not that we are creating a series of mutually exclusive classes or majors. These can count toward multiple things. Very driven and putting all the courses out there, thinking about enrollments. This feeds enrollments, counts in both studies and languages.

DA – The committee addressed small class sizes, and saw increasing the number of students that would take lower level. More points of entry for more students. Cognates reduce pressure.

The motion to create the Chinese Studies major and minor was approved.

C. Move to create a new major and minor in Italian Cultural Studies and to drop the Italian Language minor. A complete description of the new major and minor may be found in **Appendix D**.

Alex Puga – Supports this motion. The 2013 report on enrollment (a multi-year study) showed troubling drops. However, Italian has 32 declared minors.

Jim Benedix – reassurance, see's a lot of core courses that need to be staffed. Has the same analysis been done.

DA – The same concerns were raised in the committee.

Francesca Seaman – teaches all the courses, does not take time off, teaches six courses a year.

Jim Benedix – This is highly commendable, but also makes an argument for creating a major that is totally dependant on one faculty line. The way you would make it stable would be by adding more Italian faculty. We are building something and Francesca is going to have to hold it up by herself.

FS – that is not a problem. Other faculty are involved in the cognate studies courses: Matt Balensuala, Michael Mackenze, Mike Seaman, Bob Dewey, and Barbara Whitehead. She is not alone.

Anne Harris – Agrees that a curricular program can't occur on the basis of valor. Emphasizes the point that a studies program brings in more partners. Commitment from Academic Affairs for 3 additional courses a year with an adjunct. Stronger program with the affiliated studies major than as a stand alone minor.

Jeanne Pope – why drop the minor?

DA – Dropping the minor because it focuses on the language and we are shifting to cultural studies.

The motion to create the Italian Italian Cultural Studies and to drop the Italian Language minor was approved.

D. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty at the February 4, 2019 faculty meeting to approve a new major and minor in Global French Studies and to drop the French major and minor. A complete description of the new major and minor may be found in **Appendix E**.

Written Announcements:

E. For an overview of the restructuring process of the Modern Languages department, please see **Appendix F**.

G. In addition to reviewing Global Language Studies programs, the committee met with President Mark McCoy, addressed issues related to Global Learning General Education credit for Study Abroad courses, appointed RAS members, and coordinated with the Dean of Student Success and Retention and the Admissions subcommittee on academic credit transfer policies. We also began discussions about potential changes to the FYS program and about fixed class sizes for General Education courses.

6. Faculty Priorities and Governance (David Worthington)

Statement Requesting Faculty Endorsement of the Board Chair's Offer to Hold Fora with Faculty and to Enhance Communication Between the Board and the Faculty.

Motion to be voted on: The Governance Committee asks the faculty to endorse the offer made by Chair of the Board of Trustees, Kathy Vrabeck, to engage in increased and improved dialogue with the DePauw faculty.

Rationale: With an ongoing crisis of confidence at DePauw, we agree that improving and increasing communication between the faculty and the Board of Trustees is a necessary step. We recall here the letter sent to the Executive Committee from the Committee on Faculty Priorities and Governance in May of 2018: "we believe the best way to address the problem is to develop channels of communication between the faculty and the board. Thus, we request that, as soon as practical, the Executive Committee of the Board of Trustees meet with select faculty members to discuss ways to address our mutual concerns." The May request for more direct communication is echoed in the most recent letter from the board in which they state: "we ask that you work with us on planning an on-campus forum for a representative group of faculty,

administration, and trustees to continue the dialogue that has begun toward a better DePauw (sic). The purpose of this forum would be to more clearly understand the faculty's concerns and to share the challenges the University will face in the coming years."

Faculty Priorities and Governance Committee believes that such a forum would be a good starting point for enhancing the relationship(s) between faculty, administrators, and trustees. We hope that this collaboration will not be limited to a single event and anticipate that future exchanges will involve a broader scope of the faculty, including meetings with the full body of the faculty.

Anne Harris – We must discuss what we mean by improved. Hoping to have conversations about what that means. There must be kindness and care and mutual respect for each other.

The motion passed without any observed negative votes.

7. Strategic Planning Committee (Jeane Pope)

A. Advanced Notice of a Motion to change the function of the Strategic Planning Committee in the Academic Handbook (to be voted on at the February 4, 2019 faculty meeting).

Current language:

Article IX. University-wide Committees

1. University Strategic Planning Committee

Function: This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver a report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. The University Strategic Planning Committee will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

Proposed language (deletions in ~~strike-through~~, additions in bold):

Function: This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the ~~Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement~~ **members of the President's Cabinet and others as needed** on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. ~~At the end of the fall semester~~ **a**After hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver an **annual** report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board

of Trustees. ~~prior to their February Board meeting.~~ The University Strategic Planning Committee will consider **such topics as:** student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

Final wording: This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided members of the President's Cabinet and others as needed on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. After hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver an annual report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees. The University Strategic Planning Committee will consider such topics as: student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.

Rationale: These changes reflect the operational shifts of the committee during the last several years and allow for a greater flexibility concerning how the committee does its work.

There were no questions.

8. Student Academic Life (Rich Martoglio)

Written Announcements:

Student representatives continue to meet with Student Academic Life staff to discuss the demonstration policy. The SAL committee will continue to discuss the demonstration policy and welcomes input from the faculty.

The SAL committee discussed transportation services for students on campus and in town. Police officers and security members are available to escort students on campus and for DPU events off campus. The committee talked about current options and ideas for transportation on campus and in town. Students will be participating in a campus lighting assessment/tour with facilities.

The committee discussed the Common Read and will submit a recommendation for the next academic year.

Rich Martoglio announced that there would be a vacancy on the committee for the spring term and asked anyone interested in serving on SAL to, contact him or Howard Brooks.

There were no questions.

9. Faculty Personnel Policy and Review (Jeff Hansen) –

Written Announcement: The Review Committee continues its work of assisting in selection of department chairs and program directors as well as reviewing cases. We are also continuing discussions on what it means to be a faculty member at DePauw with a particular emphasis on service, or as we are calling it, community contribution. The VPAA will be providing us a report about service contributions including information about service at other institutions. We will also seek input from the faculty at open meetings in the spring with the goal of changes to the Academic Handbook by the end of the academic year.

The Review Committee is pleased to welcome Bridget Gourley (approved at the November faculty meeting) and Manu Raghav (to be approved at the December faculty meeting) to the Review Committee. We are seeking one more member of the tenured faculty who is committed to improving DePauw University by serving on the Personnel Policy and Review Committee.

Jeff Hansen – ask for notes

What it means to be a faculty member especially in regards to the service area of our jobs. Goal to determine as a community if we want to and have some language approved by the end of the academic year if that is what we want. VPAA is putting together a report on service at DePauw and other institutions.

February 28, Julian Auditorium, Open Meeting about the service aspect of your job.

Thank you to new appointees to review committee. Still short one person for spring semester. Must be tenured faculty, serving and improving DePauw University.

Jeanne Pope – Comment on that they are working on campus climate. Timeline and when that might happen.

JH – not necessarily looking at campus climate data. Looking at the service area of the faculty job. There might be some input from the campus climate survey. The committee has not specifically looking at.

Anne Harris – Campus survey was a motivator and will show up in the report she is preparing. Add to weighted inventory of service. Build on that knowledge.

10. Faculty Development (Erik Wielenberg)

No Questions

11. Communications from the Vice President for Academic Affairs (Anne Harris)

Faculty Meeting comments – Monday, December 3, 2018

Student update:

Meeting with DePauw Student Government Vice President for Academic Affairs (Kayla Sullivan, who has previously addressed the Academic Affairs Committee of the Board of Trustees on similar issues) – issue and team to study and address the issue

- lack of diversity in class material (Curriculum committee)
- time banks availability of classes (chairs and directors, Registrar)
- making research opportunities available to students (Faculty Development committee)
- difficulty in expressing concern about faculty (Dave Berque and Student Academic Life)
- resources for disruptions to learning need to be better communicated (same as above)
- First Generation preparation and support for navigating systems (same as above)
- ARI - the Academic Resilience Initiative - encouragement posters (Dorian Shager)

Accreditation update:

3 projects that will sustain us going forward, with initial reports due August 31, 2020

- Learning Outcomes
 - On syllabi and departmental webpages
 - Possible intersections with the departmental/program information sheets
- Program Reviews
 - Driven by research-question(s)
 - Can start signing up now – three a year in rotation, or by request
- Assessment of Student Learning
 - Governance and Academic Affairs work together to build a structure
 - begin with senior capstone, design to curriculum

2 issues that we will want to address (recommendations from the accreditation agency)

- Post-tenure review
 - Examine mechanisms of all faculty reporting teaching, scholarship, and service

- Study large number of faculty members at full faculty rank at DePauw University
- Time banks
- Student government request – 47% of students receive schedule (conduct and analysis with Registrar’s Office of the source of the issue)
- Now appearing on Princeton Review site

Academic endeavor update:

- Modern Languages Project
 - Years in the making (see background document)
 - Consultation with David Harvey: precedent is to work out curriculum, then admin
 - Positive student responses thus far – clarity and access
- FYS
 - thanks to Dave Berque for departmental distribution model
 - work next with the Curriculum Committee on the content of the FYS
 - possibility of a first-year W, of a shared-content FYS
- Equity and Community work
 - Service discussion led by the Review Committee (open faculty meeting in February, VPAA report provided beforehand)
 - teaching assignment (by 2019-20 should have all faculty teaching *at least 2-2*)
 - faculty development work (Dean of Faculty, Faculty Development Committee)

The college is the splendor and the light of the common good.

Open Faculty meeting

- clarity of communication, using our representative model, or going to a Faculty Senate
- Other issues that arose: service, scholarship – the faculty position at DePauw: as teacher-scholars, what that means in its lived experience.
- Faculty and Staff Forum on Wednesday Dec. 12 – an important time to start repairing relationships (with Trustees, with our President, among each other, with staff) and establishing our shared understanding of what we value and how we want to sustain it

Squad Care What service is, what it might be.

I wanted to end with the phrase we learned from Melissa Harris-Perry at DePauw Dialogue – this idea of Squad Care. She presented it to us as the greater context for self-care (a phenomenon that I hope you can all exercise in the coming days as we finish this difficult semester). And I think that it’s useful to think of it today as we are entering what I believe will be a long period of “after,” in which we will be having to rebuild our relationships, our reputation, and our resolve. Squad Care can be how we can understand service – service serves the institution, but it is also how we support each other. Squad Care will mean looking out for each other in human ways, exercising kindness and consideration, taking extra time to speak with someone, moving away from e-mail and towards relationships. Squad Care can mean seeing each other anew within the light of the common good that we foster every day that we participate in the splendid endeavor of education. I hope that in the coming months, we gather more often to speak together, to eat together, to read together – and to come together around what brought each and every one of us here: a love of knowledge so strong we dedicated our lives to sharing it.

Wednesday 12/12, Faculty Forum

Sarah Biology- only 40% are 3/3 does that include faculty that are on sabbatical or pre-tenure.

AH – no

Nayhan Fancy – Student enrollments 44% make 3.75 credits,

AH – well versed in knowing what does that mean about our students. Thinking about our seniors who are often on a reduced load. Staffing requests came in on Friday, buiding the curriculum for the next academic eyar. Match curriculum with student needs for the next year. Bring those two together for next year. How

are students are engaging in the academic year, how many students

Sarah Rowley – Students are concerned about lack of diversity in class material.

AH – What is essential and what is an elective? Diverse or marginalized is sometimes an elective. What is core and what is elective, where does diversity sit in a department curriculum. Beyond PPD, how are major is developed.

Jim Benedix – Those are all the people eligible to serve is huge, supply and demand issue is crazy.

Anne Harris – rething what it takes to be chairs. How might we distribute that loving labor.

Rick Smock – Request to throw this away. Realize that we went through a 40% expansion of faculty, doubt that very few of those institutions did the same things. We promote people easier than other institutions do. Not comparing apples to oranges, thos institutions did not increase by 40%, rapid expansion during a short period of time.

