

Faculty Meeting Minutes
February 5, 2018

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

The meeting was called to order at 4:01 p.m.

2. Memories of Walker Gilmer (Tom Chiarella)

Professor Emeritus Tom Chiarella shared memories of Professor Walker Gilmer that brought smiles, laughter, and tears to the assembled faculty.

3. Communications from the President

Chair of the Faculty Brooks read a statement from President McCoy who was unable to attend the meeting due to off-campus obligations:

I trust your winter term went as you had hoped and that your semester is off to a good start. I have heard many great anecdotes about transformative moments in winter term this year. I am also happy to report it was the quietest Winter term in my time here, with a 50% or better reduction in various metrics of alcohol incidents.

I am attending the National Association of Independent Colleges Advocacy Day on Capitol Hill and the annual meeting. We are addressing two issues, the Higher Education Act and DACA. Our student Anna Muñoz was quite impressive in our last visit to congress and I hope you had the opportunity to see her press conference with members of the US Congress and other college presidents. We continue to work toward good ends on both of these important issues.

At the conference, I will be speaking with one of the Keynote Speakers—President Joseph E. Aoun, author of a book I highly recommend: Robot-Proof: Higher Education in the Age of Artificial Intelligence. This book confirms the good work each of you are doing in your classes and speaks to education before and after singularity (when AI surpasses human intelligence and triggers runaway technological growth). As AI continues to develop, what we teach will only become more valuable. I look forward to discussions about this.

I am happy to report that the COMMITMENT announcement has gotten very positive responses and I encourage you to examine the COMMITMENT website that went live a few weeks ago. We believe this will be a significant help in our recruiting efforts. Bobby and Deedie and their teams' good work in marketing and enrollment is showing positive signs and enrollment is very strong when compared to this date in prior years. It is too early to declare a victory but we are currently running significantly ahead of prior years.

Finally, please note February 14 and 16 when we will again be sharing a report out from the recent board retreat. The retreat was focused on building a sustainable financial model and we feel very positive about our direction. We will be sharing this information and hope you can attend the sessions. Special thanks to all the faculty who presented at Alumni College and attended the meetings.

Have a great semester.

3. Quorum for Spring Semester (Anne Harris)

The quorum for the spring semester is 86, which was met prior to the conclusion of the President's remarks.

4. Consent Agenda

A. Approve Minutes from the December 4, 2017 Faculty Meeting

**B. Approval of the following new courses (recommended by Course and Calendar Oversight)
(Course descriptions in Appendix A)**

CLST 273: Why? The Quest for Meaning, 1 credit, AH (cross-listed as WLIT 215)

CLST 274: Backroads, Witchcraft, Romance: The Ancient Novel, 1 credit, AH (cross-listed as WLIT 215)

CLST 283: Classica Africana, 1 credit, AH, PPD (cross-listed as WLIT 215 and AFST 290)

ARTH 235: Eccentrics & the Exotic in 17th & 18th c. China & Japan, 1 credit, AH, IE, PPD

POLS 365: Political Psychology, 1 credit, SS

**C. Announcements of changes in course title and/or description:
(Course descriptions in Appendix A)**

CLST 101: Homeric Greek I (was Elementary Greek I)

CLST 102: Homeric Greek II (was Elementary Greek II)

CLST 123: Elementary Latin I (change of description)

CLST 124: Elementary Latin II (change of description)

CLST 223: Intermediate Latin (was Introduction to Latin Prose)

D. Announcements of one-time distribution requirement designations for topics courses (Spring 2018):

HIST 290: Topics: The Holocaust, AH, PPD

SPAN 390: Topics: Representations of Latinidad, PPD

E. Announcement of approval of the Washington Media Institute as an off-campus study site, with the recommendation that a site visit be conducted this semester.

F. Announcement of one-time distribution requirement designation for a Winter Term course (omitted from the original course approval):

UNIV 183IC: Cuba in the Age of Digital Literacy, IE

The chair of the faculty noted a few changes would be made to the December minutes for the purpose of clarifying the record.

