

**Faculty Meeting Minutes
November 5, 2018**

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

Called to order at 4:04 pm.

2. Tribute to Bob Hershberger, Professor of Modern Languages (Alex Puga)

Text found in Appendix A.

3. Verification of quorum- Reached quorum at 4:08 by visual observation of the chair. Eventually 144 faculty were present.

4. Consent Agenda

A. Approval of Power, Privilege and Diversity designation (by Course and Calendar Oversight Committee)

1. PACS 100: Introduction to Peace and Conflict Studies: SS and PPD (one time for Spring 2019)

B. Approval of the summer French studies program in Nice, France, for GL credit. (by Curricular Policy and Planning)

C. Approval of the Faculty Meeting Minutes for September 17, 2018

D. Approval of the Faculty Meeting Minutes for October 1, 2018

E. Approval of Bridget Gourley to serve on the Faculty Personnel Policy and Review Committee

Consent agenda was approved.

5. Extended Studies Update (Dave Berque)

Dave Berque shared a series of PowerPoint slides about extended studies.

EXTENDED STUDIES UPDATE

NOVEMBER 2018 FACULTY MEETING

CONTEXT

- ES changed effective with class entering fall 2014
- Class of '18 is first class under new system
- Key changes
 - 0.5 credit courses for financial and cultural reasons
 - Number of required experiences dropped from 3 to 2
 - Faculty participation became optional

CONTEXT

- Trial Period
 - See Handbook, General Policies XXXII
 - "...*Winter Term Responsibilities for Faculty Members, is therefore temporarily suspended during a trial period, beginning with Winter Term in January 2015, during which the Extended Studies program and changes to Winter Term and May Term will be evaluated.*"
 - Preliminary update today

FOCUS OF PRELIMINARY UPDATE

- Student participation levels for class of 2018
- Financial access for students
- Faculty participation levels
- Note: first and second points raised by faculty four years ago

PARTICIPATION LEVELS CLASS OF '18

- Must complete at least two ES experiences
- Includes on-campus courses, off-campus courses, internships, semester off-campus study, etc.
- Starting with class of '19 at least one ES must be completed through participation in a DePauw-led Winter Term or May Term course, group travel experience or creative project.

'18 ALL ES EXPERIENCES

- 119 seniors had **two** ES experiences
- 170 seniors had **three** ES experiences
- 112 seniors had **four** ES experiences
- 62 seniors had **five or more** ES experiences
- Plus many unrecorded internships

COUNTING ONLY WT AND MAY TERM COURSES, INDEPENDENT STUDIES AND INTERNSHIPS

- 39 seniors have had **one** experience
- 196 seniors have had **two** experiences
- 155 seniors have had **three** experiences
- 62 seniors have had **four** experiences
- 6 seniors have had **five or more** experiences
- Plus many unrecorded internships

COUNTING ONLY WT AND MAY TERM COURSES & INDEPENDENT STUDIES

- 70 seniors have had **one** experience
- 200 seniors have had **two** experiences
- 124 seniors have had **three** experiences
- 57 seniors have had **four** experiences
- 3 seniors have had **five or more** experiences

STAFFING TYPES FOR WT 2018

	On Campus Courses	Off-campus Courses
Regular Faculty	20 courses	8 courses
Extended Faculty (Internal)	6 courses	1 course
Extended Faculty (External)	8 courses	0 courses
Team: Regular + Extended Faculty	0 courses	7 courses

TOTALS 34 On Campus 16 Off Campus

Note: Extended faculty members have MS and/or PhD degrees.

STAFFING TYPES FOR WT 2019

	On Campus Courses	Off-campus Courses
Regular Faculty	20 courses	9 courses
Extended Faculty (Internal)	5 courses	0 course
Extended Faculty (External)	6 courses	0 courses
Team: Regular + Extended Faculty	1 courses	7 courses

TOTALS 32 On Campus 16 Off Campus

Note: Extended faculty members have MS and/or PhD degrees.

FINANCIAL ACCESS

- For 2014-2015
 - 29% of the student body had high need
 - 24% of off-campus ES participants had high need
 - Underrepresentation of 5%
- For 2015-2017 (average)
 - 31% of student body had high need
 - 28% of off-campus participants had high need
 - Underrepresentation of 3%

FINANCIAL ACCESS

- Takeaways
 - Some progress but more work to do
 - Need finer grain analysis
 - New endowed fund providing extra funding for highest need students starting in 2018-2019
 - Will re-compute access for this year

Kevin Kinney – Would like to see data comparison for before 2014, to compare before changes were made.

Dave Berque- Will produce data from earlier for comparison.

David Alvarez – Could Dave offer a breakdown of what those extended faculty positions are?