AH – Very few institutions that grew by 51 tenure lines. Examine what that means here.

12. Communications from the President (Mark McCoy)

As we come to the end of the calendar year, I thank you for another transformative semester in the lives of our students and wish you fortitude as you complete the testing and grading necessary to close a semester. I'd like to thank the Music School for an incredibly successful community Holiday Gala this past weekend. I also thank our HR department who successfully enrolled employees and their dependents into the new health care options. The majority of the employees who met with HR individually found that the their overall out-of-pocket healthcare costs would be somewhat lower than the previous plan year, and many have already met their deductible for the new plan year due to the transition and carryover of July 1 expenses.

Year's end is a time for reflection and for looking forward; it is a time to take stock, to assess and to plan. Like you, I am concerned about the state of our institution and yet I am hopeful about our path forward.

For some of you, it may be that nothing can be said that will change your position or opinion of me and though unfortunate, I accept that. I have appreciated the many words of encouragement and support from others of you and recognize that still more are wondering exactly what to think or do in a moment like this. My words today are for the those that are willing to consider our future together. In many ways this has been made intensely personal and so I will begin from that position. I'll then offers some questions on governance and finally close with thoughts on the academic mission in the 21st Century.

I am guilty of being very much an “eye on the prize” type of person and perhaps due to my own introversion, not forthcoming on personal issues. That can be seen as an aloofness or standoffishness and for that, I apologize. I'll open up a bit here. I recognize that this has not been easy on any of us, including me or my family. You have heard me speak on likely more than one occasion about the value of a name and a reputation. I have spoken to students throughout my career about my belief that your name is precious and you must guard it jealously—you cannot have it besmirched by indiscretions or poor behavior. I came to DePauw with only one thing as valuable to me as my name: my family. As a first-generation college student that put himself through high school and three degrees, I wanted my children to have a different life and I wanted them to be exposed to the life of the mind that we hold so dear at DePauw. Yet both my name and my family have faced hard days here. Take a moment to imagine what it is like to be a family member in a small town with a dad or a husband in my position. As for my name, it has been nationally challenged. Friends and colleagues have written or called asking if there is more to this story, citing some of the erroneous statements published in the paper. It will take years for me to regain my name. I am not asking for pity. I accepted this position and all of the elements that are a part of it. I am not worried about a next presidency. My goal has always been to get DePauw to a sustainable place and give it stability. I'm a musician at heart. After DePauw, I'd like to get back to that.

And what of DePauw's name? We withheld efforts for national press about The Commitment out of fear that someone would interview an unhappy faculty member on campus and that would bring bad press. We believed no press was better than bad press and we believed The Commitment would still have its impact in direct marketing. (Parenthetically, it did. I shared with many of you in department meetings that last year, after we announced The Commitment, our year-to-date deposits were consistently up—even as high as 42%—all the way into April). Yet DePauw's name has also suffered in the national press. This has challenged us in both philanthropy and admissions.

And what of each of you? It is hard to do our best with low morale. Insufficient communication helps no one. Despite a record campaign, we still face serious budget challenges. Despite the best single year improvement in high risk behavior, we still do not have the academic focus we desire. Despite my best efforts to be transparent and to hold open meetings and to share detailed data of all types, we are still a low-trust environment.

So how forward?

DePauw develops leaders the world needs. Those leaders are rigorously and liberally educated, they write and speak well and they have a large understanding and a strong moral compass; they are culturally agile, inclusive, and able to work across difference and differences.

Can we be the leaders *DePauw* needs?

I believe we can.

Now, looking forward.

For us to succeed, we must learn to work, *together*. I have enjoyed my meetings with academic departments and committees. I am happy to return at any time. A president's schedule frequently includes much time away. I think we need to spend more time getting to know each other better. It will cut down on innuendo and hearsay and we can judge for ourselves. I am also dedicated to clearer and more consistent communication, hence today's longer-than-normal remarks.

You have heard me speak about *faculty, administrative, and board* governance. There is also *student* governance and we are working on ways to better hear *staff* voices as well. When any of those work together it is *shared* governance. To have effective *shared* governance, we must first have effective *faculty, staff, student, administrative and board* governance. To that end, I have a few questions.

1. *Is our structure the most effective one for faculty governance?* I have long been a proponent of a faculty senate. In my mind, a faculty senate allows deeper involvement by faculty in the important work of the institution. Allow me a moment to explain. In a faculty meeting with dozens of attendees it is hard to hear all voices and some voices will become those most consistently heard. But it is strong departments that make strong institutions and if an issue has not been thoroughly parsed departmentally it cannot be properly vetted in a larger forum. If every person is involved in every decision in real time then little can be accomplished. If each department, school, and program instead elected a representative to a senate, that smaller body could develop agenda items of issues that could be presented to the senators, then taken to departments for debate. The senate could present, the departments could debate and then the senators could return to a discussion and vote with all members of each department having been given the opportunity to weigh in on vital decisions in groups of more manageable and effective

size.

2. *Is our governance structure the right size?* I believe that our faculty governance structures require approximately 50% of our faculty to serve each year. Is that a reasonable expectation? It seems to me that if we could achieve a higher-trust environment, there would be *less* need to have so many people on so many committees.

3. *Are our committees best structured and which is representative to the BOT?* The Strategic Planning Committee was created the year I assumed the presidency. That is the group that has been charged to represent the faculty at BOT meetings. Is this correct? The board needs strategic input from faculty governance so this seems logical.

4. *Do faculty on committees serve a representative function?* Is each faculty member on a committee representing their views or the faculty view? This is especially important on the committee that interfaces with the board for the board expects that this group serves a representative function. Without the representative function, it will simply be the opinions of varying representatives each year which will lessen the power of the collective faculty voice to the BOT. Note for example, that a faculty committee endorsed The Commitment to the board in January 2016.

Finally, I now realize that an effort on my part to show deference and respect has been interpreted by some to be disdain and lack of interest. In many department meetings, I have shared that my role is not that of chief academic officer and that I respect the role of faculty in the curriculum. But it is becoming clearer to me that that deference has been interpreted by some as a lack of interest in the academic mission and I intend to change that. Today I share three of many academic issues I think we should consider.

My overarching question since I arrived at DePauw is this: *Have we allowed students that are not yet liberally educated to graduate from DePauw without becoming so?* I think our general studies and distribution requirements are in dire need of attention. I'll go so far as to say that I am a fan of a core curriculum. It seems to me that we should ask, "What does a liberally educated citizen of the world in the 21st Century need to know and be and do?" and then set about making a curriculum that achieves that.

Secondly, I have always believed that a liberal arts education is a three-legged stool. Yet higher education focuses on (and sometimes implements only) the first at the expense of the others. The three are: epistemic, eudemonic and civic. The epistemic, the gaining and imparting of knowledge, has overshadowed efforts in the eudemonic (well-being and life well-lived) and civic responsibility. These might be viewed as making a living, making a life and making a difference. Do we prepare our students to do all three?

And finally, I think that if we could develop a better set of articulation agreements, we could develop a stream of transfer students, including community college students, that could be of benefit to DePauw in many ways. The synergy of providing our seemingly unattainable education to students like these while benefiting from their academic focus and work ethic could help DePauw on many levels and change the lives of students for whom a DePauw education seemed impossible.

So we come to the end of a calendar year and the onset of a traditional holiday season. Our past has put us in a challenging position. What we determine about how we work together in our present will determine our shared future. I am ready and willing to work with each of you to achieve that future.

13. Old Business

14. New Business

Jeane Pope - Would the chair comment on December 12 meeting of staff, faculty, and trustees?

Howard Brooks – You will receive a letter shortly that there will be an open meeting next Wednesday, December 12 with a series of meetings. There will be an email coming to allow to pick which session you will attend. The rationale was to work around exam schedules as much as possible. Thank us in advance for participation. Going out to faculty and staff.

Rachel Goldberg – Since there is a clear agenda, will there be a report?

HB – The trustees will be listening.

Anne Harris – Point of clarification, there will be a transcript so the board can use it.

Melanie Finney – What is the format? I get nervous when I hear there is a discussion.

HB – The trustees are very intent on listening, and want to reset relationships.

AH – Afterwards Justin, Howard, and Anee will continue to work with the governance committee to sustain this dialogue.

15. Announcements

There were no announcements.

16. Adjournment

The meeting adjourned at **5:59 pm**.

Appendix A. Tribute to John Anderson

John Robert Anderson, professor emeritus of mathematics at DePauw University, where he taught for more than three decades, died on August 5th in Greencastle, Indiana. He was 90 years old. He is survived by his children and by his wife, Bertha.

John came to DePauw in 1960 having earned his B.S. and M.A. from the University of Nebraska and having worked as an engineer for the Allison Division of GMC. In 1970, he earned his Ph.D. from Purdue University. During his time at DePauw, he served DePauw as a professor of mathematics, the chair of the mathematics department, and as an assistant dean of the university.

It was easy to be comfortable around John- he saw to it that you did. John was a consensus builder. He strived to reach solutions that were agreeable to all constituents. This approach was a reflection of John's large and open heart. He and Bertha opened their home to several new members of the department when they arrived in Greencastle looking for a place to live. He was active in Rotary International, Kappa Sigma Fraternity, and the Peace Lutheran Church, where he enjoyed singing in the choir. His teaching style reflected his personality. You didn't strain to keep up, but you weren't bored either.

Former student Mike Van Rensselaer, commenting on a Modern Algebra course he took with John stated, "Difficulty and uncertainty lurked at times in this abstract environment, but he made sure that I never felt threatened by it."

John was an avid golfer and could be found on the Windy Hill golf course often during the summer months as well as traveling around the state to explore new courses with a "golf privilege card" from the American Lung Association. He somehow found a way to train his golf balls to hit the fairway side of trees all around the state!

He was a true gentleman at all times and he will be missed.

Appendix B. Complete Description of the Proposal for a New Major and Minor in Japanese Studies

Proposal: The Asian Studies program is proposing two new tracks (i.e., new majors) under its own program and organizational rubric. The conversation leading to the decision to open up the new tracks has been ongoing for several years. This is by no means the creation of a new studies program. The new Japanese Studies and Chinese Studies tracks reward students for their more focused studies in one of the two East Asian cultures that DePauw has offered since the late 1980s. The tracks are designed to supplement our current general Asian Studies track for the major. They are designed to allow interested Asian Studies majors to concentrate more intentionally on specific geographical regions within Asia if they so choose. These sorts of students are already getting Asian Studies degrees from DePauw. The new major track in Japanese Studies will allow students who concentrate on Japan to be rewarded for their focused efforts. In February of 2018, the Asian Studies Steering Committee unanimously voted to approve the new Japanese Studies major track within Asian Studies. The current proposal for a Japanese Studies major and minor is the result of an iterative process of development with Asian Studies, the VPAA, and the Curricular Policy and Planning committee.

Rationale: *How does the proposed major and minor fit within the mission of the university?*

Japanese Studies will add another dimension to DePauw's diverse and inclusive learning and living experience. This major will provide students with a focused, intensive learning experience about Japan. Students, especially students taking language courses, have expressed their interest in majoring in Japanese Studies in order to document their concentration in Japanese language and culture.

Most of the students taking Japanese language who major in Asian Studies in the current system have a partner major, such as Computer Science, Economics, Studio Art and Art History, Anthropology, Communications, English, or Sociology. Among them, Computer Science has been a very popular partner major, particularly in relation to advanced technologies such as robotic engineering, game software, and virtual reality. Students also often major in Studio Art, Art History, Anthropology, Communications, English, or Sociology. Economics is another partner major for students interested in US-Japan economic ties. There are 269 Japanese companies in Indiana, and this is another area where Japanese Studies will seek more collaborations in the near future.