Without objection, the consent agenda was approved.

4. Curricular Policy and Planning (Scott Spiegelberg)

A. Advising Committee

Prof. Jacob Hale provided an update on the work being done concerning academic advising, in conjunction with the release of the Commitment. He encouraged faculty to become Commitment advisors.

B. Motion to be voted on:

“The faculty moves to change the language in the Academic Handbook Bylaws, Article IV, Section B. concerning Interdisciplinary, Honor Scholar, Fellows, and Competency Programs.”

The new language is:

Bylaws, IV B. INTERDISCIPLINARY, HONOR SCHOLAR, FELLOWS AND COMPETENCY PROGRAMS.

There are nine Interdisciplinary Programs in Asbury College of Liberal Arts associated with the awarding of a degree. In addition, there are the Honor Scholar and four Fellows Programs and three Competency

Programs. Each program has a Steering Committee responsible for it; each has a director or coordinator for the administration of the program.

Interdisciplinary Programs Granting a Major and a Minor	Interdisciplinary Programs Granting Only a Minor	Honor Scholar and Fellows Programs	Competency Programs
Africana Studies Asian Studies Film Studies Global Health Peace and Conflict Studies Women's, Gender and Sexuality Studies	Latin American and Caribbean Studies Russian Studies World Literature	Environmental Fellows Honor Scholar Management Fellows Media Fellows Science Research Fellows	Oral Communication Quantitative Reasoning Writing

Interdisciplinary programs which offer a major may have full-time faculty appointments, including tenured and tenure-track appointments, made directly and exclusively to the program. Honor Scholar, Fellows, and Competency Programs, and Interdisciplinary Programs that do not offer a major, may neither request nor define their own, full-time academic positions; they do not have full-time, ranked academic positions made exclusively to them.

1. Interdisciplinary Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except when specified by faculty action as described in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over (1) the course of instruction in its respective field or interdisciplinary area; (2) the definition of the major and/or minor concentration; (3) the program's academic structure; (4) the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; (5) the designation of affiliated faculty members; and (6) the program's organizational structure. Steering committee members may also advise majors and minors.

Steering committees for programs which grant the major may have the additional responsibility

- to serve on Personnel Committees,
- to prepare and approve position requests and descriptions,
- to mentor junior colleagues working within the program.

The Steering Committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership.

Steering committees for major-granting interdisciplinary programs shall include the following.

--The director.

--Those whose appointment is fully in or who contribute substantially to the interdisciplinary program; they will be permanent members of the steering committee.

--The remainder of the steering committee is to be composed of members of the faculty whose appointments are not within the interdisciplinary program but who are affiliated with the program by teaching either in the core or in cross-listed courses. These rotating members should serve three year terms, with the possibility of reappointment. Each steering committee should include at least two rotating members, who should be drawn from at least two different departments. Efforts should be made to involve junior faculty, and to bring in those new to the program or new to DePauw. The total number of steering committee members will normally be between 5 and 8.

--For programs which grant only a minor, the steering committee may be smaller, but should be formed according to the same principles.

--For programs which house a faculty appointment directly to the program, the majority of the steering committee must be tenured. Normally, all members of the steering committee will be full-time faculty members, although exceptions may be made by the VPAA for part-time faculty members whose contributions to the program are significant.

--Steering committees are appointed by the VPAA, upon recommendation from the director or coordinator of the program after consultation with the sitting members of the steering committee. (These appointments should be made every Spring, at the same time the Governance Committee considers other committee appointments.)

b. Leadership. The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the Vice President for Academic Affairs. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the Vice President for Academic Affairs will appoint a coordinator after surveying faculty members and consulting with the Review Committee. This process will normally be completed by the spring of the last year of a sitting coordinator's term of service.