Dave Berque – Criteria is does this teacher typically teach in the fall or spring or does not.

In the Hubbard Center the pre-law advisor doesn't typically teach in the fall but will teach a winter term.

The director of career development also does not teach in fall or spring but will do WT. Doug Smith an alumnus does at WT.

Doug Harms –Does a two faculty led off-campus project count for two faculty positions in the data?

Dave Berque – No, these are listed as courses, not faculty instructors.

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

Anne Harris opened her presentation with a set of PowerPoint slides.

FACULTY MEETING MONDAY, NOVEMBER 5



HIGHER LEARNING COMMISSION ACCREDITATION

5 Criteria

1. Mission - **Met**
2. Integrity: Ethical and Responsible Conduct - **Met**
3. Teaching and Learning: Quality, Resources, and Support
Met with concern (3A): learning goals
4. Teaching and Learning: Evaluation and Improvement
Met with concern (4A): program reviews
Met with concern (4B): assessment of student learning
5. Resources, Planning and Institutional Effectiveness
Met



HIGHER LEARNING COMMISSION ACCREDITATION

What does this mean?

No interim monitoring
Choose our own pathway (Open or Standard)

Final report from the Institutional Action Council in coming weeks

Two sets of interim reporting:

By August 31, 2020

- (3A): learning goals
- (4A): program reviews
- (4B): assessment of student learning

As part of Four-Year Review in 2022
further progress on same 3 concerns

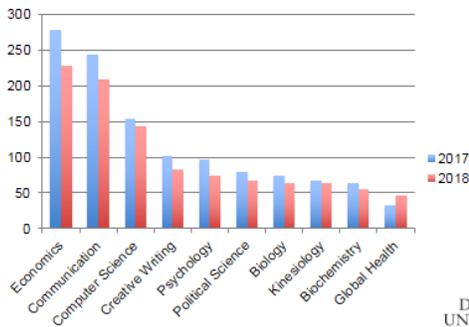


DePauw and Peer Institutions List

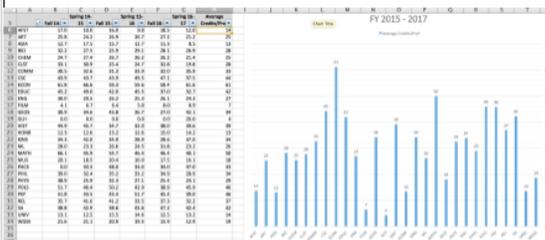
1. Connecticut College
2. Denison University
3. DePauw University
4. Earlham College
5. Franklin and Marshall College
6. Furman University
7. Gettysburg College
8. Illinois Wesleyan University
9. Macalester College
10. Mount Holyoke College
11. Occidental College
12. Ohio Wesleyan University
13. Rhodes College
14. Sewanee-The University of the South
15. Skidmore College
16. St Lawrence University
17. St Olaf College
18. The College of Wooster
19. Union College
20. University of Puget Sound



MAJORS AT DEPAUW



STUDENT CREDIT HOURS AT DEPAUW



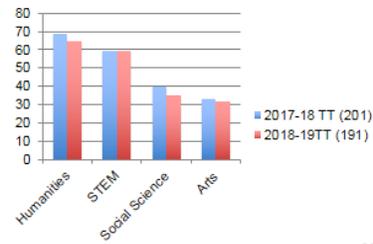
CLASS SIZE AT DEPAUW

	A	B	C	D	E	F
1		Fall 2014-15	Fall 2015-16	Fall 2016-17	Fall 2017-18	Fall 2018-19
2	2-10	104	129	125	122	111
3	11-15	152	164	174	158	149
4	16-20	122	130	138	129	130
5	21-25	80	82	74	70	76
6	26-30	38	27	29	39	40
7	31-35	13	7	6	5	8
8	36-40		3			1
9	>40			1		
10	Grand Total	509	542	547	523	515



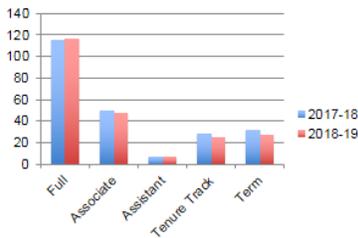
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FACULTY DISTRIBUTION BY CURRICULAR AREA



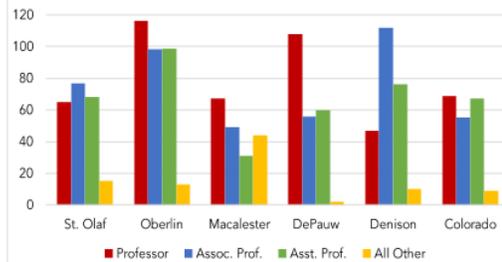
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FACULTY DISTRIBUTION BY RANK



