Present: Dave Ballantine (CLAS), Kate Cady (COMS), Omar Chmaissem (PHYS), Jeremy Groves (ECON), Frances Jaeger (FL&L), Joel Stafstrom (BIOS), Kendall Thu (ANTH)

Suzanne Hogan (CLAS, Curricular Secretary)

Guest: Nicole LaDue (GEOL)

A. Action on Minutes

Minutes from the #13 virtual meeting on April 23, 2014, have been approved and forwarded to the catalog editor.

B. Miscellaneous

Dave Ballantine was welcomed as the new Interim Committee Chair. We welcomed two new members to the committee, Kate Cady from Communications and Omar Chmaissem from Physics. Giovanni Bennardo from Anthropology will be absent from the committee this year, so the department will be rotating faculty on a monthly basis to fill his vacancy.

The College Curriculum Committee responsibilities were reviewed. Ballantine reminded the committee of the importance of reviewing proposals and commenting on VIBE prior to the meetings. We would like to achieve a consent agenda whenever possible; a total of four votes are needed for a quorum.

There are two committee replacements needing approval at this time:

Honors Committee: A substitute for the fall semester needs to be found for Ballantine. Tim Pierce from the Department of Communication is willing to serve. Notification shall be made to J.D. Bowers.

UCC: A replacement needs to be found for the remainder of Bill Baker’s two year term. Committee members didn’t have any suggestions, so an email will be sent out to department chairs for nominations. The committee meets the first Thursday of the month from 1-3:00 PM.

A discussion was started with regard to the multiple repeat policy and what expectations should be when it comes to a student seeking a third or fourth repeat. Several options were addressed including department versus college responsibility regarding intervention; implementing minimum requirements for approval; and whether or not there should be a hierarchy for students wanting to repeat limited enrollment courses. Ballantine intends to bring up this topic at the next Senate meeting and is currently seeking input from departments.
C. **Curriculum – Old Business**

**Department of Geology and Environmental Geosciences**

Nicole LaDue attended this meeting and was able to answer the questions posed by the committee with regard to the Emphasis 3 and teacher licensure changes. The committee reviewed and approved course revisions for GEOL 401, 482, and 487. Also approved were changes to Emphasis 3 and the teacher licensure program.

D. **Curriculum – New Business**

**Department of History**

The committee approved the deletion of HIST 366, American Thought and Culture to 1865, and HIST 367, American Thought and Culture Since 1865. New courses were approved for HIST 366, Farms, Food, and Rural America, HIST 367, U.S. LGBT History, HIST 456, and HIST 556. Revisions were approved for the following courses: HIST 337, 338, 434, 435, 534, and 535. Revisions to the History Honors Program were also approved.

**Department of Philosophy**

The new course proposal for PHIL 601 and revisions to the Master of Arts in Philosophy program were initially tabled for clarification, but the questions have since been resolved and both items approved.

Tabled:

None
Department of Geology and Environmental Geosciences

Course Revision Page 278, 2014-2015 Undergraduate Catalog

CITC GEOL 401. **THIRD CLINICAL HIGH SCHOOL/MIDDLE SCHOOL EXPERIENCE IN EARTH AND SPACE SCIENCE** THE SECONDARY EARTH SCIENCE TEACHER (**1 2**). Seminar directed to designing earth science instruction to meet state and national standards. Attention given to skills geosciences teachers must possess related to the design and use of instructional methods. Includes a minimum of 40 hours of supervised and formally evaluated experiences in the earth science classroom. CRQ: GEOL 495X.

**Rationale:** Credit hours should be two and not one. This change was made program-wide. This course now requires the completion of a practice edTPA (Teacher Performance Assessment). This requires additional hours of instruction and student work.

**Notification:** A thorough search of the catalog was completed. There are no programs outside of the Department of Geology where this course is currently being used. No notification is required.

Course Revision Page 280, 2014-2015 Undergraduate Catalog

CITC GEOL 482. **TRANSITION TO THE PROFESSIONAL EARTH AND SPACE SCIENCE TEACHER** (**1 2**). A transitioning experience in which the licensure candidate achieves closure on the initial phase of professional preparation and, upon that foundation, charts a path for continuing professional growth as a practicing teacher. Candidate will reflect on the preparatory experience and complete documentation demonstrating ability to perform as a qualified earth science teacher. Such documentation will include, but not be limited to, the electronic portfolio, a professional development plan, and a resume. CRQ: GEOL 487 or consent of department.