Learning Goals:

Japanese Studies invites students to explore Japanese language and culture to better understand and experience the diversity of human culture. It offers a structured sequence of language courses with linguistic rigor and interdisciplinary content that includes history, traditional theater, literature, anime, technology, and other contemporary topics. Students will deepen their understanding of language, develop new perspectives, and cultivate analytical minds through an interdisciplinary approach to the study of Japanese culture. In

addition, students will be encouraged to step out of their own linguistic and cultural bubbles to discover and connect with Japanese language and culture in global contexts. To be self-reflective global citizens, students will need to understand and experience how culture and language are intricately intertwined and develop the capacity to empathize with others through a deeper understanding of language and culture. These goals match the criteria for DePauw's Global Learning general education courses. The learning goals also include the ability of students to carry out basic Japanese conversations with native speakers in varied contexts so that they would be able to function in daily life in Japan.

Questions:

1. Why does the Japanese Studies major require four language courses?

This requirement is designed to meet the learning goals described above. In general, the study of language is an integral part of any area studies major because the increased understanding of a language deepens the understanding of a culture. More particularly, first-year Japanese at DePauw is a preparation period. Students learn three writing scripts, get used to Japanese syntax, develop clear pronunciation skills, and begin to grasp the relationship between language and culture. Based on the foundations built during the first year, students can strengthen their Japanese language skills much more quickly in the second year. In Hiroko Chiba's teaching experience at DePauw, the second year is a difficult but very exciting time for students. As they advance linguistically, they become much more aware of their own culture and motivated to understand "Japan." Japanese language courses, especially intermediate Japanese, have also served as a pipeline to Asian Studies majors in the current system. These students often take Japanese art, literature, and history as well. There are other points of entry to Japanese Studies, but the language courses play a key role for students to consider the Japanese Studies major. Offering four languages courses also takes full advantage of the expertise of Hiroko Chiba, who is an applied linguist. Requiring four language courses is pedagogically sound and also realistic for current staffing levels at DePauw.

2. There are several courses listed under "Other required courses" that include the note "with a Japanese topic." How often are such courses taught? Will Japanese Studies majors have enough course options to allow them to complete their majors in a timely fashion?

There are enough courses that are regularly offered to fulfill the Japanese Studies major. We will also include any Japan-related expertise when it's available. For example, we may have a Japan-related topics course offered by a term or visiting faculty member. Allowing these extra courses will offer even more opportunities for students.

3. Status of Collaborative Conversations: Please list the faculty involved in the design of the major, and provide a description of the conversations with cooperating programs.

As a track in the Asian Studies department, this proposal is naturally a product of an interdisciplinary approach. The Japanese Studies major and minor were designed by Hiroko Chiba, Jason Fuller, and Sherry Mou with consultation with the Asian Studies members including Andra Alvis, Danielle Kane, Sujung Kim, Pauline Ota, Sunil Sahu, and Lou Smogor. We all enthusiastically agreed on this design of the Japanese Studies major and minor.

4. How will the proposed new major affect current majors?

This is a new major and so it will not affect current majors.

5. What is your plan or timetable for implementing the minor? Will there be a period in which you have minors operating under two sets of requirements?

If approved, the Japanese Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Japanese language would have the choice of completing either the current Japanese language minor or the new Japanese Studies minor.

6. Do the new Japanese major and minor carry staffing implications?

The new Japanese major and minor do not carry staffing implications. They have been designed for the current staffing level. Asian Studies has the resources and the faculty commitment to make the Japanese Studies track work.

7. The Japanese language minor is more language-focused than the Japanese Studies major. Why?

There will always be students who want to continue to study the Japanese language but who cannot afford to take time to major in Japanese Studies. Thus, the language minor is another option for those students. Moreover, the language classes will probably serve as a pipeline to majors, as they do now.

Japanese Studies Major

Total courses required

Ten

Core courses

Four Courses in Japanese language

One course covering Japanese culture: ARTH 133 (East Asian Art, Bronze to the Moguls), ARTH 135 (Developments in East Asian Art, Modernity), ARTH 234 (East West Encounters) ASIA 281 (Japanese Traditional Literature), ASIA 282 (Modern Japanese Novelists), ASIA 197 (Japan-related First Year Seminar)

ASIA 480 (Senior Seminar)

Other required courses

A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic).

ARTH 232 (Warrior Art Of Japan And The Ryūkyūs), ARTH 233(Monumental Art of Japan, 1550-1900: Splendor & Angst), ARTH 236(Eccentrics & The Exotic In 17th & 18th C. China & Japan), ARTH 331(Kyoto: A Cultural Metropolis), ARTH 332 (Representation In Japanese Visual Culture), ARTH 333 (The Supernatural in Japanese Art), ARTH 334 (Women and East Asian Art), ASIA 290 (when a Japanese topic), ECON 330 (Asian Economics), HIST 107 (China and Japan), HIST 108 (Modern China and Japan), HIST 252 (U.S.-East Asian Relations), JAPN 351 (Advanced Japanese—thematic course), JAPN 352 (Advanced Japanese—thematic course), JAPN 451 (Advanced Readings and Projects in Japanese), REL 130 (Introduction to Religion), REL 258 (Buddhism), REL 259 (East Asian Religions), an Extended Studies course about Japan

A number of other courses may be applied toward the Japanese Studies program. See the Schedule of Classes each semester for a complete listing.

Number 300 and 400 level courses

Three including ASIA 480 (where Japan is substantial in the content)

ARTH 331(Kyoto: A Cultural Metropolis), ARTH 332 (Representation in Japanese Visual Culture), ARTH 333 (The Supernatural in Japanese Art), ARTH 334 (Women and East Asian Art), JAPN 351 (Advanced Japanese—thematic course), JAPN 352 (Advanced Japanese—thematic course), JAPN 451 (Advanced Readings and Projects in Japanese), approved courses from off-campus studies

Senior requirement and capstone experience	All Japanese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of “C” or above. All students are expected to give a public presentation of their work.
Additional information	<p>A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs.</p> <p>All Japanese Studies Majors are strongly encouraged to experience Japan through a semester or year-long study abroad program, an approved summer language program, an Extended Studies course in Japan, or an internship in Japan.</p> <p>A maximum of 6 language courses can count toward the Japanese Studies major.</p>
Writing in the Major	Majors in Japanese Studies complete the writing in the major requirement by preparing a portfolio of their writing from courses taken in Japanese Studies. The portfolio should include the following items: 1) an analysis of a cultural product, perception or practice, 2) a thesis or research paper, 3) an essay written in Japanese, 4) an essay reflecting on the intellectual trajectory in Japanese Studies. Students complete items 1 and 2 in their normal courses, and 3 in JAPN 252 or an advanced Japanese language course. The only additional writing for the portfolio is item 4. Students should consult with their advisor or the director for details about the portfolio.

Japanese Studies Minor

TOTAL COURSES REQUIRED	Five
CORE COURSES	Two Japanese language courses at any level.
OTHER REQUIRED COURSES	<p>Approved courses chosen from those listed for the major.</p> <p>A minimum of three courses in which Japan is an essential part of the curriculum.</p> <p>At least one of the three courses must be solely on a Japanese topic.</p>
NUMBER 300 AND 400 LEVEL COURSES	One

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

(The following list includes the three history courses that are listed for the academic year 2018-2019. Even without these history courses, we are confident that students will have sufficient number of courses to finish the major.)

Core courses: Four Japanese language courses at any level and a Senior Seminar (Note: Students can also select these courses as “other required courses”).

JAPN 151 (Elementary Japanese I): Introduction to the Japanese language with emphasis on development of proficiency in speaking, listening, reading, and writing. JAPN 151 is open only to beginners in Japanese or those with two years or fewer of high school Japanese.

JAPN 152 (Elementary Japanese II): A continuation of the study of JAPN 151. Open to students who have successfully completed Japanese I or who are placed into this level by test results. *Prerequisite: JAPN 151 or qualifying score on the placement test.*

JAPN 251 (Intermediate Japanese I): Further study of Japanese language and practice in speaking, listening, reading and writing. *Prerequisite: JAPN 152 or qualifying score on the placement test.*

JAPN 252 (Intermediate Japanese II): Readings and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. *Prerequisite: JAPN 251 or qualifying score on the placement test.*

ASIA 480 (Senior Seminar): Required of majors in Asian Studies. *Normally taken in the fall semester of the senior year.*

One of the following courses on Japanese Culture

ARTH 133 (East Asian Art, Bronze to the Moguls): A survey of the arts of East Asia from 1500 B.C.E to the 14th century, analyzing the major developments in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of religious, political and social contexts. May count toward Asian Studies.

ARTH 135 (Developments in East Asian Art, Modernity): A survey of the arts of East Asia from the 14th century to the present, analyzing modernity, as well as the march towards modernity, in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of political, social, and cultural contexts. May count toward Asian Studies.

ARTH 234 (East West Encounters): This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

ASIA 281 (Japanese Traditional Literature): A survey of Japanese literature, in English translation, from the eighth to the 18th century. Works from a variety of genres (poetry, plays, novels, diaries) are examined.

ASIA 282 (Modern Japanese Novelists): A study, in translation, of major Japanese novelists of the 19th and 20th centuries, including Natsume Soseki (*Kokoro*), the Nobel Prize winner Kawabata Yasunari (*Snow Country*), Murakami Haruki (*Sputnik Sweetheart*) and Hoshimoto Banana (*Kitchen*).

ASIA 197 (Japan-related First Year Seminar): A seminar focused on a theme related to the study of Asia. *Open only to first-year students.*

Other required courses: A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic.)

ARTH 232 (Warrior Art of Japan and the Ryūkyūs): This course explores the arts produced for and by the warrior elite of Japan and the Ryūkyū islands (now Japan's Okinawa prefecture) from 1185 until 1868. From the tragic tale of Minamoto Yoshitsune to the mythical, warrior origins of Ryūkyū royalty, the class will concentrate on the arts produced for the men who led these nations through both treacherous and

prosperous times. We will study arms & armor, castles & retreat pavilions, various ceremonial performances, including Ryūkyūan investiture and the Japanese tea ceremonies, paintings, Noh theatre, Ryūkyūan dance, and film. Through a careful consideration of translated documents, slide reproductions of art objects, movies, and selected treasures from the DePauw University Art Collection, students will learn about what motivated these powerful men to produce art, how they embraced the arts to better themselves culturally, and what these monuments and artworks conveyed about the culture of Japan's and the Ryūkyūs's medieval and early modern eras.

ARTH 233(Monumental Art Of Japan, 1550-1900: Splendor & Angst): This course explores large-scale art and architecture produced in Japan from 1550 to 1900. These years encompass the last turbulent decades of warfare and the first two centuries of an era of peace, witnessing the construction (and destruction) of resplendent castles, villas, religious complexes, and their accompanying interior decoration. Powerful and pervasive artistic ateliers, which were responsible for the decoration of these structures, also left an indelible artistic stamp on the nation during this period. What role did such resplendent monuments play in the struggle for power, both politically and culturally? For whose eyes was such splendor intended and what hidden, underlying angst pervades these efforts? What aesthetic values are expressed and did they extend beyond the elite, ruling class? Students will consider these questions and more, ultimately investigating the larger role of "art" in society.

ARTH 331(Kyoto: A Cultural Metropolis): This course examines the rich visual culture of Kyoto, the imperial capital of Japan from 794 until 1868. During its long history, the city witnessed astounding growth, cultural flowering first under the emperors and then under various warlords, devastation by wars, fires, and famine, and multiple rebirths. Kyoto presided over some of the nation's greatest artistic achievements including the construction of sumptuous palaces, get-away villas, grand temples, and the production of the paintings and decorative flourishes within these structures. In the early modern period, Kyoto silk weavers, lacquer-ware specialists, book illustrators, calligraphers, and especially, painters commanded the respect of consumers throughout Japan, spreading Kyoto's artistic "style" to other urban centers and to the villages at the peripheries of power. The class will proceed chronologically, beginning with the founding of the city in 794 and ending with the city's role in the restoration of imperial power in 1868. Each week we will focus on specific case studies, monuments, art objects, illustrated works of literature, and maps, as well as translated primary sources and pertinent studies by art historians of Japan. Besides gaining a familiarity with Kyoto's pre-modern visual culture, the class aims to impart an awareness of Kyoto's role in the formation of Japanese 'nationhood' and national identity.