9

Instructional Staff By Type (2016-17)



10

DISCUSSIONS FOR ACADEMIC EXPERIENCES



1. Continue to discuss faculty position – work w/ Dean of Faculty, Governance and Review Committees, chairs
1. Analyze/visualize service – work w/ Review Committee
2. Class size (adjust higher for student need) work w/Registrar
 1. Course reassignment (dept. limit? rotation?) work w/chairs
 1. General Education rotation (revaluing GenEd as liberal arts)
 1. "Permeable curriculum" (revaluing liberal arts in the major)

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These are all the matters of the regular time of the academic experience; the work of academe that is daily, weekly, monthly, yearly. But we are currently living a different kind of time at the institution right now: a vital time that is being guided by a process that is largely binary featuring “yes” or “no” (with the option to abstain), and the potential for the feeling of “winners” and “losers,” and further hurt. My thoughts – and I think those of many of you from what I have read and in what I have heard you say in our conversations – turn to the time **after**. To how we are going to come together to the table to talk about curriculum, student

learning, scholarship, and all of the component parts of the academic experience, after this day's deliberation, after this vote, after this month. And here, I think of our practices in research, scholarship, teaching, and service as they are informed by collective and collaborative theories: feminist theory, critical race theory, economic theory, the scientific process, the artistic process. All of those ways that we move through complex issues iteratively and deliberatively – and that we can look to sustain us **after**.

Geoffrey Klinger (GK)– How are we going to use the peer institution list? Oberlin or Colorado College are on the first slide but they are not later.

Anne Harris (AH) – When you are looking at different issues you are going to be looking at different schools. ACM and GLCA we've done for years and years. Now we have the new list.

GK: We aren't going to look at the true comparison for everything?

AH – Every year we compare the ACM and GLCA and it could be that we use the new list. The other list might not be serving us.

Jeff Kenney – Do we have the spring data, because it strikes him that the fall is always going to be heavier with FYS.

AH – I will get Bill Tobin to run new reports with spring for those years.

7. Communications from the President (Mark McCoy)

I want you to know that I will spare no effort in improving our relationship. I am saddened that we find ourselves here, am concerned about you and every person on this campus and am committed to getting to a better place. DePauw's challenges are real but we can get through them by working together. I have been meeting with departments and am happy to meet with you, individually or collectively, to better understand your concerns and point of view. And I would offer that, even today, a few thousand students had a great day and had their lives made better by our collective efforts.

As there is a specific motion before you, I offer the following four clarifications. I do not wish to challenge every assumption or statement but I feel I should state these clarifications for the record.

1. The cabinet I served on as dean had as many as 14 members. When I took over as president it went to 12. It is now 11. The growth of college administration is a legitimate concern as parents and students want more services and we must continue to look at how we do that without increasing costs beyond our ability to pay.
2. The hate crimes and their aftermath are rightly a subject of critique. We have modified many procedures on campus, invested in administrator education, and my leadership role at the state level for a hate crimes bill are all opportunities to make us more just and inclusive.
3. The School of Music dean was the product of a search with a team comprised of faculty, staff, and students.
4. We have discussed healthcare at length. My decision to have a committee including faculty, staff, administration and board make the recommendation was an effort to be transparent and inclusive. We should have increased our communications on this topic and will do so in the future. The administration and the board are monitoring the implications on our employees—particularly those at the lower salary levels, to

be certain these changes are manageable.

Moving on from the motion itself, I would offer that I recently completed the great Chernow biography on Alexander Hamilton. Most of my armchair-historian work has been dedicated to the American civil war and it was good for me to get back to our country's founding. It also gave me the opportunity to reflect on our society today. In the political discourse in our country today, many are no longer content to attack ideas—they attack the purveyor of the idea. People aren't seen as good people with differing or even bad opinions—they are seen as evil. If your view is different, you are not dissimilar, you are stupid or vile or malicious. It doesn't feel good in our country right now and somehow reading about our founding helped me understand that when passions run high, times can be hard. Every person founding our country in the late 18th century was committed to the best America they could imagine and they wanted it deeply. They were inventing something that had never been seen and there was no clear model. There were many visions for what this new world should be. If folks disagreed with that vision they had to fight and to fight with everything they had to achieve what they so passionately believed. And we benefited from that—that passion—that conviction. We would have to address our original sin through a civil war and spend decades fighting for an equality that has yet to arrive but our imperfect constitution has stood this long because it was born of such trying times and of such passionate conviction.