2. Honor Scholar and Fellows Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except where specified by faculty action in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over the courses of instruction in its respective field or area; the program's academic structure; the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; the designation of affiliated faculty members; and the program's organizational structure. The Steering committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership.

The Vice President for Academic Affairs will appoint a director after surveying faculty who teach in the program and in consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

3. Competency Programs

a. Steering Committees

Function: The Steering Committee will oversee and guide the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the program.

Responsibilities: The Steering Committee of each Competency Program provides curriculum coherence and development as part of DePauw's general education requirements. In consultation with related academic departments and participating faculty members, these committees have supervision over the selection of courses for inclusion in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership. These programs have two leadership positions. The Associate Faculty Development Coordinator for each competency program is appointed by the Vice President for Academic Affairs for a three-year term. The coordinator chairs the Steering Committee and has major oversight of the program. The director of the Competency Center is a faculty member having significant administrative duties; in addition, he or she may have an academic position.

4. Other.

There are a number of other elements of the curriculum which are not covered by this section. For example, the following are governed by provisions of this handbook describing faculty committees: Writing Curricular Committee (see Curricular Policy and Planning Committee); Independent Internships (see Course and Calendar Oversight Committee); Off-Campus Study (see Curricular Policy and Planning Committee). For more information on the Interdisciplinary Major, the Business Administration Minor and the International Business Program, see the DePauw University Catalog.

An extended discussion followed. There was concern about the language dealing with the competency programs. It was agreed, and subsequently moved, that the Curricular committee rework the language dealing with those programs. Prof. Rebecca Schindler agreed to provide draft language for those changes.

Prof. Peterson wanted the Curricular committee to consider PPD as a competency program. This concern was also referred to the committee after the discussion and vote on the proposed handbook language was completed.

Concerning the actual handbook language, there were numerous suggestions to change the description of faculty members eligible to serve on a steering committee for an interdisciplinary program. Ultimately an amendment was proposed and seconded to add the phrase: "or who are deemed by the program and the Vice President for Academic Affairs to have appropriate scholarly or artistic background or developed expertise." To make the membership line for the remainder of the steering committee to read as:

The remainder of the steering committee is to be composed of members of the faculty whose appointments are not within the interdisciplinary program but who are affiliated with the program by teaching either in the core or in cross-listed courses, or who are deemed by the program and the Vice President for Academic Affairs to have appropriate scholarly or artistic background or developed expertise.

After additional discussion, the amendment was approved. The main motion was also approved.

A motion was made and seconded to: "Instruct the Curricular Policy and Planning Committee to rewrite the Handbook language concerning the competency programs." The motion was approved.

A motion was made and seconded to: "Ask the Curricular Policy and Planning Committee to consider if the PPD designation should be a competency and have a similar steering committee to the Q,W, and S competencies." The motion was approved.

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

Welcome to Tonya Branham (University Registrar) and Kelley Hall (Associate Registrar)
Welcome back, with many thanks for your Winter Term endeavors and all of the promise of this semester. In the last two faculty meetings of the previous semester, I had asked two questions: in response to the university-wide initiative known as the DePauw Gold Commitment, "What is the curricular response to the Commitment?" and, in reference to the budget issues facing DePauw and much of higher education, "How are we going to get through this?" The preliminary answers were (on the Commitment) "to find ways to connect the curriculum to the public sphere, starting with the Centers" and (with regards to the budget) "to remain agile and undeterred in our educational mission through resilience found in each other and in

moments of joy.” Those questions, I realize now, are becoming conversations over the course of *this* semester— needed and sustained conversations in open meetings and committees that will shape needed and sustaining answers. The Commitment and the budget both gather under the idea and call of **academic stewardship**: our care and crafting of the curriculum, our design and practice in the classroom, and our allocation of shared resources.