ARTH 332 (Representation in Japanese Visual Culture): This course examines the concept of "representation" in Japanese visual culture, engaging with subject matter from contemporary times, as well as from Japan's modern and pre-modern periods (12th through the early 20th centuries). We will proceed along thematic lines. Balancing theoretical readings with scholarly articles and a sprinkling of translated primary sources, the class will address issues relating to the representation (or re-presentation) of landscape and the environment, the body and gender roles, canonical narratives as performance, and national identity at three crucial periods in Japan's history. At times we will reference Japanese monuments and works of art produced prior to the early modern era, as well as the Chinese sources that influenced some of the Japanese topics at the locus of our investigation. What lies at the heart of representation-subjectivity, political aims, societal concerns, emotional responses--and the complexity this question reveals are the central concerns of this course.

ARTH 333 (The Supernatural in Japanese Art): This course explores the theme of the supernatural in Japanese visual culture from the 12th century to the present. With origins in religion, folklore, and literature, otherworldly creatures and their powers have captured the imagination of the Japanese and consequently inspired creative visualizations of them. Students will not only analyze works ranging from traditional painting mediums to contemporary manga, as well as anime, but also will engage with texts that have supernatural worlds and beings as a central element. Moreover, this course will ask students to place these exhilarating and cautionary tales in context: what do these narratives say about the societies that created them, believed in them, and produced visualizations of the supernatural creatures featured within

them?

ARTH 334 (Women and East Asian Art): This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

ASIA 290 (when a Japanese topic): Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

ECON 330 (Asian Economics): Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

HIST 107 (Introduction to China and Japan): An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.

HIST 108 (Modern China and Japan): An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.

HIST 252 (U.S.-East Asian Relations): This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

JAPN 351 (Advanced Japanese—thematic course): Further study of the Japanese language. *Prerequisite: JAPN 252 or qualifying score on the placement test.*

JAPN 352 (Advanced Japanese—thematic course): Further study of the Japanese language. *Prerequisite: JAPN 351 or qualifying score on the placement test.*

JAPN 451 (Advanced Readings and Projects in Japanese): *Open to advanced students in Japanese. May be repeated for credit.*

REL 130 (Introduction to Religion): A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

REL 258 (Buddhism): Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

REL 259 (East Asian Religions): This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to

both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion. ASIA 197 (Extended Studies courses about Japan)

Appendix C. Complete Description of the Proposal for a New Major and Minor in Chinese Studies

Proposal: The Asian Studies program is proposing two new tracks (i.e., new majors) under its own program and organizational rubric. The conversation leading to the decision to open up the new tracks has been ongoing for several years. This is by no means the creation of a new studies program, as some other ML language programs are doing. The new Japanese Studies and Chinese Studies tracks reward students for their more focused studies in one of the two East Asian cultures that DePauw has offered since the late 1980s. The tracks are designed to supplement our current general Asian Studies track for the major. They are designed to allow interested Asian Studies majors to concentrate more intentionally on specific geographical regions within Asia if they so choose. These sorts of students are already getting Asian Studies degrees from DePauw. The new major track in Chinese Studies will allow students who concentrate on China to be rewarded for their focused efforts. In February of 2018 the Asian Studies Steering Committee unanimously voted to approve the new Chinese Studies major track within Asian Studies. The current proposal for a Chinese Studies major and minor is the result of an iterative process of development with Asian Studies, the VPAA, and the Curricular Policy and Planning committee.

Rationale: *How does the proposed major and minor fit within the mission of the university?*

Chinese Studies expands DePauw's diverse and inclusive learning and living experience to include the critical study of one of the oldest traditions in a new world context. China's change in the past four decades provides a fascinating story of human evolution in religious beliefs, political structures, economic growth, social reform, and technology. Roughly 1.2+ billion people in the world speak Mandarin Chinese, more than twice as many as the next two most popular languages together: Spanish (329+ million) and English (328+ millions). Driven by student interest, this major awards students who are determined to focus their learning on China—its language, culture, and literature. The major also helps students document their academic concentration within the plethora of Asian Studies offerings. Currently, economics, computer science, and communication remain the top three majors whose students take Chinese classes. A Chinese Studies major makes an ideal double-major pair with these traditional majors. The current Asian Studies curriculum fully supports this major, which requires no additional courses or staff.

Learning Goals:

The Chinese Studies major provides theoretical and historical insights as well as the practical and contemporary skills required for those who aspire to take on the challenges of a complex world that is shrinking in physical distance and expanding in intellectual possibilities. Students majoring in Chinese Studies will necessarily be engaged in rigorous intellectual exchanges with global contexts, as every topic places them between the East-West paradigm. Students taking Chinese language, culture, or literature will learn ways of managing impending issues concerning human conditions from fresh aspects: social conscience (altruism), human rights (humaneness), poverty and social justice (taxation, commerce, and land reform), governing styles (legalism, Daoism, and Confucianism), environmentalism (Daoism), religion (morality and self-cultivation), and more. Students will thus gain a good understanding of not only China's recent rise from a closed Communist society to a "government-controlled capitalist" country but also the thousands of years' traditions (i.e., Confucianism, Taoism, and Buddhism) that are still deeply rooted in contemporary Chinese psyche. Moreover, to be a self-reflective global citizen, students will develop the capacity to empathize with others through a deeper understanding of language and culture. These goals match the criteria for DePauw's Global Learning general education courses.

Questions:

1. *Why does the Chinese Studies major require two language courses?*

This requirement is designed to meet the learning goals described above. Pedagogically, an introduction to Chinese language is essential for understanding not only Chinese phonetics, grammar, syntax, and sound system, but also the aesthetic, psychological, and other cultural effects it has on its speakers. A language without tense, conjugation, and gender will inevitably affect how its speakers construct a sentence or tell a story (e.g., if verbs stay in a permanent tense, the storyteller will need to establish the time right away). A minimum familiarity of the language therefore will enhance students' comprehension of its culture.

2. *There are several courses listed under "Other required courses" that include the note "with a Chinese topic." How often are such courses taught? Will Chinese Studies majors have enough course options to allow them to complete their majors in a timely fashion?*

Yes. We have a steady set of courses offered every semester by the following colleagues: Pauline Ota (Art and Art History), Sunil Sahu (Poli Sci), Sujung Kim (Religious Studies), Yung-chen Chiang (History), and Sherry Mou (Chinese Literature). The courses that carry a "with a Chinese topic" label are mostly topics courses offered by more than one colleague in other departments. When an Asianist colleague offers it with a Chinese topic, it is counted toward our major. These courses will suffice for students to fulfill their major requirements.

3. *Status of Collaborative Conversations: Please list the faculty involved in the design of the major, and provide a description of the conversations with cooperating programs.*

Since the early 2010s, Asian Studies has been discussing both Chinese and Japanese Tracks. Both studies are interdisciplinary in nature, and all members of Asian Studies faculty have been on board from the beginning. A specific design was drafted by Sherry Mou, Jason Fuller, and Hiroko Chiba in consultation with all members of the Asian Studies Steering committee (*) and regular Asian Studies members: Andra Alvis, Hiroko Chiba*, Jason Fuller*, Danielle Kane*, Sujun Kim*, Sherry Mou*, Pauline Ota*, Sunil Sahu*, and Louis Smogor.

4. *How will the proposed new major affect current majors?*

This is a new major and so it will not affect current majors.

5. *What is your plan or timetable for implementing the minor? Will there be a period in which you have minors operating under two sets of requirements?*

If approved, the Chinese Studies major and minor will be available to students starting in the 2019---2020 academic year. Students who are already minoring in Chinese would have the choice of completing either the current Chinese minor or the new Chinese Studies minor.

6. *Do the new Chinese major and minor carry staffing implications?*

The new Chinese Studies major and minor do not carry staffing implications. They have been designed for the current staffing level. Asian Studies has the resources and the faculty commitment to make the Chinese Studies track work.

7. *The Chinese language minor is more language-focused than the Chinese Studies major. Why?*

The Chinese Studies minor awards students who want to concentrate on the Chinese language without getting a major. Nota bene: the Chinese Studies minor is designed to supplement (not replace) the Chinese

Language minor.

Chinese Studies Major

Total Courses Required	Ten
Core Courses	<p>Two courses in Chinese language course covering Chinese culture broadly: 1) ASIA 140 (Introduction to Chinese Culture); 2) ASIA 251 (Classical Chinese Literature); 3) HIST 107 (Introduction to China and Japan); 4) HIST 108 (Modern China and Japan); or 5) POLS 253 (China and India in the 21st Century)</p> <p>ASIA 480 (Senior Seminar): In consultation with the instructor, students should include a component of China in the substantial essay completed for the course. In exceptional cases, students may opt to complete an independent senior thesis with consultation and permission from the AS director.</p>
Other Required Courses	<p>A minimum of six courses from among the following (at least two of the six courses should be on a Chinese topic only): ARTH 133 (East Asian Art, Bronze to the Mongols), ARTH 135 (Developments in East Asian Art, Modernity), ARTH 234 (East West Encounters--from 1500 to the mid-20th century), ARTH 236 (Eccentrics & the Exotic in 17th & 18th Century China & Japan), ARTH 334 (Women and East Asian Art), ASIA 140 (Introduction to Chinese Culture), ASIA 190 (when a Chinese topic), ASIA 197 (when a Chinese topic), ASIA 250 (China on Screen), ASIA 251 (Classical Chinese Literature), ASIA 290 (when a Chinese topic), ASIA 390 (when a Chinese topic), ASIA 470 (when a Chinese topic), CHIN 161 (Elementary Chinese I), CHIN 162 (Elementary Chinese II), CHIN 261 (Intermediate Chinese I), CHIN 262 (Intermediate Chinese II), CHIN 269 (Topics in Chinese), CHIN 361 (Advanced Chinese I), CHIN 362 (Advanced Chinese II), CHIN 461 (Advanced Readings and Projects in Chinese), CHIN EXP (Chinese Conversation), ECON 330 (Asian Economies), HIST 100 (Historical Encounters), HIST 107 (Introduction to China and Japan), HIST 108 (Modern China and Japan), HIST 252 (East Asian Relations), HIST 290 (when a Chinese topic), HIST 351 (Women and Family in Modern China), HIST 353 (Industrial East Asia), HIST 490 (when a Chinese topic), HIST 491 (when a Chinese topic), POLS 253, REL 130 (Introduction to Religion), REL 258 (Buddhism), REL 259 (East Asian Religions), REL 290 (when a Chinese topic), REL 491 (when a Chinese topic), SOC 301 (when a Chinese topic). Honors Scholars can also take HONR 102 (when a Chinese topic) and HONR 300 (when a Chinese topic). A number of other courses may be applied toward the Chinese Studies program. See the Schedule of Classes each semester for a complete listing.</p>
Number 300 and 400 Level Courses	Three, including ASIA 480 (where China is substantial in the content)
Senior Requirement and Capstone Experience	All Chinese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.

Additional Information

A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study-abroad programs. A maximum of 6 language courses can count toward the Chinese Studies major.

All students are encouraged, but not required, to participate in at least one study-abroad experience in China, Hong Kong, or Taiwan, whether through a study-abroad program, an Extended Studies course, an approved summer language program, or an approved internship program. Students should consult with their advisor or the Chinese Studies coordinator for other options.

Chinese Studies Minor

Total courses required

Five Credits (Three of the five must be taken at DePauw)

Core courses

Two Chinese language courses at any level.

Other required courses

- A minimum of three courses in which China is an essential part of the curriculum.
- At least one of the three courses should be solely on a Chinese topic.

Number 300 and 400 level courses

One course

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

The Core Courses:

Two Chinese language courses at any level. *Note: Students can select these courses as "Other Required Course" as well.*

- **CHIN 161:** *Elementary Chinese I*

The goals for this course are for students to master the pinyin Romanization system and to acquire basic communication skills of speaking, listening, reading, and writing Mandarin Chinese. *CHIN 161 is open only to beginners in Chinese or those with two years or less of high school Chinese.*

- **CHIN 162:** *Elementary Chinese II*

This course is a continuation of Elementary Chinese I. Students will continue to develop the language skills they acquired in Elementary Chinese I. Prerequisite: CHIN 161 or qualifying score on the placement test.