So what can we learn from this history and from the state of discourse in our country today? I would hope we could learn and demonstrate how to work through our differences. All of us are smarter and stronger than any of us. We need that collective intelligence and combined strength at this moment in DePauw history. I confess that it is very difficult to choose words to say when those words might likely be examined for every possible opportunity to be interpreted negatively or even thought to have been written in malice. But if we give each other the benefit of the doubt: "you are not attacking me personally, you are concerned for your job and your healthcare." "I am not fearmongering or looking for ways to hurt people but am trying to get DePauw to a place that won't feel like the last decade-plus has felt,"—if we could give each other the benefit of the most respectful interpretation, we have a place to work from. And from that place, we can achieve solutions.

A university has many constituents—alumni, donors, trustees, students and prospective students and parents of each, local, state and national lawmakers, business partners and community leaders. But the heart of the institution is the faculty and staff that deliver a life-changing education every day. Our institution's future relies on the good relationship of each of those constituencies to thrive. Most of those relationships are in a good place—some would say better than in a long time or even better than ever. I am here to offer my open hand and level best to repair the relationship with those on our faculty who are troubled and concerned about my leadership. It is likely that some have already decided their position and nothing will change it. I accept that. For those that are willing to work with me to get us to a better place, let us start that now. The good relationship and potential in all of those other constituencies is a lot to lose if we cannot.

Hamilton powerfully opposed Jefferson who opposed Adams who opposed even his own cabinet. We now know them collectively as the founding fathers. We have had our differences; it is my hope that history will remember us as the leaders DePauw needed to build a sustainable future.

Jeanne Pope – Thank you for that. As we think about a sustainable DePauw, it is critical that we think about integrated social equity and protecting environmental health. We should think of more issues than just financial health.

President McCoy – Thankful that we are starting the Campus Energy Master plan this summer that will help in this way.

Geoffrey Klinger (GK) – The Academic Handbook says that DePauw strongly affirms AAUP principles. I feel that the BOT doesn't feel beholden to those principles and authority of AAUP? What is the administration views on these principles that are in the Academic Handbook. Does the administration view our annual letters as contracts?

President McCoy – I think the letters of appointment are letters of appointment. There is no conversation on trying to assault tenure, as DePauw looks to a financial model that is workable. This is not new. We offered a voluntary retirement plan. Those are the types of things that could happen again.

GK – Does the administration affirm the wording about AAUP?

President McCoy – My comment was that the Board is bound by the by-laws and affirms AAUP principles.

GK – Thank you.

Rebecca Alexander – You said your generous read of us was that we were worried about our jobs and our health, I think a generous read would actually be that we are worried about the institution and our students, not just our jobs and our health.

President McCoy – Thank you for that.

Glen Kuecker – Talks about ongoing crisis at DePauw have happened before and after President McCoy. I would like to hear your perspective on how it is that our institution is constantly finding ourselves in these positions of crisis that become a challenge for all the members of the community to live, learn, and work here.

President McCoy – Told cabinet that he has been here 8 years and each semester is more challenging than the first one. This does not mean he cannot do things to improve and the administration can't do things to improve. Higher education has operated as if there is a secret hiding place of full pay students, or more students will come here for one reason or another. Our board had hope that we could increase the revenue side to take care of the expense side. Year after year the board would make these decisions with that hope. The board intentionally avoided steps that other institutions made in '08 to spare our employees and because they thought it would get better and turn around. After years of hoping to grow the class, those things did not happen. Maybe our efforts just stemmed the tide and kept it from getting worse or maybe it just didn't happen. This is a very hard time on campuses across the US. In addition to that, at DePauw, we have the overhang of the financial recession and we have been smaller in 10 of the last 11 years. We are trying to find a way to make DePauw sustainable. The trustees don't believe there more students alone can solve this problem. The financial situation is not the fault of the people in this room. You've weathered more and seen budget cuts and tried to overcome these challenges. In my time here the board has given a 3% raise, and now they are at the point where they can't do that any longer. That feels bad for all of us. Until we fix that problem, it is always going to feel this way. While we face these fiscal constraints we are going to feel this way.

Rich Cameron – I'm still trying to understand the new financial modelling shared with the faculty at the

reporting-out meeting last Thursday. One slide presented a scenario in which DePauw funds the future building of new dorms 100% through taking out loans. Given that you've just now seemingly said that you and the board of trustees don't see a way to get us out even of the current financial hole we're in, it seems either that you're scaring us with a boogey-man with this dire 100% loan scenario or you are contemplating recklessly digging our financial hole much much deeper when -- again -- you've just admitted you and the board don't see a clear way out of the lesser hole we're already in. Help me understand what's going on here -- this idea to dig a financial hole we're already struggling to get out of much much deeper seems simply reckless.