The academic stewardship of the Commitment is currently being practiced through the Commitment Conversations held on alternate Thursdays (themselves supported by materials on the Commitment LibGuide and amplified by comments and ideas submitted there). It is further sustained by continuing work on the Centers Council and within departments as well as individual faculty projects. How do you want to keep informed about the development of the Commitment and what other points of entry can be opened up for your creative input? That is the question that will continue to drive this work – and if you have any immediate answers, or question at the end of these comments, I’ll happily record them.

The academic stewardship of the budget is now informed by a continuing financial analysis that was presented and discussed extensively at the Board of Trustees meeting last week. President McCoy will address the faculty and staff on two separate occasions to provide a debrief of the Board meeting – a lunch on Wednesday, February 14 and an 8 a.m. coffee on Friday, February 16 – invitations to sign up for either sessions will be forthcoming. A set of conversations will emerge from these debriefs with faculty and staff committee partners, and a format that, like with the Commitment, will invite ideas and comments as solutions take shape.

The two conversations about the Commitment and the budget are similar because they are intertwined. **We need a balanced and sustainable budget to achieve our academic mission and aspirations.** Our student population is changing: only 50% of the first-year class affiliated with the Greek system this year (that is a massive change we are only now starting to process and if the trend continues will profoundly change this institution and its academic experience). How do we use this moment, with both its opportunities and pressures, to better understand ourselves, our mission, and our students’ *and our own* thriving? How do we leave the joys of teaching to those who follow? An informed and methodical approach, in which data, reports, and other information are made available for a sustained discussion among faculty, staff, and administration through open meetings and our committees is being designed – I will start with the Governance committee in our time together tomorrow. As I asked about the Commitment, I seek to know: how do you wish to be informed (both in terms of format and content) about our budget challenges?

The *immediate* work of our academic stewardship prompts me to focus on the inter-relation of FYS and our Writing Program Co-ordinate position. I am *very* keen to receive your feedback on the following, and will thus be rapid in my delineation so as to save time for discussion afterwards.

FYS situation

I am eager to work with you to resolve a perennial scramble – that for First Year Seminars. Over the past two years, the first call for FYS has resulted in about half of the seminars needed for our entering class; the result has been that half of our FYS have been taught by term faculty – while incredibly valuable colleagues, the two-year advising support of the original design of the FYS is not maintained, and students do not get to benefit from faculty members whose careers at the institution provides welcome information about it. This year is similar, and before we go too much further in repeating that pattern, I wanted to alert you all as a faculty that we have a situation that needs a stable solution. Three responses thus far:

- Rebecca Schindler, Director of the Writing Program, and Tiffany Hebb, Coordinator of Instruction & part-time Assistant Dean of Academic Life, have worked with Howard Brooks to secure an open faculty meeting to discuss the FYS, including its advising and writing components, and I am grateful – there may be creative solutions we have not thought of yet.

- Over the next two days, I will be sending responses to staffing proposals from chairs and directors for the 2018-19 academic year and we will continue our strategic discussion at our meeting for FYS on Thursday.
- In the meantime, I am grateful to Dave Berque and Bill Tobin for their work on a spreadsheet that provides us with information about full-time continuing faculty and enrollments that can help us stabilize departmental and program contributions.

For now, I invite you think on the FYS and to send Rebecca, Tiffany or me any ideas. FYS have always counted towards the major; are there introductory courses that could be reconfigured so as to provide deliberation and discussion, critical reading and writing, and collaborative dynamics of the FYS? I look forward to coming up with a solution together and to the sharing of ideas to get there.

Writing Program Co-ordinator

The Writing Program Co-ordinator position is a three year term, and I am very grateful to Rebecca Schindler for her work over the past three years. I will be working with the Governance Committee and the Curriculum Committee (as the writing committee is a subcommittee of the curriculum committee) to design a selection process for the position.