- **CHIN 261:** *Intermediate Chinese I*

Course work helps students to develop four linguistic skills (speaking, writing, listening and reading) in Chinese at a more advanced level. Course work emphasizes drills, conversation and grammar. The goals are for students to acquire the following skills: to pronounce modern standard Chinese, to write words using both characters and pinyin Romanization system, to converse in more complicated sentences based on grammatical structures introduced in this course and to write essays. Prerequisite: CHIN 162 or

qualifying score on the placement test.

- **CHIN 262:** *Intermediate Chinese II*

A continuation of CHIN 216. Prerequisite: CHIN 261 or qualifying score on the placement test.

- **CHIN 269:** *Topics in Chinese*

Topics in the Chinese language. May be repeated with different topics for credit.

- **CHIN 361:** *Advanced Chinese I*

Reading and discussion of advanced Chinese materials. Exercise in speaking the language and in writing compositions. Prerequisite: CHIN 261 or qualifying score on the placement test.

- **CHIN 362:** *Advanced Chinese II*

A continuation of CHIN 361. Prerequisite: CHIN 361 or qualifying score on the placement test.

- **CHIN 461:** *Advanced Readings and Projects in Chinese*

Open to advanced students in Chinese. May be repeated for credit.

- **CHIN EXP:** *Chinese Conversation*

Designed to improve communication skills in Mandarin Chinese, with special focus on the four tones and on acquiring useful terms and phrases for daily conversation. Prerequisite: CHIN 262 or permission of instructor.

One of the following courses. Note: Students can select these courses as "**Other Required Course**" as well.

- **ASIA 140:** *Introduction to Chinese Culture*

This course introduces the elements of contemporary and traditional Chinese culture. It provides students with a fundamental yet diverse knowledge of China and its culture through examination of its manifestations: political, religious, social, cultural, and economic. Topics include history, traditional belief systems, society, languages, arts and literature, performance traditions, daily life and customs, ethnicity and gender issues, science and technology, business and government.

- **ASIA 251:** *Classical Chinese Literature*

This course outlines Chinese literature from the beginning to the Tang dynasty (618-907). From some of the most beloved and celebrated literary texts, we will glean the ageless enigmas of the Warring States sophists, the whimsical wisdom of Chinese hippies of the Bamboo Grove, and the anomalies and the fantastic from poetesses (both male and female) of China's Golden Age, the Tang dynasty. In seven themes, we will explore major genres and sub-genres of Chinese literature, including poetry (e.g., "the music bureau," "classical poetry," and "lyric meters"), prose (e.g., historical and philosophical), and fiction (e.g., 'describing anomalies' and 'romances'). We will learn and experience how politicians and common people in China over 2,500 years ago thought, felt, and lived. How did the ancient Chinese achieve immortality, behave in courtship, eavesdrop on a love affair, express their emotions, and criticize one another? Amazingly enough, many of the answers are as contemporary as scenes in a Hollywood movie today. No knowledge of Chinese is required.

- **HIST 107:** *Introduction to China and Japan*

An interdisciplinary introduction to Chinese and Japanese civilizations from their beginning

through the mid-19th century, stressing cultural ideals and the social relations of families and classes, including peasants and townsmen, bureaucrats, beggars and bandits, warlords and women.

- **HIST 108:** *Modern China and Japan*

An introductory examination of East Asia in the modern world, beginning with the Western impact in the mid-19th century and focusing on Japanese industrialization and empire, Chinese revolution, World War II in Asia and trends to the present.

- **POLS 253:** *China and India in the 21st Century*

Why do the two Asian giants, India and China, with more than 38 percent of the population of the world, matter to the rest of the world at the beginning of the 21st century? What are China's superpower prospects? Will nuclear India attain great power status? What is the future of communism and the prospect of political freedom and democracy in China? Is Indian democracy stable? What are the sources of instability of Indian government? What does a weak central government mean to Indian federalism? The dynamics of ethnic minorities in China? The future of secularism in India? The nuclear dynamics in Sino-Indian relations? These questions and many others will be explored in this course.

Senior Seminar.

- **ASIA 480:** *Asian Studies Senior Seminar*

Required of majors in Asian Studies. Normally taken in the fall semester of the senior year.

Other Required Courses: A minimum of six courses from among the following list (at least two of the six courses should be on a Chinese topic only).

- **ARTH 133:** *East Asian Art, Bronze to the Mongols*

A survey of the arts of East Asia from 1500 B.C.E to the 14th century, analyzing the major developments in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of religious, political and social contexts. May count toward Asian Studies.

- **ARTH 135:** *Developments in East Asian Art, Modernity*

A survey of the arts of East Asia from the 14th century to the present, analyzing modernity, as well as the march towards modernity, in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of political, social, and cultural contexts. May count toward Asian Studies.

- **ARTH 234:** *East West Encounters--from 1500 to the mid-20th century*

This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic production; Japonisme and Chinoiserie in 19th

century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

- **ARTH 236:** *Eccentrics & the Exotic in 17th & 18th Century China & Japan*

This course explores two major artistic currents arising in both China and Japan in the 17th and 18th centuries. Dubbed "eccentric" by their contemporaries, a number of innovative painters broke the rules, constructed "bohemian" personas, and yet also paid homage to their art historical heritage. Alongside the (re)emerging figure of the eccentric artist, 17th and 18th century China and Japan also encountered Europeans. As a result, both countries grappled with its sense of identity, as a nation and as a people. Contact with Europeans, direct and indirect, led to the representation of "other" and experimentation with unfamiliar artistic techniques. Thus, through this focused study of a specific time period in China and Japan, students examine "diversity" and "inclusion" in a pre-modern, East Asian context. With paintings as our point of departure, we will think deeply about the meanings of terms such as "eccentric" and "exotic," as well as how the associated concerns of artistic freedom and negotiation with "other" still resonate in contemporary society. This class will nurture critical thinking about art and its active role in international relations today, challenging students to approach the subjects of diversity and inclusion from different points of view and to express opinions articulately in verbal, as well as in written, form.

- **ARTH 334:** *Women and East Asian Art*

This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

- **ASIA 190:** *Topics in Asian Studies (when a Chinese topic)*

- **ASIA 197:** *First-Year Seminar (when a Chinese topic)*

A seminar focused on a theme related to the study of Asia. Open only to first-year students.

- **ASIA 250:** *China on Screen*

Through viewing and discussing cinematic films, students will learn to appreciate how China has been presented as a nation and a culture by generations of Chinese directors from China, Hong Kong, Taiwan, and other cultural enclaves and by current film critics, both Chinese and western. Topics include the history of the Chinese film industry, major genres in Chinese cinema, the issues of cultural hegemony, as well as cinematic constructions of "so-called" Chinese gender, nationhood and individuality.

- **ASIA 290:** *Topics (when a Chinese topic)*

Usually a course on aspects of one of the societies and cultures studied in the Asian Studies

program (India, China and Japan) or a comparative treatment of aspects of these cultures.

- **ASIA 390:** *Topics (when a Chinese topic)*

Typically examines selected themes, genres or periods in Chinese, Japanese or Indian literature. May also explore issues and/or periods in Chinese, Japanese or Indian cultural and intellectual history. *Prerequisite: One of the following courses - ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, or REL 253*

- **ASIA 470:** *Topics (when a Chinese topic)*

Independent study for majors or, by permission of the instructor, for students with significant coursework in an aspect of Asian Studies.

- **ECON 330:** *Asian Economies*

Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

- **HIST 100:** *Historical Encounters (when a Chinese topic)*

An introduction to historical analysis and argumentation. While individual sections will focus on different topics and time periods, in all sections students will investigate a range of sources, methods and historical approaches to the past. Hist 100 may be repeated for credit with different topics.

- **HIST 190:** *Topics (when a Chinese topic)*

An introductory study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 190 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. May be repeated for credit with different topics.

- **HIST 252:** *U.S. - East Asian Relations*

This course will examine the interactions between the United States and the major countries in East Asia - China, Japan, and Korea - from the 19th century to the present. The topics that will be explored include cultural interactions and changing mutual images, the impact of imperialism, Asian nationalisms, the Pacific War, communism in Asia, the Japanese developmental state, and, more recently, China's rise as a capitalist state with Chinese characteristics.

- **HIST 290:** *Topics (when a Chinese topic)*

A study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 290 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

- **HIST 351:** *Women and Family in Modern China*

The role and status of women and the evolution of the Chinese family from the late imperial

period to the present. It draws on materials from novels and biographical case studies.

- **HIST 353:** *Industrial East Asia*

An examination of the emergence of East Asia from a pre-industrialized backwater in the 19th century to a vibrant economic region by the 1980s.

- **HIST 490:** *Seminar (when a Chinese topic)*

The practice of history as a discipline through research, interpretation and writing a major paper. Students are expected to take the seminar in their major area of concentration. Descriptions of seminar topics offered in a given semester will be made available prior to registration.

- **HIST 491:** *Topics (when a Chinese topic)*

A study of either a geographical area (East Asia, Russia, France, etc.), a period (Europe since 1789, early America, etc.) or a movement, division of history or institution (socialism, military history, feudalism, etc.). Reading and/or research.

- **HONR 102:** *First-Year Seminar (when a Chinese topic)*

A continuation of HONR 101 (An introductory exploration of some of the dominant themes of our intellectual heritage through the examination of texts selected from several disciplines).

- **HONR 300:** *Area Seminar (when a Chinese topic)*

A study of the historical and philosophical foundations of: A. the humanities; B. the sciences; and C. the social sciences. Each section of the seminar concentrates on an appropriate theme. Two sections are ordinarily taken during the sophomore year and one section during the junior year.

- **REL 130:** *Introduction to Religions*

A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

- **REL 258:** *Buddhism*

Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

- **REL 259:** *East Asian Religions*

This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more

general questions concerning gender, class, political patronage, and differing concepts of religion.

- **REL 290:** *Topics in Religion (when a Chinese topic)*

Topics such as religious phenomena, e.g., Millennialism, religious ethics and historical religious figures and movements. *May be repeated for credit with different topics.*

- **REL 491:** *Topics (when a Chinese topic)*

Directed studies in a selected field or fields of religion. *May be repeated for credit with different topics.*

- **SOC 301:** *Topics (when a Chinese topic)*

An exploration of timely, often policy-oriented and/or interdisciplinary issues in sociology. A specific topic will be addressed each time the course is offered. Topics might include Principles of Population, Social Inequalities, and other topics. *May be repeated with different topics. Prerequisite: one course in SOC or permission of instructor.*

Appendix D. Complete Description of the Proposal for a New Major and Minor in Italian Cultural Studies

Proposal: The Italian Cultural Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. Italian Cultural Studies courses introduce students to different aspects of contemporary Italy. While the curricular program focuses on developing communicative skills, it also develops the students' understanding of Italy within the larger contemporary context of the world in which they live. The current proposal for this major and minor is the result of an iterative three-year process of development with Prof. Francesca Seaman, the VPAA, the faculty members listed below, and the Curricular Policy and Planning committee. The curriculum will be sustained by the courses of Prof. Seaman, and the regular course offerings of faculty members who presently teach the courses listed as cognate courses in other departments. The questions listed below were designed by the Curriculum Committee.

Rationale: *How does the proposed major and minor fit within the mission of the university?*

The new major in Italian Cultural Studies is based on the essential fact that the study of language and culture are the foundations for developing intercultural competence and self-reflective global citizenship. The Italian program builds on these foundations through its strong interdisciplinary approach. Italy is important for its role in contemporary economics, in Renaissance history and art, in immigration studies and sociology, in food studies and anthropology, in the study of the ancient Mediterranean world, as well as in music and in education. This new major proposes an inclusive model, encouraging students to connect the study of the Italian language and culture to other disciplines. It aims to expand their horizons and strengthen their understanding of the world as a place of interaction. At the same time, students pursue their own intellectual interests on a plurality of levels: academic research, service learning, intercultural competence, and leadership. The structure of the major is designed to challenge students to think comparatively about their topic of interest, fostering an international perspective on their research and critical thinking skills.