**Rationale:** This course now includes preparation for the edTPA, the new ISBE evaluation system for teacher licensure so the credit hours should be two and not one. This change was made program-wide.

**Notification:** A thorough search of the catalog was completed. There are no programs outside of the Department of Geology where this course is currently being used. No notification is required.

Course Revision Page 280, 2014-2015 Undergraduate Catalog

CITC GEOL 487. **STUDENT TEACHING (SECONDARY) IN THE GEOLOGY/ HIGH SCHOOL/MIDDLE SCHOOL EARTH AND SPACE SCIENCE** (**7-12**). Student teaching in grades 6-12, assignments made by the Department of Geology and Environmental Geosciences. Also see “Educator License Requirements” for other regulations. PRQ: GEOL 495X and consent of department.

**Rationale:** Credit hours have been changed program-wide to be 10 credits for all students engaged in student teaching.

**Notification:** A thorough search of the catalog was completed. There are no programs outside of the Department of Geology where this course is currently being used. No notification is required.
CITC

**Emphasis 3. Earth and Space Science Education**

**Requirements in Department (40-41 33)**

- GEOL 103 – Planetary and Space Science (3),
  - OR *PHYS 162 – Elementary Astronomy (3)
- GEOL 120 – Introductory Geology (3),
  - AND GEOL 121 – Introductory Geology Laboratory (1)

↓

- GEOL 335 – Dynamics and Structure of the Earth (4)
- GEOL 401 – The Secondary Earth Science Teacher Third Clinical High School/Middle School Experience in Earth and Space Science (4 2)
- GEOL 429 – Inquiry-Based Field Experiences for Earth Science Teachers (3)
- GEOL 475 – Science Across Time and Culture (2)
- GEOL 483 – Interdisciplinary Teaching of the Science in Secondary Education (3)

One of the following areas of study (15-16)

**Additional Requirements for Earth and Space Science Education (12 6)**

- GEOL 103 – Planetary and Space Science (3),
  - OR *PHYS 162 – Elementary Astronomy (3)
- GEOL 429 – Inquiry-Based Field Experiences for Earth Science Teachers (3)

One of the following

- GEOL 344X – Astronomy (3)

↓

- GEOL 496 – Geophysics (3)

Upper-division course work… meteorology, or astronomy (3)

**Total Requirements in Department (39)**

**Environmental Science (12-13)**

- BIOS 106 – Environmental Biology (3)
- GEOL 390 – Introduction to Groundwater (3),
  - AND GEOL 477 – Field Methods in Environmental Geosciences (4),
  - OR GEOL 429 – Inquiry-Based Field Experiences for Earth Science Teachers (3)
  - AND GEOL 421 – Environmental Geochemistry (2)

One of the Following

- ECON 386 – Environmental Economics (3)
- GEOG 453 – Environmental Management (3)
- GEOL 488 – Environmental Change (3)
- HIST 377 – American Environmental History (3)
- IDSP 441 – Environmental Management Systems (3)
- PHIL 335 – Environmental Ethics (3)
- POLS 324 – Environmental Law and Policy (3)
- SOCI 364 – Environmental Sociology (3)

**Requirements outside Department (43-49 46-52)**

- BIOS 208 – Fundamentals of Cellular Biology (3)
AND BIOS 210 – Fundamentals of Cellular Biology Laboratory (1)

**BIOS 209** – Fundamentals of Organismal Biology (3)
AND BIOS 211 – Fundamentals of Organismal Biology Laboratory (1)

**ETT 402** – Teaching and Learning with Technology (3)

*GEOG 105* – Introduction to the Atmosphere (3)

*CHEM 210* – General Chemistry I (3)
AND *CHEM 212* – General Chemistry Laboratory I (1)

*CHEM 211* – General Chemistry II (3)
AND *CHEM 213* – General Chemistry Laboratory II (1)

**EPS 406** – Issues in Human Development and Learning in the Middle School and High School Years (3)

**ETT 402** – Teaching and Learning with Technology (3)

*GEOG 105* – Introduction to the Atmosphere (3)

**ILAS 201** – Introductory Clinical Experience (1)

**ILAS 301** – Second Clinical Experience (1)

*MATH 229* – Calculus I (4),
OR *MATH 155* – Trigonometry and Elementary Functions (3),
AND MATH 211 – Calculus for Business and Social Science (3),
AND STAT 301 – Elementary Statistics (4)

*PHYS 210* – General Physics I (4),
AND *PHYS 211* – General Physics II (4),
OR PHYS 253 – Fundamentals of Physics I: Mechanics (4),
AND *PHYS 273* – Fundamentals of Physics II: Electromagnetism (4)