Other

There are other issues to discuss: our institutional data was submitted to the AAUP in January and we'll soon have the comparative data to share – after a hiatus this fall, the Academic Affairs Blog will return this Friday as a record of “Reports from the Field” – and there is enthusiasm for a book that has been mentioned steadily in Commitment conversations, Cathy Davidson’s *New Education; How to Revolutionize the University to Prepare Students for a World In Flux*. But for now, I am eager to take your questions.

Question from Faculty member – Do we have numbers on how this is being decided by department and how each department is contributing?

Response – The spreadsheet is evolving. We are trying to measure the average course size within departments. It’s based off of each person within their department even if you teach a class outside your department.

Question from Faculty Member – When we first started doing FYS we were able to be more creative than what is allowed now. Is that contributing to the low numbers?

Response- The survey conducted by the Writing Curriculum Committee concerning the FYS attempted to gather information concerning this issue. Those results will be shared and discussed at the open meeting on February 22.

Question from Faculty Member – Has there been a self-study on FYS?

Response – Yes, there was one completed several years ago. We will try to get information together by the open faculty meeting.

Question from Faculty Member - Can FYS courses be counted toward the major in a department?

Response – Please look at the catalog language. This is something that is always up to the individual departments. Something was discussed at very beginning of 2000’s. Some departments developed FYS, but they were not successful. The committee would work with those faculty members to see what could change. We have been doing a self-study, but only works if faculty respond.

6. University Strategic Planning Committee (Howard Brooks)

Advanced Notice of a motion to be voted on at the March 5, 2018 Faculty meeting:

The language of the Academic Handbook concerning the University Strategic Planning Committee be changed as follows:

Current language:

2. Membership. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance.

Faculty membership: Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.

Administrative members: Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities.

Student members: Three (3), appointed by Student Government.

Staff members: Two (2), appointed by Human Resources in consultation with the President of the University.

New language:

2. Membership. Six (6) senior administrators (Vice President for Academic Affairs, Dean of the School of Music, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), six(6) faculty members (one elected from each curricular area and two elected at-large).The Vice President for Strategic Initiatives and a faculty representative will co-chair the committee.

Rationale: The new membership insures faculty representation from all curricular areas. It also removes the burden of expecting faculty already serving on a core committee or as chair of the faculty from being placed on Strategic Planning. Many of the discussions over the past two years, and anticipated discussions into the future, have required the committee to excuse the students from attending. The staff members from the current membership description have been filled by members of the President’s Cabinet. Staff members are part of the Administrative Council which regularly meets with the Strategic Planning Committee.

7. Faculty Priorities and Governance (David Worthington)

Written Announcement: The committee has its initial meeting of the semester on February 6.

8. Faculty Personnel Policy and Review (Clarissa Peterson)

Written Announcement: The faculty are invited to attend an open meeting on Tuesday, February 27 at 4 pm in the Wallace-Stewart Commons to discuss language to be added to the Academic Handbook concerning faculty review of lesser sanctions.

9. Faculty Development (Angela Flury)

Announcements

Faculty Development has just begun discussion about this year's workshops to strengthen and develop our Power, Privilege, and Diversity as well as International Experience distribution areas. Over the next few weeks, we will be considering various possibilities for both, including a semester-long reading/working group. We will keep you posted regarding developments.

Dean of Faculty – We have a new website which is where we are posting Faculty Achievements. The website was shown to those in attendance. Please submit your achievements and we will get them posted.

10. Student Academic Life (Rich Martoglio)

Written Announcement:

The first Student Academic Life committee meeting of the spring semester is scheduled for Wednesday, February 7th.

11. Honorary Degrees (David Worthington)

Written Announcement: The committee is seeking nominations for honorary degrees for May 2019 and requests that letters of nomination be sent directly to any committee members (David Worthington, Brooke Cox, and Debby Geis).

Additional Business

Unfinished Business

New Business

Announcements

- A. Meryl Altman has been elected Parliamentarian. Vacancies on the Grievance Committee have been filled by Jonathan Nichols-Pethick, Tim Good, Scott Thede, Ophelia Goma, and Rebecca Bordt.
- B. The regular election process for the upcoming year will begin in the next two weeks. All elected vacancies will be shared by February 15.