President McCoy – The data shown were just a set of projections and numbers. It showed how the deficit would progress if we do nothing. Other slides showed different scenarios. Some feel that when cost of loans were at historic lows we should have taken on debt but we did not take on debt. We are not fixing the housing problem as a recruiting tool (though it may help admission) but because it will cost more to sustain the repairs of the building than it would be to build new. The complaints about the dorms have been reported to the board for more than ten years. The charts are available to be looked at they are not plans but scenarios.

Kaleb Anderson – Concerned about safety for students. If we speak to the crisis that continues one would be hate crime. Hate crime seems to be happening at a faster pace. To what extent are you and your cabinet looking at safety for students?

President McCoy – What we found in the process last year that even if we caught the people who did this the absence of a hate crime law makes it hard to do anything. If we had that law it would be helpful. We have provided additional safety officers. Students expressed concern, more officers in uniforms and cars can be triggering. Cameras were added on campus. Alan and I meet regularly and Alan meets with public safety. Always looking at additional ways to provide safety.

8. Student Academic Life

Written Announcements:

Cindy Babington (Vice President for Strategic Initiatives) met with the SAL committee to discuss the most recent results from the National Survey of Student Engagement (NSSE). Those results can be found in eServices under "Additional Links" and "Surveys and Reports". The file folder is "2018 National Survey of Student Engagement".

The committee continues to discuss the demonstration policy and welcomes input from the faculty.

The committee also continues to discuss the common read and will submit a recommendation for the next academic year.

9. Faculty Development (Erik Wielenberg)

Dean of Faculty Tamara Beauboeuf

Faculty Fellowships for 2019-2022 and are awarded to Michael Roberts, Dan Shannon, Chris White, Henning Schneider, and Tim Good.

As we think about quality teaching, one thing that has emerged is that teaching is a thing of joy for us.

Please consider nominees for the United Methodist Exemplary Teacher award.

The PPD workshop this fall has served as a new model. In the spring semester, we are going to do global learning using the same format. Opening session on 2/8 and 2/9 followed by a reading group and follow up activities next year.

10. 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. Expect some open meetings on this in the spring. We do all of this while still being short of members for this committee. The Review Committee needs one more member for the remainder of the Fall semester continuing through the Spring semester and another member for the Spring semester.

Jeff Hansen – one of the issues is community contribution. Looking for ways we can encourage and help all faculty at DePauw to contribute. If you have suggestions please let them know. Hoping to have open meetings next semester. Stress that the importance of the work that they do on the review committee and great need for additional members on that committee. Looking for one more faculty member for this semester and next semester, and one more beyond that for the following semester.

11. Strategic Planning Committee (Jeane Pope)

A. Report on conversation with Board Chair Kathy Vrabeck

B. Financial planning report

C. Function of the Strategic Planning Committee

The Strategic Planning committee has two reports to bring to the faculty today. First, a report from the recent Board of Trustees meeting. In addition to attending the Academic Affairs committee meeting and the first plenary session, five of the six faculty members on the SPC met with in-coming board chair Kathy Vrabeck on Wednesday, October 10. My initial thought when inviting her was that this would be an opportunity for Kathy and the committee to meet each other and to discuss her ideas and plans as Board Chair. However, this plan shifted as the faculty expressed more and more concerns about the state of the University. Because the faculty members on SPC are the faculty's connections to the Board, we felt that it was necessary to share two important ideas with the new Chair. First, the faculty would like to discuss ways

to broaden the channels of communication such that the Office of the President is not the only way that information about campus is shared with the board. Second, that the broad discontent on campus indicates problems with presidential leadership.

Though scheduled for only an hour, Kathy stayed to talk with us for nearly two hours. The statement that Howard Brooks shared with the community last week is consistent with what we heard from her in person. Specifically, Kathy let us know that

- 1) the Board believes in and is committed to DePauw's identity as a Midwestern, residential Liberal Arts institution
- 2) The Board believes that President McCoy is the right person to lead our university through challenging times for liberal arts colleges
- 3) The Board welcomes faculty ideas and comments about the curricular mission and the state of the university via the Academic Affairs committee and the ongoing participation of the Strategic Planning Committee in Trustee meeting.

I want to pause here to see if there are any questions or comments about this specific meeting.

Reports from the other sessions that the faculty members of the SPC attended have been shared elsewhere, and the only other things that I will add are that 1) the members of the Academic Affairs committee felt it important to listen to the students protestors that took place during their meeting, and that 2) the SPC faculty were grateful for the comments that our colleagues Howard Brooks, David Worthington, and David Alvarez shared with the Academic Affairs committee. The Chair of the Faculty will post these comments when he receives them to the community at large.

Our second report is brief, so I'll offer it before taking questions. The Strategic Planning recently met with Vice President and Associate Vice President of Finance and Administration Bob Leonard and John Carrigan to discuss the budgeting schedule and DePauw's financial modeling tool. These conversations did not get very far due to time constraints, though we did learn that the Office of Finance and Administration is in the process of gathering benchmarking data on for comparison institutions and will share that with the SPC when the process is complete. We expect to meet again in early December.