Learning Goals:

Students majoring in the Italian Cultural Studies major gain an in-depth knowledge of a variety of themes in Italian current events that are significant to today's world and that present the complexity as well as the diversity of contemporary Italy. The methodological approach of the courses is student-centered and favors

interaction while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. The major connects students' interest in Italian language and culture to personal experiences and academic interests while also stimulating the intercultural exchange of ideas. Intercultural competence is a central learning goal. The major aims to foster intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. Moreover, by understanding the significance of historical and social contexts for understanding Italy and its relationship to the world, students learn to interpret and to engage with ambiguity while gaining the capacity to respect and to value the diversity of other ways of thinking. These goals match the criteria for DePauw's global learning general education courses.

Questions:

1. Why does the Italian Cultural Studies major require four language courses?

This requirement is designed to meet the learning goals described above. Students first learn how to speak the language in the context of contemporary culture, and when they are able to access documents in the Italian language, they develop a critical perspective on the changes currently happening in Italian society and culture. Italian language and culture courses instigate intellectual curiosity and invite the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students need familiarity with the Italian language to increase their comprehension of Italian culture.

2. Will Italian Cultural Studies majors have enough course options to allow them to complete their majors in a timely fashion?

Yes. Allowing students to take up to four cognate courses offered in other departments that focus on Italian culture increases the number of course options for students. In addition, the DePauw Summer Immersion program provides students with the opportunity to gain two credits toward the major. The summer program offers courses at all levels.

3. Status of Collaborative Conversations: Please list the faculty involved in the design of the major, and provide a description of the conversations with cooperating programs.

In the spring 2018 semester, the following professors accepted my invitation to serve with me on the Steering committee of Italian Studies: Prof. Michael Mackenzie, Prof. Jeffrey Gropp, Prof. Matthew Balensuela, and Prof. Michael Seaman. The proposal for the new major has been discussed with this steering committee, re-drafted, shared again, and discussed until it took the present format.

We have also developed course collaborations with the School of Music. In addition, we have brought Dean Hilary Link of Temple University in Rome in conversation with the Media Fellows and Management Fellows programs, as well as with DePauw's Art History, Education, Global Health and Computer Science departments to create new opportunities for internships in Rome. We now have specific internships in Rome offered only to DePauw students who wish to work in the fields of Economics, Computer Science, Pre-Law, Sociology, and in STEM fields. The Italian program is particularly committed to the Department of Education through the Italian Enrichment Program, which gives our students the opportunity to practice teaching in the community's elementary schools.

4. How will the proposed new major affect current majors?

This is a new major and so it will not affect current majors.

5. What is your plan or timetable for implementing the minor? Will there be a period in which you

have minors operating under two sets of requirements?

If approved, the Italian Cultural Studies major and minor will be available to students starting in the 2019--2020 academic year. Students who are already minoring in Italian would have the choice of completing either the current Italian minor or the new Italian Cultural Studies minor.

6. Do the new Italian Cultural Studies major and minor carry staffing implications?

The new major and minor do not carry staffing implications. They have been designed for the current staffing level.

7. The Italian Cultural Studies minor is more language-focused than the Italian Cultural Studies major. Why?

Given the learning goals above, particularly the development of critical thinking and growth toward linguistic autonomy and fluency, the focus on language is appropriate.

ITALIAN CULTURAL STUDIES MAJOR

TOTAL COURSES REQUIRED

Eight

CORE COURSES

ITAL 171, ITAL 172, ITAL 271, ITAL 272 and additional courses in Italian to complete the major. Note that after the 100 level, courses are not necessarily sequential. Taking an upper level course without taking the 200 level courses needs permission of Program Director.

TOTAL OF FOUR OTHER REQUIRED COURSES

AT LEAST THREE COURSES AT 300 LEVEL OR ABOVE

Up to four, at least 3 at the 300 level or above: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470. Courses taught in English with emphasis on Italian culture may also apply. Only one at the 100 or 200 level. The list includes ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, ED 420, ENGL 261, HIS 111, HIS 112, HIS 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 2 credits toward the requirement for the major.

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement and capstone experience may have an interdisciplinary approach on a topic of interest to the students, including Global Health, Political Science, Sociology, Anthropology, International Relations, Economics, History, Art History, Music, Museum Studies etc. Alternative capstone experiences may include a service learning project directed to the dissemination of Italian Culture, or an innovative project of the student's design, with approval of the Program Director, as long as these projects include a component of scholarship and reflection.

ADDITIONAL INFORMATION

A student may elect an Italian major with a concentration in International Business.

Heritage speakers of Italian majoring in the language must complete a minimum of four courses at the 300 level or higher, including ITAL 375, ITAL 471, ITAL 472. When heritage speakers successfully complete their first three classes at the 300-

WRITING IN THE MAJOR

level or higher, with a grade of C or better in each, they receive two retroactive credits for ITAL 271 and ITAL 272 toward completion of the eight-course major.

Students may satisfy the Writing in the Major requirement for Italian Cultural Studies either with ITAL 375, ITAL 376, ITAL 470, ITAL 471, ITAL 472 or by taking a senior seminar in English in the area of their specialization, where a member of the steering committee will serve as co-advisor. This will open the opportunity for the students to develop their research skills within a community of learners, giving them the chance to discuss and present their work in the context of a seminar. Any course outside of the Italian program may be eligible, according to the student's project and with the approval of the Program Director.

ITALIAN CULTURAL STUDIES MINOR

TOTAL COURSES REQUIRED

Five

CORE COURSES

Four courses taught in the target language at any level. Taking an upper level course without taking the 200 level courses requires permission of Program Director.

OTHER REQUIRED COURSES

The minor requires one additional course from the following: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470 ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, ED 420, ENGL 261, HIS 111, HIS 112, HIS 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 1 credit toward the requirement for the minor. Only one course may be taken off-campus.

NUMBER 300 AND 400 LEVEL COURSES

The current Italian language minor would be dropped.

Italian

Total courses required	Five
Core courses	
Other required courses	The minor requires a minimum of five courses, including either five courses taught in Italian, starting at the 200-level, or four courses taught in Italian, starting at the 200 level, and one course taught in English on Italian cinema, literature, and/or culture (ML 164C or ML 295). Only one of these courses may be taken off-campus.

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

CORE COURSES:

ITAL 171: ITALIAN THROUGH CULTURE I

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence. *No pre-requisites.*

ITAL 172: ITALIAN THROUGH CULTURE II

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to compare Italian traditions to their own. *Prerequisite: ITAL 171, placement test, or approval of the Program Director.*

ITAL 271: CULTURA E SOCIETA' ITALIANA. I

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or longer. Lessons will present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. *Prerequisites: Language ITAL 171 & 172, or placement test, or approval of the 1 course Program Director.*

ITAL 272: CULTURA E SOCIETA' ITALIANA. II

Second year Italian. Second semester. Continuation of ITAL 271. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language Program Director. Normally ITAL 271 & 272 are taken in sequence, but 271 is not necessarily a prerequisite of Ital. 272.*

OTHER ITALIAN CULTURAL STUDIES COURSES:

ITAL 371: CONTEMPORARY ITALY. CONFRONTI INTERCULTURALI I

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language Program Director. Normally students enroll in 200-level courses before enrolling in 300-level course, but the sequence is not strict or mandatory.*

ITAL 372: THE ITALIAN CONTEXT. CONFRONTI INTERCULTURALI II

Continuation of Italian 371. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program*

Director. Normally students enroll in 200-level Language courses before enrolling in a 300-level course, but the course sequence is not strict or mandatory. ITAL 371 is not a pre-requisite of ITAL 372.

ITAL 375: TOPICS IN ITALIAN LITERATURE AND CULTURE

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. *Pre-requisite: Italian 172 and approval of the instructor. May be repeated for credit with different topics.*

ITAL 376: ITALIAN THROUGH FILM

Italian 376 is an advanced-level course that offers an in-depth look at Italian history and culture through the medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language, GL, S Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

ITAL 470: READINGS AND PROJECTS IN ITALIAN

This course is an independent studies course for advanced students of Italian who wish to pursue an independently designed program of research or inquiry in Italian. *Open to advanced students in Italian with permission of chair. May be repeated for credit with different topics.*

ITAL 471: ITALIAN CULTURAL STUDIES I

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students also focus on developing communicative skills of argumentation and negotiation. The course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in contemporary Italian society and culture. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Language, GL, S Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.*

ITAL 472: ITALIAN CULTURAL STUDIES II

This course is a continuation of ITAL 471. Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level Language, GL, S courses before enrolling in 400-level course, but the 1 course sequence is not strict or mandatory. ITAL 471 is not a pre-requisite of ITAL 472.

COGNATE COURSES:

Additional courses available on campus that can count toward the major. These courses have been discussed with both the instructor and the chair of each program, and they have been selected because they have a prominent Italian component. Other courses may count toward the major, according to their connection to the major, and with the approval of the director of the Steering Committee.

ARTH 131

INTRODUCTION TO ART HISTORY ANCIENT TO MEDIEVAL

This course surveys the major developments in art and architecture from the Paleolithic period through the

high Middle Ages. Emphasis falls on the ancient civilizations of the Near East, Egypt, the Aegean, Greece and Rome, the early Christian world, Byzantium, Islam and the Middle Ages in Western Europe. The approach is at once historical, in that visual forms and types of images are studied in their development over time and across cultures, and anthropological, in the sense that cultures are studied at isolated moments as a way of better understanding the significant roles art and architecture play within them.

ARTH 132: INTRODUCTION TO ART HISTORY RENAISSANCE TO MODERN

A survey of Western Art from the early Italian Renaissance to modern and contemporary art. We will view and discuss the major works of art from this period in chronological sequence, discussing their place in the larger historical developments of the west, including the political, social, economic, philosophical and theological. We will also discuss and practice some basic modes of art historical analysis.

M L 295: TOPICS IN MODERN LANGUAGES

Courses in specific topics, such as culture, literary movements or genres, linguistics or film. *Taught in English. May be repeated for credit with a different topic.*

M L 197: FIRST-YEAR SEMINAR IN MODERN LANGUAGES

A seminar focused on a theme related to the study of modern languages. *Open only to first-year students.*

M L 164: THE CINEMA

A. France; B. Spain/Latin America; C. Italy; D. Germany; E. Russia; F. Japan; G. China; H. World. Screening and study of representative masterworks of cinema, the film as art and a product of culture. No knowledge of the foreign language is required. *Credit toward a major or minor may be given at the discretion of the department.*

M L 183: OFF-CAMPUS EXTENDED STUDIES COURSE

May or Winter Term off-campus study course with a modern languages theme.

CLST 154: ANCIENT ROMAN WORLD

This course provides a broad survey of Roman history, society, and literature from its foundation until the fall of the Roman Empire. Students read widely from Roman primary sources such as Cicero, Vergil, and Tacitus. *Not open to students with credit in CLST 254.*

CLST 256: THE IMPACT OF EMPIRE: AUGUSTUS TO CONSTANTINE

This course will explore the following interconnected questions: How did Rome govern the enormous empire? How did Rome change the cultural and political map of the Ancient Mediterranean World? To what extent and how did the presence of the Roman rule transform the local and regional cultures? How did the expansion of the Empire have a reverse impact on the 'Roman Culture'? How were the 'barbarians' viewed at Rome?

CLST 264: HELLENISTIC AND ROMAN ART AND ARCHAEOLOGY

This course examines the artistic and architectural monuments of the Hellenistic kingdoms and the Roman world from the death of Alexander the Great through the end of the western Roman Empire (323 BC-AD 476). Issues may include: the archaeology of the economy and trade, the question of romanization (the archaeology of imperialism), iconography of political power, the material experience of everyday life, and the art of engineering. *Offered in alternate spring semesters.*

CLST 310: TOPICS IN MEDITERRANEAN ARCHAEOLOGY

A study of a specific topic in Mediterranean archaeology. Recent courses have treated such topics as Pompeii, the Archaeology of North Africa, and the Archaeology of Israel. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the department web page.*

HIST 111: EUROPEAN CIVILIZATION I--1300-1800

A history of Europe from about 1300 to 1789, including the end of the medieval world, the Renaissance and Reformation, Scientific Revolution, the age of Enlightenment and the French Revolution.