Adjournment

The meeting was adjourned at 5:30 p.m.

Appendices

Appendix A.

CLST 273: Why? The Quest for Meaning, 1 credit, AH (cross-listed as WLIT 215)

"Judging whether life is or is not worth living amounts to answering the fundamental question," wrote Albert Camus, the Nobel Prize winning Algerian author. In this course Ancient Greek and Roman writers such as Plato, Aristotle, and Lucretius launch the exploration of that fundamental question. That exploration, the quest for meaning, hinges upon the inescapable questions that these artists and philosophers pose again and again: What is a good life? What is happiness? What is the relationship between life's worth and the meaning of life?

CLST 274: Backroads, Witchcraft, Romance: The Ancient Novel, 1 credit, AH (cross-listed as WLIT 215)

Ancient popular literature offers a portrait of the Mediterranean world that depicts figures underrepresented in other ancient literature, such as women, slaves, bandits, witches, merchants, and practitioners of mystery religions. Works include Greek authors of popular literature such as Lucian and Longus, The Life of Aesop and Aesop's fables, the Roman novels Petronius' Satyricon and Apuleius' Metamorphoses (or The Golden Ass). No prior knowledge of ancient Greek and Roman literature and culture is required for this course.

CLST 283: Classica Africana, 1 credit, AH, PPD (cross-listed as WLIT 215)

Explores the ways in which modern literature of peoples of African descent engages with ancient Hellenic and Roman literature. This course may concentrate on African American literature, women writers, or literature of the African Diaspora. Example topics include how the art of Derek Walcott's Omeros, Ralph Ellison's Invisible Man, Toni Morrison's Beloved, and Rita Dove's Mother Love riffs on such works of classical literature as Homer's Odyssey, Euripides' Medea and The Homeric Hymn to Demeter.

ARTH 235: Eccentrics & the Exotic in 17th & 18th c. China & Japan, 1 credit, AH, IE, PPD

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.

POLS 365: Political Psychology, 1 credit, SS

This course examines the psychology behind political attitudes, preferences, and outcomes. Concepts in psychology such as personality, group identity theory, or other cognitive heuristics can offer new ways to think about contemporary issues in political science. After all, many important political decisions such as vote choice or policy preferences are guided by social preferences or biases, rather than more objective or "rational" approaches to make choices. Throughout this course, we will understand how such internal preferences or biases can guide and influence political outcomes. For example, how do our partisan, ideological, or ethnic group identities affect the political information we select, or the policies we support?

How might appeals to fear, resentment, or prejudices impact electoral outcomes? Or why do misinformation and conspiracy theories linger in the public's mind for so long?

CLST 101: Homeric Greek I (was Elementary Greek I)

An introduction to Ancient Greek via the language of the Homeric epics, the Iliad and Odyssey. Includes readings and discussions of cultural background.

CLST 102: Homeric Greek II (was Elementary Greek II)

A continuation of GRK 101. Includes readings from Homer. Prepares for GRK 201.

CLST 123: Elementary Latin I (change of description)

An introduction to classical Latin that emphasizes reading. The course provides a solid foundational knowledge of the Latin sentence structure and a thorough training in English grammar. Includes discussions of Roman life and culture.

CLST 124: Elementary Latin II (change of description)

A continuation of Latin 123, this course broadens and deepens students' understanding of Latin and English grammar to incorporate more complex sentence patterns. Students will read more extended passages of original Latin and continue explorations into Roman life and culture through literature.

CLST 223: Intermediate Latin (was Introduction to Latin Prose)

Combines a thorough review of elementary Latin and an introduction to continuous Latin texts from foundational authors such as Cicero, Caesar, Sallust, and Vergil. Teaches strategies for analyzing complex sentences and continuous passages. Includes some prose composition.