I welcome questions on either of these issues or anything else within SPC's purview at this time.

Joe Heithaus – Who are we comparing against financially, we need to create a realistic aspirational list of colleges?

Jeanette Pope (JP) – Bob Leonard would be sharing a template with what information is being sought. She will ask information about what is being compared.

Bob Leonard – Benchmarking against GLCA and ACM expanded recently to 20 peer institutions shared by Anne Harris earlier in the meeting. We are taking a broader look at top 100 schools, including aspirational schools.

David Alvarez – Is there any ongoing discussion about expanding the formal institution connections between the faculty and BOT beyond the committee and academic affairs.

JP – One of the open meetings, SPC had reserved that date to have a number of thoughts on the conversation. Given the importance of the connection, asked Howard to turn that time over to him. Number of ideas on ways to align committees with board governance committees. Some of those might be the curriculum and course and calendar committee meets with academic affairs or the chair meets with that committee. The strategic committee might meet with finance. Talk through some of these things on the 29th. Institutional shared governance, how we as the faculty work with the board and administration to serve our students and broader institution.

Bob Dewey – Talk about leadership, management, and vision. Would like to know what Jeane and the members thought about the BOT and their vision and if you feel they have a plan to get us there.

JP – Hesitant to speak on behalf of her colleagues. There is not a shared response to that question. The term demoralized was widely shared, that came from a sense of faculty going in and noting large concerns about leadership and management. The board believes in this president. The board believes they have the president they want. Vision, there was not a shared plan on how that might happen. One of the things that we said, what will DePauw be in 5 years. A great Midwestern residential college, but how? I didn't feel there was a response to that question. Questions how did we not follow up with a question. It was a hard conversation to have as we tried to process the information that we heard.

President McCoy – Has worked at DePauw for eight years. There was a period of time that the board thought that providing student opportunities might drive student enrollment, and maybe it did. Now as we assess parents and students and new conversations are had such as generation Z students don't want to travel more than 60 miles for college and their parents are looking for outcomes. Many schools are moving away from liberal arts, others add graduate programs and professional programs. Our board and this administration says we need to double down on liberal arts. To draw students from more than 60 miles away we need to do something distinctive such as the commitment. Commit ourselves to the success of each student.

JP – I can confirm that. Even though those details were not spoken. The chair of the board does believe in the commitment, believes that Mark has not been given a chance to execute the plans that he has. The board chair feels that President McCoy is going get us to a good point, that is the plan that was shared. I wanted to have this report out in front of the faculty to have share information, transparency about that conversation. If there are additional details or you would like to talk more the committee would be open to doing that.

12. Curricular Policy and Planning (David Alvarez)

Written Announcements:

A. With the input of faculty members who responded to its survey, the Curricular Policy and Planning

committee developed and presented a report to the Academic Affairs Committee of the Board of Trustees.

We also met with current and previous members of the Admissions committee and the Education Studies department to discuss data and articles about test optional admissions policies. And we have begun coordinating with the Dean of Student Success and Retention on the development of policies related to admissions policies for transfer students. We continue to follow up on reports from subcommittees. The VPAA also shared materials with the committee related to marketing DePauw's academic programs. In addition, we have been working on reviewing a number of proposals for majors and minors.

B. A reminder that the committee is seeking volunteers for the Resource Allocation Subcommittee, whose work will soon begin. The deadline for volunteering is Tuesday, November 6.

C. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty 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**.

D. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve a new major and minor in Chinese Studies. A complete description of the new major and minor may be found in **Appendix C**.

E. The Curricular Policy and Planning committee gives advance notice of intent to ask the faculty to approve 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**.

David Alvarez – reminded the committee is looking for RAS volunteers by tomorrow. Thanks to everyone who is volunteering.

13. Faculty Priorities and Governance (David Worthington)

A. Motion to be voted on:

Current Handbook Language

STUDENT PUBLICATIONS COMMITTEE

1. *Function:* This committee shall exert final authority over *The DePauw* and *The Mirage*. The board functions much as would the owner of a private publishing operation except that it does not dictate editorial policy. This committee reports to Student Academic Life.

2. *Membership:*

Faculty membership: Three (3) appointed representatives.

Administrative members: Voting: A permanent treasurer appointed from the faculty by the President, Instructor of journalism courses.

Ex Officio (without vote): Vice President for Academic Affairs or representative.

Student members: Three (3) appointed by Student Congress, one each from the sophomore, junior and senior class. One student must be actively engaged in *The DePauw* or *Mirage*.