HIST 112 EUROPEAN CIVILIZATION II--1789-PRESENT

A history of Europe from 1789 to the present, including French Revolution and Napoleon, Industrialization, the Age of the Nation States, the struggle among liberal, communist and fascist ideologies, World Wars I and

II, postwar reconstruction, decolonization and European integration.

HIST 342: EUROPE OF DICTATORS

An examination of the social, economic, political and ideological conditions and processes that led to the establishment of single-party dictatorships in Italy, Germany and the Soviet Union.

ENG 261: MODERN CONTINENTAL LITERATURE

European writing from about 1885, stressing new directions in fiction and poetry from Zola to contemporary writers.

MUS 191: ITALIAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the Italian repertoire. Applicable to voice majors and their degrees in the School of Music. 1/2 course

MUS 230: HISTORY OF WESTERN ART MUSIC

This course is a one-semester survey of European art music from the ancient Greeks to the end of the Romantic era (ca. 1900). The course is designed to provide a solid grounding in the important historical, formal, aesthetic and stylistic developments in Western art music during this time. Topics include the development of important genres and forms, biographies of major composers, various theories of history and historical change and analyses of historically important musical works. *Prerequisites: Arts and Humanities MUS 130, MUS 114 & MUS 124, or permission of 1 course instructor.*

And other courses with permission of Program Director.

Appendix E. Complete Description of the Proposal for a New Major and Minor in Global French Studies

Proposal: The Global French Studies major and minor have been developed as part of the curricular restructuring of the Modern Languages program. The Global French Studies major and minor bring contemporary interpretative approaches to the study of the languages, cultures, literatures, and histories of French-speaking countries and regions. Students engage in dialogues on topics of high interest throughout the francophone world, including gender and sexual identities, post-colonial and urban identities, and women's political authority, while building the linguistic skills necessary to communicate confidently and effectively in French. The correspondence between critical modes of thinking and language study in Global French Studies courses provides an innovative and dynamic home for students wishing to explore or expand their knowledge of the French-speaking world. The option of incorporating courses taught in English or courses taught in another language of interest provides students with a flexible pathway to merge their passion for the francophone world with other related disciplines. The questions listed below were designed by the Curriculum Committee.

Rationale: *How does the proposed major and minor fit within the mission of the university?*

The university mission statement emphasizes a "diverse and inclusive learning and living experience" for our students. To this end, our program focuses on global learning and seeks to increase connections (both local and global) and rigorous, intellectual engagement through a diverse and inclusive curriculum. The Global French Studies major aims to actively promote linguistic, intercultural competence and understanding through a variety of course offerings. Starting at the 200-level, students examine and develop different perspectives on pressing contemporary questions in the francophone world, inviting them to consider the impact of their (existing or future) engagement as potential leaders in their own communities or elsewhere.

Learning Goals:

Students who major in Global French Studies will develop skills and knowledge for living and working in a global, multilingual, and multicultural world, as they prepare to engage with more than 220 million speakers of French. This program cultivates students' awareness of the linguistic and cultural processes that inform and shape their understanding of themselves, and of others. Global French Studies offers students varied opportunities to gain familiarity with the specificities of the languages and cultures of the francophone

world. With the addition of approved courses in English or another language, students have the option to expand their perspective across multiple languages, literatures, and cultures.

Questions:

1. Why does the Global French Studies major require seven language courses?

Requiring seven language courses is pedagogically sound and also realistic for current staffing levels at DePauw. We seek to give our students a firm foundation in the French language. At the same time, the new major gives students more points of entry. Eliminating the sequential nature of the 200-level offerings allows students more flexibility in terms of scheduling and content choice. Previously, students had to take 201 before taking 202 and were therefore subject each semester to the timebank and content chosen for the course needed to start or complete the sequence. The new non-sequential structure helps to dismantle some of these barriers with regard to content and scheduling by giving students the option every semester between two different issues-based courses taught in two different timebanks.

2. There are several courses listed under "Other required courses" that include the note "with approval of the Director of Global French Studies." How often are such courses taught? Will Global French Studies majors have enough course options to allow them to complete their majors in a timely fashion?

There are enough cognate courses that are regularly offered to fulfill the Global French Studies major. We understand the incorporation of a curated list of courses in English or another language as an integral part of the new Global French Studies (GFS) major and minor, although we do not want to limit students' choices and do not view such a list as exhaustive. As both a supplement to and an enrichment of our program offerings, courses taught in English or another language and approved as part of the major/minor add needed flexibility to the GFS student's curricular experience through increased course listings and expanded timebank options. Moreover, these offerings will provide dynamic opportunities for students to place themselves at the intersection of multiple disciplines and discourses, modes of thinking and time periods. We understand these courses to be in dialogue with GFS offerings taught in French. The following courses, for example, would allow students to interrogate the geographical space of the francophone world by focusing on history, religion, politics, or culture: HIST110: Modern Africa; HIST111: European CIV 1300-1800; HIST 112: European CIV 1789-present; HIST 221: France from Charlemagne to Napoleon; HIST 332: European Union; HIST339: Imperial Europe; HIST 358: Gender and Sexuality in the Middle East; REL252: Islam; REL352: Modern Islam; REL354: Women and Islam. Students might also choose to include courses whose theoretical or disciplinary content intersects with or provides critical expansion of French-language GFS course offerings, such as WGSS140: Intro to Women's Studies; WGSS250: Queer Theory, Queer Lives; or WGSS332: Women's Culture and Identity. Courses in world literature would allow students to consider linguistic and literary questions from multiple perspectives: WLIT205: Introduction to World Literature; WLIT 215: Topics in World Literature; WLIT315: Advanced Topics in World Literature. Courses taught in languages other than French and English encourage students to make cultural and linguistic connections beyond French- and English-speaking frames of reference, so courses taught in other languages would also be considered for inclusion in the major or minor at the discretion of the Director.

3. Status of Collaborative Conversations: Please list the faculty involved in the design of the major and provide a description of the conversations with cooperating programs.

Initial conversations aimed at reconfiguring the French major and minor took place in August 2016 among French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis, with input from Marius Conceatu (who was in his fourth year of a term position). An initial proposal was shared with the ML department early in the fall of 2016 to consider colleagues' input as well as their own work in their respective language

programs. Following a departmental retreat and ensuing ML meetings (discussions were wide-ranging, but not necessarily focused on our proposal), a collective decision was made to wait until late fall 2017 (11/22/2017) to submit our proposal jointly with the Spanish section. Both proposals were returned to us last spring (2018) with recommendations. With these recommendations in mind, the ML department convened in the spring (2018) to address concerns and detail the subsequent steps for finalizing our proposals to be re-submitted this fall. As of August 2018, the new proposal for the Global French Studies program is the work of French faculty members CJ Gomolka, Carrie Klaus, and Cheira Lewis.

4. How will the proposed new major affect current majors?

Assuming these changes are approved in 2018-2019, we will implement them into the curriculum in 2019-2020. Students entering DePauw in or after fall 2019 would complete the major in Global French Studies as described in the (revised) proposal. As for current students:

- Students do not generally declare a major in French before completing the 200-level courses, so we are unlikely to have students who need to complete these courses in order to complete a major in French (a quick review of advising transcripts of declared majors suggests that there may be one student in this situation).
- Given limitations in staffing, we would not propose to offer both “old” and “new” courses at the same time.

5. What is your plan or timetable for implementing the minor? Will there be a period in which you have minors operating under two sets of requirements?

If approved, the Global French Studies major and minor will be available to students starting in the 2019--2020 academic year. Students who are already minoring in French would have the choice of completing either the current French minor or the new Global French Studies minor.

6. Do the new Global French Studies major and minor carry staffing implications?

The new Global French Studies major and minor do not carry staffing implications. The major does not require an addition to the number of courses offered in French each semester and can, therefore, be supported with current staffing (three tenure-stream faculty in French, with occasional supplemental staffing during sabbatical leaves). In addition, it draws specifically on the expertise of our current faculty members (CJ Gomolka, Carrie Klaus, and Cheira Lewis). Finally, the inclusion of courses taught in English (or another language) not only allows students to craft a major that supports their individual interests in French and francophone language, literature, and culture, but also provides for flexibility in staffing, since not all courses that will count toward the major must be taught by French faculty.

7. How does the Global French Studies major differ from the current French major?

- New major/minor name: *Global French Studies* (Previous major/minor name: *French*)
- The number of required courses to fulfill the major has changed to 9 courses (8 previously);
- French 305: French Conversation and Phonetics (previously required) will no longer be offered or required
- French 327: Introduction to Literature in French (previously required) will still be offered (under a new name) but no longer required
- French 316: French Civilization, French 318: Contemporary French Civilization, and French 320: Business French will no longer be offered
- French 413: Advanced French Stylistics will no longer be offered or required
- French 201 and 202, now taught as content-based courses, will be renamed. This renaming reflects changes that have already occurred in these courses.
- French 203, 204, 205, 206, 304, 306, 319 are new courses that will count as electives toward the

major (see description below)

- 200-level: the 200-level courses are now non-sequential. Students can choose any two 200-level courses they wish to fulfill their requirements for the major or minor;
- 300-level: students no longer have to take a 300-level prerequisite course (previously, French 305) to enroll in any other 300-level courses;
- Students may now take two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.

There are currently four required courses for the major beyond the 200-level: French 305 (French Conversation and Phonetics), French 327 (Introduction to Literature in French), French 413 (Advanced French Stylistics), and French 420 (Senior Seminar). Two of these courses will still be offered in the new curriculum, although with slightly different names: French 327 (Literary Voices) and French 420 (Global French Studies Senior Seminar). The requirement to take French 305 will be waived for students who entered DePauw prior to 2019 and who have not yet completed this course. These students may choose to take another 300-level course in French in its place. The requirement to take French 413 will also be waived, and these students may choose to take one of the 300-level courses with the WIM designation.

GLOBAL FRENCH STUDIES MAJOR

Total Courses Required	Nine
Core Courses	<ul style="list-style-type: none"> ● Two courses in French at the 200-level
Number 300 and 400 Level Courses	<ul style="list-style-type: none"> ● Four courses in French at the 300-level ● FREN 420: Global French Studies Senior Seminar
Other Required Courses	<ul style="list-style-type: none"> ● Two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.
Senior Requirement and Capstone Experience:	FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a substantial research-based project in French on a related subject. They will present their work in English at a public panel.
Writing in the Major	One WIM-based 300-level course. In the 300-level WIM course, students will develop skills in research and writing as they prepare for their capstone project in French 420 (the Global French Studies senior seminar).
Additional Information:	<i>Off-campus courses</i> <ul style="list-style-type: none"> ● Students majoring in Global French Studies may

receive up to two credits for courses in French taken off-campus with approval by the director of Global French Studies.

- Students minoring in Global French Studies may receive one credit for courses in French taken off-campus with approval by the director of Global French Studies.

Heritage speakers

- Heritage speakers of French may not enroll in courses below the 300-level.

The current French major would be dropped.

FRENCH MAJOR REQUIREMENTS

TOTAL COURSES REQUIRED	Eight (exclusive of FREN 101, 102 and 110)
CORE COURSES	FREN 305, FREN 327, FREN 413, FREN 420 and additional courses in French to complete the major.
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	Six
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of FREN 420 with a grade of C or better.
ADDITIONAL INFORMATION	<p>A student may elect a French major with a minor in International Business, which must include FREN 316 or 318 and 320.</p> <p>Heritage speakers of French majoring in the language must complete a minimum of six courses at the FREN 315 level or higher, including FREN 327, FREN 413 and FREN 420.</p> <p>When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 toward completion of the eight-course major.</p>
WRITING IN THE MAJOR	In order to satisfy the Writing in the Major requirement for French, students must complete French 413: Advanced French Stylistics in addition to the senior seminar (French 420). In both French 413 and French 420, students will have a variety of writing assignments and opportunities to revise and reflect on their writing. Upon completion of the major, students should be able to write in French clearly and elegantly for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.
GLOBAL FRENCH STUDIES MINOR	
TOTAL COURSES REQUIRED	Five

CORE COURSES

- Two 200-level French courses
- Two 300-level French courses.