**BIOS 208** – Fundamentals of Biology I (3),
AND BIOS 210 – Fundamentals of Biology I Laboratory (1)

**BIOS 209** – Fundamentals of Biology II (3),
AND BIOS 211 – Fundamentals of Biology II Laboratory (1)

**ILAS 201** – Introductory Clinical Experience (1)

**ILAS 301** – Second Clinical Experience (1-2)

*MATH 229* – Calculus I (4),
OR *MATH 155* – Trigonometry and Elementary Functions (3),
AND MATH 211 – Calculus for Business and Social Science (3),
AND STAT 301 – Elementary Statistics (4)

**PSYC 102** – Introduction to Psychology (3)

**SESE 457** – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

One course approved for use in the department’s teacher preparation programs in each of the following areas (6)

**EPS 406** – Educational Psychology (3)

**SESE 457** – Methods for Including Middle and Secondary Students with Exceptionalities in the General Education Classroom (3)

**Total Hours for Emphasis 3, Earth and Space Science Education: 79-87 85-91**

**CITC Educator Licensure**

Students seeking initial licensure either in earth and space science or in environmental science to teach in grades 6-12 (Standard High School Licensure) must schedule... plan of study.
Students seeking licensure usually will also major in geology and environmental geosciences. Because licensure requires… …completion of the program.

Students seeking licensure will also major in geology and environmental geosciences unless they already hold a baccalaureate or higher degree in that discipline.

Students are responsible for timely submission of the several applications and permits required during the program.

Undergraduate geology majors may apply for admission to teacher licensure in Earth and Space Science at the end of their sophomore year, except in the case of transfer students who normally apply at the end of their first semester at NIU.

The program of courses for meeting licensure requirements must be approved by the departmental licensure coordinator each semester before registering. Students are responsible for timely submission of the several applications and permits required during the program.

Students transferring… …departmental licensure coordinator.

Students who already possess the baccalaureate or higher degree and wish to pursue licensure without becoming a candidate for a degree should consult with the geology licensure adviser as early as possible to plan a course of study.

**Admission Requirements**

Students will be admitted to the licensure program when they have:

- Submitted an Application in writing to the departmental licensure coordinator.
- Completed *COMS 100, *ENGL 103, *ENGL 104, *MATH 155, PSYC 102 with a grade of C or better (higher numbered courses may be substituted, if approved by the coordinator); *ILAS 301; and 16 semester hours in geology and environmental geosciences courses numbered 300 and above; and a passing score on the ICTS Test for Academic Proficiency.
- Earned a passing score on the ICTS TAP (formerly Basic Skills) Test.
- Earned a minimum GPA of 2.50 in all work at NIU.
- Earned a minimum combined GPA or 2.70 in NIU courses… … sciences and mathematics.
- Completed a satisfactory interview with… … to the professional educator.
- Obtained approval from the department’s office of teacher licensure.

**Retention Requirements**

Students admitted to the program must maintain the GPA requirements and complete a satisfactory review of progress each semester with the department’s office of teacher licensure of 2.50 in all work at NIU.
A grade of C or better is required in all coursework listed for the Earth Science Education degree and teacher licensure.

Minimum combined GPA of 2.70 in NIU courses numbered 200 and above in physical and biological sciences and mathematics.

Satisfactory review of progress with the departmental certification coordinator each semester.

Candidates must demonstrate continuing progress in mastering competencies required to meet professional teaching standards.

Appropriate progress each semester towards completion of a portfolio demonstrating competency in the State of Illinois required standards for initial teacher certification.

Passing score on the ICTS Content Area Test prior to student teaching.

Completion Requirements

Earth and Space Science Educator Licensure

All retention requirements listed above in Emphasis 3, Earth and Space Science Education and the following:

Clinical hours to be completed in ILAS 201, ILAS 301 and GEOL 401.
GEOL 322 – Paleogeography, Paleoclimatology, Paleoecology (4)
GEOL 325 – Solid Earth Composition (4)
GEOL 330 – Global Cycles (4)
GEOL 335 – Dynamics and Structure of the Earth (4)
GEOL 429 – Inquiry-Based Field Experiences for Earth Science Teachers (3)
GEOL 475 – Science Across Time and Culture (2)
GEOL 482 – Transition to the Professional Earth and Space Science Teacher (4 2)
GEOL 483 – Interdisciplinary Teaching of Science in Secondary Education (3)
GEOL 487 – Student Teaching (Secondary) in Geology/High School/Middle School Earth and Space Science (7-12)
GEOL 495X – Teaching of Physical Sciences (3)
LTIC 420 – Methods and Materials for Teaching English to Speakers of Other Languages in Content Areas (3)