Officers: At the first meeting in the fall The Board elects a faculty and a student chairman. The faculty chairman conducts the meetings during the first semester, the student chairman conducts the meetings during the second semester.

New Handbook Language (Bold type indicates new language to be added, strikethroughs indicate text to be deleted)

STUDENT PUBLICATIONS COMMITTEE

1. *Function:* This committee shall exert final authority over *The DePauw*. The ~~board~~ **committee** functions much as would the owner of a private publishing operation ~~except in~~ that it **oversees the financial and structural procedures of the newspaper. However, the committee** does not dictate editorial policy. **This committee elects *The DePauw* editor-in-chief and has the authority to dismiss the editor-in-chief, after consultation with student editorial board. The committee also provides guidance if the publication's content is challenged and the issue is not satisfactorily resolved by editor-in-chief and advisor.** This committee reports to Student Academic Life.

2. *Membership:*

Faculty membership (4 total): Two (2) ~~appointed~~ **elected** representatives, **as well as the faculty advisor to *The DePauw* and the Pulliam Visiting Professor of Journalism.**

Administrative members (2 total): (Voting) A permanent treasurer appointed from the faculty by the President, Ex Officio (without vote) Vice President for Academic Affairs or representative.

Student members: (4 total 3 voting): ~~Three (3)~~ **Two (2)** appointed by Student Congress, one each from the ~~sophomore,~~ junior and senior class. ~~One student must be actively engaged in *The DePauw* or *Mirage*,~~ **Editor-in-Chief of *The DePauw*, Business Manager (without vote)**

Alumni Members: (3 total) **Three (3) alumni who are currently working journalists, recommended by the committee and appointed by the President.**

Doug Harms (DH) – Who are the members of the student editorial board?

Kathy Jesse (KJ) – Editor-in-chief, managing editor, opinions editor

DH – Can the editor in chief be on the sub-committee that decides if they can be fired?

KJ – The editor-in-chief would be removed from subcommittee if they are the one being investigated.

Pam Propsom – Do we think that the alumni will come to campus?

DW – Assumption is that they will skype in to meetings.

Motion carried.

DW – Motion B submitted by faculty. A majority vote in the Governance Committee advanced the motion to to the agenda for today. Not going to reread motion.

Jeanne Pope (JP) – Question for the chair. Can you explain some of the email procedures that you sent out regarding this motion? Specifically how it might happen logistically.

Howard Brooks(HB) – We will be considering specific motions.

Melanie Finney(MF) – I move to that we go into executive session to consider this issue.

Joe Heithaus – seconded the motion.

JP – Will the chair decide who remains?

HB – Those that do not have the right to vote would be excused. When you are in executive session, no minutes are taken except for motions.

Bridget Gourley (BG) – What is the passing criteria?

HB – To move into executive session requires a simple majority. To suspend the rules, a two- thirds approval vote is needed.

The motion to move into executive session was approved by a show of hands.

MF – I move to suspend the bylaws and have the vote on this motion to be conducted electronically instead of in this meeting. The electronic voting booth would be managed by the Chair of the Faculty.

Rachel Goldberg – second
Discussion followed.

The question was called. The motion to call the question was approved by a show of hands.

The vote on the motion suspend the bylaws to have an electronic vote on the no confidence motion was approved. 88 voted yes, 21 voted no, and 5 abstained.

B. Motion: We the faculty of DePauw University register a Vote of No Confidence in the President of the University, Dr. Mark McCoy.

Rationale: We find that DePauw University has been in a sustained cycle of crises for the past several years, and under President McCoy's leadership the crises have become more severe while promoting 'solutions' that grow his cabinet and expensive peripheral programs at cost to investment in the core functions of the liberal arts. His continuation as President threatens the reputation of the university and severely compromises the institution's viability.

President McCoy has made important decisions through processes that are in dire tension with handbook policies, and his decisions more generally lack the sort of robust transparency that characterizes the best of the liberal arts tradition. President McCoy has responded ineffectively to a series of hate crimes; has shunned a collaborative working relationship with the faculty; has taken actions that result in continuing financial distress for the School of Music (i.e., his summary dismissal of his hand-picked Dean of the SOM at a crucial admissions juncture) and the CLA (i.e., the problematic roll-out of the Commitment; high turnover in sensitive posts). President McCoy's divisive management style has brought morale among university employees to historic lows through actions that are ill-considered, done in haste, and poorly communicated (e.g., the recent botched roll-out of health-care changes); he has marginalized the academic mission of the university, and has demonstrated a fundamental and continuing inability to collaborate with faculty and staff in accordance with longstanding and revered principles of shared governance, articulated by our handbook and the AAUP, principles which define the highest ideals of the liberal arts tradition.