OTHER REQUIRED COURSES

- one additional course in French at the 300-level or above OR one course in English or another language at the 200-level or above by approval of the Director of Global French Studies. Only one of these courses may be taken off-campus.

Minor for heritage speakers of French:

- When students successfully complete two courses at the 300-level or above, with a grade of C or better in each, they receive retroactive credits for two 200-level courses to complete the four French courses required for the minor. The fifth course remains as described above.

NUMBER 300 AND 400 LEVEL COURSES

- Two or Three

The current French minor would be dropped.

FRENCH MINOR**TOTAL COURSES REQUIRED**

Five

CORE COURSES

None

OTHER REQUIRED COURSES

The minor requires a minimum of five French courses, starting at the 200-level. Only one of these courses may be taken off-campus.

Minor for heritage speakers of French: When students successfully complete three classes at the level of FREN 315 or higher, with a grade of C or better in each, they receive two retroactive credits for FREN 202 and FREN 305 to complete the five-course minor.

NUMBER 300 AND 400 LEVEL COURSES

Three

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

FREN 201: Outsiders and Insiders: Immigration in Post-Colonial France

Who gets to be “French”? Who belongs and who doesn’t? Do “differences” matter? This course will address these questions and more through French young-adult fiction and film that explore the migratory experience as well as distinct perspectives on sociocultural integration in today’s France. This course will also serve as an introduction to literary and film analysis in French.

FREN 202: Sex, Gender, and Identity in Contemporary France

This course introduces students to non-normative expressions of gender, sexuality, and identity in contemporary France. Throughout the course, students explore (graphic) novels, films, shorts, as well as cultural and political content and campaigns with these three themes in mind. The course begins by interrogating the notion of identity through critical markers like gender, sexuality, race, class, ableism, and religion. Using these tools students scrutinize expressions of masculinity and homophobia in francophone high schools and the *banlieue*; critically analyze the representation of sexuality and gender in media; and are introduced to the concerns of French trans-identified citizens.

FREN 203: Recent Fiction in French

Through close study of novels and short stories by contemporary writers (e.g., Faïza Guène, Amélie Nothomb, Éric-Emmanuel Schmitt), students will gain familiarity with, and appreciation of, recent fiction published in France and across the francophone world, and they will develop skills for discussing and writing about literature in French.

FREN 204: Screening Borders in Contemporary French and Francophone Media

This interdisciplinary course examines the complex concept of “borders” as a critical space of inquiry through a wide range of contemporary media resources including, but not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. This course will also serve as an introduction to media text analysis in French.

FREN 205: À la Une: France Today

Students will learn about issues and problems of high interest in contemporary France as they work with sources in the French press (including radio, television, and online newspapers) to explore current events and ideas from such fields as politics, business and the economy, energy and the environment, women’s rights, religion, ethics, education, health, family, arts, entertainment, and sports. This course is designed to enrich vocabulary, strengthen students’ grasp of the structures of the French language, and build oral and written proficiency.

FREN 206: Topics

An examination of a specific theme or issue in French and francophone literature and culture.

FREN 303: Spreading the Love?: LGBTQI+ Expression in the Francophone World

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the interrelated fields of LGBT and Queer studies within a francophone and anglophone context. Through graphic novels, topical magazines, journals, and media, as well as personal, fictional, and historical accounts of LGBTQI+ francophone expression, students will learn to interrogate conceptions of gender, sex, the body, and sexuality; will explore the politics of sexuality and sexual identity; will survey diverse expressions of sexuality, activism, and community; and will consider the reception/application of Queer studies in France. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, religion, class, culture and nationality.

FREN 304: Liberté, Égalité, et Autre(s): Non-Normative Identities and the Queer French Republic

This course explores how non-normative French communities are evolving the sacrosanct notions of French citizenship, universalism, and republicanism in contemporary France. Students will explore works focused on members of the LGBTQI+, Muslim, immigrant, *banlieue*, and feminist communities through readings, cultural *realia*, film, documentaries, conferences, and critical articles. We will question what it means to be a citizen in contemporary France; how the rise of communitarian practices is viewed by and is changing the French Republic; what form a “Queer” French Republic might take.

FREN 306: Advanced Topics

An examination of a specific theme or issue in French and francophone literature and culture, at the advanced level.

FREN 315: “Eux” et “nous”: Francophone Peripheral Voices

A critical appreciation of the construction of individual and/or collective identities in Francophone literatures and cultures. Students examine the complex dynamics between “national identity” and cultural diversity through a variety of contemporary texts, each of which engages with questions of, among others, race, privilege, space(s), displacement of colonial ideology, representation, and freedom of religion.

FREN 319: Plural Histories

An unconventional and interdisciplinary look at French history that critically engages notions of dominance and power, and involves disciplines such as literature, philosophy, gender and media studies and film.

FREN 327: Literary Voices

Students will read, discuss, and write about a variety of literary works past and present, in multiple genres (including poetry, prose, and drama) and from multiple perspectives within France and throughout the French-speaking world. Students will consider how writers engage in aesthetic, intellectual, social, and political issues; they will assess the enduring value of writers and texts; and they may even do some creative writing of their own in French.

FREN 420: Global French Studies Senior Seminar

FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a writing project in French on a related subject. They will present their work in English at a public panel.

Appendix F. Curricular Changes in the Department of Modern Languages and the Creation of Global Language Studies programs: A Background and Overview

Over the past three years, faculty members of the Modern Languages department have engaged in a sustained examination and study of their curricula following a self-study in 2014-15 and external review and report in 2015-16. Two prominent goals of this work were to 1) acknowledge and valorize the distinct disciplinary identity of the study of each language and 2) to provide students with engaging and issues-based analytical frameworks for language study. The resulting curricular proposals researched and designed in 2016-17 and fall of 2017 have been reviewed by the Curriculum Committee starting in the spring of 2018, when a template for the curricular changes of each language program was designed by the Committee (see below). Each of the six language programs (Chinese, French, German, Italian, Japanese, Spanish) have presented a new curriculum to the Committee, which has engaged in in-depth discussions and repeated revisions with all language programs throughout the fall of 2018. The Curriculum Committee is bringing the proposals forward to the faculty, with its endorsements, over a period of three months as proposals are finalized. The distinct identity of each language studies program will necessitate administrative changes,

which are described below, and, following University precedent, will be voted upon after curricular proposals have been approved by the faculty.

I. TIMELINE

- 2014-15: Self study and preparation for external review
- 2015-16: Discussions of external review report within department and with VPAA
- 2016-17: Departmental discussions and retreats about mission, curriculum, structure
- 2017-18: Further discussions, retreats, workshops about missions, curriculum, structure
- 2018-19: Curricular proposals and request for reconfiguration to Curriculum Committee

II. RATIONALE FOR CURRICULAR CHANGE

- Acknowledge and design distinct disciplinary identity of each language
- Provide analytical frameworks to the study of languages at DePauw, beyond proficiency
- Create points of entry to language study for students, beyond the language requirement
- Valorize the research (e.g., literary analysis) as well as teaching expertise of the faculty
- Raise the profile of languages at DePauw in connection with our Global Learning mission and learning goals.

III. SUMMARY OF CURRICULAR CHANGES WITH TIMELINES

Language

Existing catalog offering

Proposed catalog offerings and changes

Asian Studies curricular possibilities:

Chinese Minor

Japanese Minor

Additions to catalog for Asian Studies: tabled in November for December vote

- *Add Japanese Studies Major*
- *Add Japanese Studies Minor*
- *Add Chinese Studies Major*
- *Add Chinese Studies Minor*

French curricular possibilities:

French Major and Minor

Changes to catalog for Global French Studies: tabled in December for February vote

- *Add Global French Studies Major*
- *Add Global French Studies Minor*
- *Drop French Major and Minor*

German curricular possibilities:

German Major and Minor

Additions to catalog for German Studies: projected to be tabled in February for March vote

- Add German Studies Major
- Add German Studies Minor

Italian curricular possibilities:

Italian minor

Changes to catalog for Italian Cultural Studies: tabled in November for December vote

- Add Italian Cultural Studies Major
- Add Italian Cultural Studies Minor
- Drop Italian Minor

Spanish curricular possibilities:

Spanish Major and Minor

Changes to catalog for Hispanic Studies: projected to be tabled in February for March vote

- Add Hispanic Studies Major
- Add Hispanic Studies Minor
- Drop Spanish Major and Minor

Curricular Proposal Template:

Major: *Name of the major*

Learning Goals: *What the learning goals are for the major, and how the requirements will fulfill those goals.*

Rationale: *How the major fits within the mission of the university, and evidence for its feasibility.*

Status of Collaborative Conversations: *A list of faculty involved in the design of the major, and a description of conversations had with cooperating programs.*

Requirements for A Major

Total Courses Required: *the total number of courses required.*

Core Courses: *A list of the courses that must be taken to fulfill requirements.*

Other Required Courses: *A list of courses that can be taken to fulfill requirements.*

Number 300 and 400 Level Courses: *the number of 300 and 400 level courses that must be taken.*

Senior Requirement and Capstone Experience: *A description of the course and/or project that fulfills the capstone experience.*

Additional Information: *Any co-curricular requirements, exceptions or substitutions to course requirements, special tracks within the major, or special limitations.*

Recent Changes in Major: *If this is a restructuring of a previous major, indicate the name of the previous major (if different), what the significant changes are, and the year the change would take place.*

Writing in the Major: *The specific learning goals for writing in the major and course(s) that fulfill the requirement.*

Description of Required Courses: *A list of the Department Course Number, Title, and description for all required courses, including optional courses and courses in other programs or departments.*

IV. ADMINISTRATIVE STRUCTURE *still being discussed by the Curriculum Committee; to be discussed by the Review Committee as well; please note, these are preliminary ideas.*

Web sites – 4 new web sites

- **Asian Studies** already exists; need to update web page to provide language studies info
- **Global French Studies** - new web page with curricular changes
- **German Studies** - new web page with curricular changes
- **Hispanic Studies** - new web page with curricular changes
- **Italian Cultural Studies** - new web page with curricular changes

Directors – 1 course reassignment for Hispanic Studies

Director of Asian Studies - selected from the existing interdisciplinary committee

Interdisciplinary committee - already exists, participation of various disciplines

Director of Global French Studies - selected from French language faculty member

Interdisciplinary committee: French language faculty members and interdisciplinary colleagues

Director of German Studies - selected from German language faculty members

Interdisciplinary committee: German language faculty members and interdisciplinary colleagues

Director of Hispanic Studies - selected from Spanish language faculty member

Interdisciplinary committee: Spanish language faculty members and interdisciplinary colleagues

Director of Italian Cultural Studies - Italian language faculty member

Interdisciplinary committee: Italian language faculty member and interdisciplinary colleagues

Duties of Global Language Studies Directors

(course reassignment as of 8 language faculty members)

Schedule of Classes

Personnel Committees

Search Committees

Off-Campus Study Credit for the Major

Schedule meetings of the steering committees (once a month or twice a semester based on need)

Lead discussions of curriculum and pedagogy

Coordinate with Administrative Assistant (programming, commercial cards, etc.)

Support of non-tenured faculty (observations, responses to annual reports, etc.)

Duties of one Languages Coordinator

(need to assess whether requires 10-12 hours a week; more likely as service assignment)

Supervisor of Administrative Assistant

Requirement/Placement advising (at beginning of each semester)

Off-Campus Study Credit for the General Education requirement

Petitions (in coordination with Dave Berque and Registrar Office)

Queries and petitions regarding the Language Requirement (old and new)

Changes to catalog copy about the General Education requirement

Call divisional meetings on initiatives and issues that shape all language programs.