8 semester hours each in college chemistry, physics, and biological sciences
3 semester hours each in space science and meteorological science
6 upper-division semester hours in earth science
3 semester hours on the psychology and teaching of the exceptional child
3 semester hours of educational psychology focusing on the middle and high school student

Except in unusual circumstances GEOL 401 and GEOL 495X must be taken in the semester immediately prior to enrollment in GEOL 487 and students are admitted to GEOL 487 only upon successful completion of the coursework required for graduation and licensure. In addition, students must pass the ICTS Subject Matter test before student teaching.

The State of Illinois has established course- and standards-based requirements for licensure. Approved licensure programs must have requirements that meet or exceed the state requirements.
A list of the current state minimum requirements is available for the Illinois State Board of Education web page.

**Environmental Science Educator Licensure**

All retention requirements listed above.

Clinical hours to be completed in ILAS 201, ILAS 301 and GEOL 401.

- GEOL 105 — Environmental Geology (3)
- GEOL 322 — Paleogeography, Paleoclimatology, Paleoecology (4)
- GEOL 325 — Solid Earth Composition (4)
- GEOL 330 — Global Cycles (4)
- GEOL 335 — Dynamics and Structure of the Earth (4)
- GEOL 475 — Science Across Time and Culture (2)
- GEOL 482 — Transition to the Professional Earth Science Teacher (1)
- GEOL 483 — Interdisciplinary Teaching of Science in Secondary Education (3)
- GEOL 487 — Student Teaching (Secondary) in Geology/Earth Science (7-12)
- GEOL 495X — Teaching of Physical Sciences (3)

8 semester hours each in college chemistry, physics, and biological sciences

3 semester hours each in environmental biology and meteorological science

6 upper-division semester hours in environmental science

3 semester hours of field-based science

3 semester hours on the psychology and teaching of the exceptional child

3 semester hours of educational psychology focusing on the middle and high school student

The State of Illinois has established course and standards-based requirements for certification. Approved certification programs must have requirements that meet or exceed the state requirements. A list of the current state minimum requirements is available from the Illinois State Board of Education web page. The department’s certification program requirements are designed to prepare candidates both to meet state course requirements and to demonstrate that they meet state teaching standards.

Current requirements include the possession of an appropriate baccalaureate degree from an accredited institution, a minimum of 32 semester hours in the field, pre-student teaching clinical experiences at the 6-12 grade level or proof of teaching experience at the 6-12 level, student teaching or an approved teaching experience, passage of the Test of Academic Proficiency and secondary certificate subject matter examinations of the Illinois Certification Testing System, and demonstration that the candidate has met science teaching standards.

Contact the certification coordinator for information on the necessary criteria that experiences must meet to demonstrate fulfillment of certification requirements.

For extra-departmental requirements see “Teacher Certification Requirements” and the departmental certification coordinator.

**Rationale:** We have been informed by Jon Miller, Director of the CSSME, that the Environmental Science teacher licensure has been canceled by ISBE due to inactivity. This section is therefore incorrect and obsolete. The University is in the process of reinstating it under the ENVS (Environmental Studies) catalog curriculum, not in GEOL. Other catalog changes are to eliminate redundant information and to
simplify things. The course changes have been made to align with changes in the requirements for licensure under the ISBE.

**Impact Statement:** The Department of Geology and Environmental Geosciences has consulted with the Department of Psychology and Department of Literacy and Elementary Education regarding the addition of PSYC 102 and LTIC 420 to the list of outside requirements in the Geology Educator Licensure program. Neither department has identified any negative impact on course availability or enrollment with this change. All other courses outside GEOL are currently part of the program, but have been moved around within the requirements for clarity.

**Notification:** This program is exclusive to the Department of Geology. No notification is required.

**Department of History**

**Course Deletions**

Page 285, 2014-15 Undergraduate Catalog

**HIST 366. AMERICAN THOUGHT AND CULTURE TO 1865 (3).**

**HIST 367. AMERICAN THOUGHT AND CULTURE SINCE 1865 (3).**

**Rationale:** These courses have not been taught in recent years (due to faculty retirements or lack of interest). The department will no longer offer them.

**Notification:** A thorough search of the catalog was completed. There are no programs outside of the Department of History where these courses are currently being used. No notification is required.