Out of fondness and respect for DePauw University, its past, its future, and its current life, we formally request of the Board of Trustees to dismiss President McCoy and appoint an interim President until a national search can be conducted.

Discussion on this issue continued until shortly after 7 pm. Additional discussion was held on November 13, 2018. The motion was considered through the e-Services voting booth. The results were: 83 – yes, 59 – no, and 64 – abstain. The motion was approved.

14. Old Business

15. New Business

16. Announcements

A. Efforts to reorganize the Grievance Committee selection process have not been successful. Therefore, nominees are sought from each of the four curricular areas to serve on the Grievance Committee for the term of 1 February 2019 to 31 January 2020. Only tenured faculty are eligible to serve on this committee.

17. Adjournment

The meeting was adjourned at 7:06 pm. It will resume on Tuesday, November 13, 2018 at 4 pm in the Thompson Recital Hall.

Appendix A. Tribute to Bob Hershberger

Born in Denver, Colorado, Bob Hershberger received his B.A. from Grinnell College, earned his master's degree from the University of New Mexico, and a Ph.D. from the University of Kansas. Bob's early scholarship was focused on film and media studies, and *avant garde* movements in Spain. These two lines of inquiry would serve as the kernels of Bob's DePauw presence, which embraced the intersections of language of technology, and which celebrated the art of the moment in teaching, at meetings, and in daily interaction. Insert your favorite Bob story here for more on that.

Bob loved the outdoors, fishing, and traveling. These passions drove him to lead a myriad of student abroad experiences. There were often multiple engagements in a single year. When a trustee sought to support individual study in Spanish-speaking countries, Bob convinced him to imagine a more collective and inductive model. The result was *Servicio*, a three-week language immersion program that partners with service and nonprofit organizations on transformative and sustainable projects in host communities. As a program for incoming students, *Servicio* has become famous for contaminating the more insular characteristics of the DePauw experience.

Bob also created the Community Technology Enhancement Program (CTEP), which has collected used computers from DePauw, local schools, and the community to be refurbished and donated to low-income families and nonprofit organizations. He founded the Crown Street Community Center, and volunteered in local schools and as a coach for the Putnam County Youth Soccer Association. Bob refused to draw lines between the campus and the community, as illustrated by his community Spanish programs, and his regular presence in the hallowed halls of East College with motor oil and grass stains on his hands, his t-shirts, the papers he was grading.

Bob maintained recognition and visibility in his field as the co-author of the *Plazas* and *Rumbos* textbook series, as well as an introductory Spanish textbook, *Viajes: Introducción al español*. Bob's influence in these publications is apparent in a framing which insistently calls on students to imagine themselves abroad and face-to-face with the otherness of the world. At the time of his passing, he was working concertedly with GLCA colleagues on a text program that positioned language study in the context of 21st century problematics.

Bob chaired the Department of Modern Languages for two terms. His patience, openness, and good humor radiated to colleagues at all levels. He intentionally directed his most outrageous behaviors to those who were taking themselves too seriously on any given day. But he never spared an opportunity to remind the department of the pivotal work it was doing, even as language programs at DePauw and at peer institutions faced crises of presence and influence. Long after his charge ended, Modern Languages colleagues continued to visit Bob's office for moral support and counsel, which never offended subsequent ML chairs. After all, it has always been the case that Bob Hershberger approaches to things don't work without Bob Hershberger. Such is our loss.

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

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

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.

A maximum of 6 language courses can count toward the Japanese Studies

major.

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

Approved courses chosen from those listed for the major.

A minimum of three courses in which Japan is an essential part of the curriculum.

At least one of the three courses must be solely on a Japanese topic.

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</p> <p>One 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>

<p>Other Required Courses</p>	<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>
<p>Number 300 and 400 Level Courses</p>	<p>Three, including ASIA 480 (where China is substantial in the content)</p>
<p>Senior Requirement and Capstone Experience</p>	<p>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.</p>

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-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.

WRITING IN THE 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

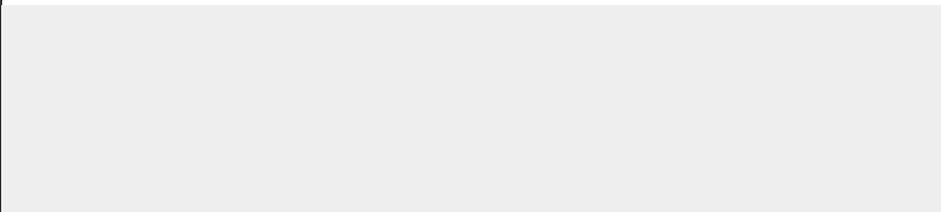
CORE COURSES

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.
Number 300 and 400 level courses	

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.