**New Course**

Page 285, 2014-15 Undergraduate Catalog

CIP:  54.0101

**HIST 366. FARMS, FOOD, AND RURAL AMERICA (3).** Introduction to the history of United States agriculture from the colonial period through today. Topics include adoption of technologies, crop choices, commodity markets, political affiliations, interactions within agricultural communities, relationship to governments, impact on the environment, and development of industrialized agriculture.

**Rationale:** NIU is located in one of the world’s most productive and prosperous agricultural regions. Hundreds of our students each year have agricultural backgrounds, and farming deeply influences all of our lives, yet there is currently no course devoted to the history of farming in the United States over the last four hundred years. Such a themed course will provide students with a chance to understand the historical evolution of one of nation’s most important occupations. The course will also contribute to the History Department’s growing professional profile in environmental history (and may support the Environmental Studies curriculum).

**Non-Duplication:** The Department of Anthropology and Department of Geography were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.
New Course Page 285, 2014-15 Undergraduate Catalog

CIP: 54.0101

HIST 367. U.S. LGBT HISTORY (3). Formation of modern lesbian, gay, bisexual, and transgender (LGBT) identities, political movements, cultures, and communities in the United States from the 17th to 21st centuries. Topics include the shifting line between “normal” and “queer” sexualities and gender identities as well as average and influential LGBT Americans.

Rationale: LGBT history is an established (if relatively recent) disciplinary subfield. It arose from 1960s gay and sexual liberation movements, interdisciplinary investigations of socially constructed identities and communities in the mid-late 20th century, and the tradition of social history. It has evolved into a vibrant area of scholarly inquiry that remains committed to social justice. Courses in LGBT history (and/or histories of sexuality more broadly) are becoming increasingly common in research universities across the country. Including such a course in NIU’s catalog will show that the History Department is keeping up with recent shifts and new research in the field. In addition, the course may assist the Department with recruitment efforts, attracting students (such as LGBT Studies certificate students) who may not otherwise consider the HIST minor or major. The course would contribute to intellectual, demographic, and curricular diversity. The course will also count toward the LGBT Studies Certificate, contributing a new course to the LGBT Studies curriculum without requiring any additional resources.

Non-Duplication: LGBT Studies and Women’s Studies were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

New Course Page 287, 2014-15 Undergraduate Catalog

CIP: 54.0101

HIST 456. ANCIENT MEDITERRANEAN (3). History of the ancient Mediterranean world to c. 700 CE. Topics include rise of agriculture, cities, and navigation; palace and temple societies, city-states, tribal groups; the formation of maritime empires, and kingdoms; and unification under the Roman Empire until its “fall.”

Rationale: With the growing interest in Mediterranean studies within the History Department, there is a noticeable gap in the catalog for a specifically ancient course on the Mediterranean basin. Moreover, there are almost no courses on ancient history at the 400-level and this course offers the opportunity to teach different historiographical aspects of Ancient History at a more advanced level.

Non-Duplication: The School of Art (Art History) and the Department of Anthropology were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

New Course Page 243, 2014-15 Graduate Catalog

CIP: 54.0101
Ancient and Medieval History

HIST 556. ANCIENT MEDITERRANEAN (3). History of the ancient Mediterranean world to c. 700 CE. Topics include rise of agriculture, cities, and navigation; palace and temple societies, city-states, tribal groups; the formation of maritime empires, and kingdoms; and unification under the Roman Empire until its “fall.”

Rationale: With the growing interest in Mediterranean studies within the History Department, there is a noticeable gap in the catalog for a specifically ancient course on the Mediterranean basin. Moreover, there are almost no courses on ancient history at the 400-level and this course offers the opportunity to teach different historiographical aspects of Ancient History at a more advanced level.

Non-Duplication: The School of Art (Art History) and the Department of Anthropology were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

Course Revision Page 284, 2014-15 Undergraduate Catalog

HIST 337. HISTORY OF RUSSIA: 1682-1917 RUSSIAN EMPIRE TO 1917 (3). Political, social, economic, and cultural history of the rise of the westernized Russian Empire from the principality of Muscovy to the destruction collapse of the Romanov monarchy in 1917. Emphasis on the peasantry, class relations, gender, women, and empire building. Topics include imperial expansion, cultural identities, and social relations.

Rationale: Previously at Northern Illinois University, Russian history surveys had been taught as a three-part sequence. This approach reflected the expertise of the faculty, which included more than one Russian historian, and a periodization that took the ascent of Peter the Great and his subsequent “Westernizing” reforms as a watershed moment. More recent scholarship instead concentrates on Russia as an empire that emerged from a small principality around Moscow and came to rule over a massive part of Eurasia. Both the proposed name and course description highlight this “new imperial” approach to Russian history. By not emphasizing the chronological frame of the course as explicitly, the new title and description would also allow the Russian history surveys to be taught as a two-part sequence—an approach that is more common today at other universities.

Notification: A thorough search of the catalog was completed. The Department of Foreign Languages and Literatures uses this course in their list of electives for the minor in Russian. CLAS notified FL&L of this change in course title via email on August 29, 2014.

Course Revision Page 284, 2014-15 Undergraduate Catalog

Rationale: The proposed revision to the title serves several purposes. First, it better reflects the multietnic and indeed multinational character of the Soviet Union than reference to the country as “Russia” does. Second, it limits the chronological scope of the class less strictly. Third, it aligns better with the new proposed title of HIST 337 (from “History of Russia, 1682-1917” to “The Russian Empire”). The new description captures the topics covered in the course more accurately. The proposed reference to “successor states” instead of Russian Federation is intended to allow for coverage of the other 14 successor states in Eastern Europe, the Caucasus, and Central Asia. No other courses in the history department currently concentrate on these regions.

Notification: A thorough search of the catalog was completed. The Department of Foreign Languages and Literatures uses this course in their list of electives for the minor in Russian. CLAS notified FL&L of this change in course title via email on August 29, 2014.

Course Revision

HIST 434. THE RUSSIAN REVOLUTION (3). Causes and consequences of the Bolshevik triumph in the Russian Revolution. History of Russia’s revolutionary upheavals in the early 20th century. Emphasis on the multiple and conflicting ways that participants and scholars have sought to make sense of the revolution, conflict of historical forces and personalities in the three revolutions between 1905-1917, and on the international context.

Rationale: The current description seems to reflect an understanding of the Russian Revolution that was more common when the Soviet Union still existed. Labeling October 1917 “the Bolshevik triumph” implies a positive value judgment that few historians would share. The phrase “historical forces” also seems to reflect a philosophy of history that is uncommon in current scholarship. Concentration on three separate revolutions (presumably 1905, February 1917, and October 1917) and a chronology that ends in 1917 contrasts sharply with currently dominant interpretations of the period of 1914-1921 as a continuum of war and revolution. In addition to removing some of this older language, the proposed description instead emphasizes the revolution as an event that has been understood from many diverse perspectives. This historiographical approach is currently used in the class.

Notification: Not required for this change.

Course Revision

HIST 435. STALIN AND STALINISM (3). Stalin’s role as a revolutionary before 1917, his career to his death in 1953, and his legacy in Russia today. Focus on the political, economic, cultural, and moral issues associated with Stalin’s rule over the Soviet Union. History of the Soviet Union under the dictatorship of Joseph Stalin, 1928-1953. Topics include rapid industrialization, collectivization, state terror, communist culture, the gulag, World War II, and the early Cold War.

Rationale: The current course title and description highlight an earlier emphasis on Stalin’s personal biography. Over the past several decades, historical scholarship on this period of Soviet history has increasingly focused on social and cultural questions. The proposed changes also seek to reflect more recent approaches to Stalinism as a system, instead of simply the rule of a dictator. The list of topics in the proposed description specifies more clearly the issues covered in the course.
Notification: A thorough search of the catalog was completed. The Department of Foreign Languages and Literatures uses this course in their list of electives for the minor in Russian. The course is also used in the minor in Global Studies. CLAS notified FL&L and the Global Studies coordinator of this change in course title via email on August 29, 2014.

Course Revision

Russian and Eastern European History

HIST 534. THE RUSSIAN REVOLUTION (3). Causes and consequences of the Bolshevik triumph in the Russian Revolution. History of Russia’s revolutionary upheavals in the early 20th century. Emphasis on the multiple and conflicting ways that participants and scholars have sought to make sense of the revolution, conflict of historical forces and personalities in the three revolutions between 1905-1917, and on the international context.

Rationale: The current description seems to reflect an understanding of the Russian Revolution that was more common when the Soviet Union still existed. Labeling October 1917 “the Bolshevik triumph” implies a positive value judgment that few historians would share. The phrase “historical forces” also seems to reflect a philosophy of history that is uncommon in current scholarship. Concentration on three separate revolutions (presumably 1905, February 1917, and October 1917) and a chronology that ends in 1917 contrasts sharply with currently dominant interpretations of the period of 1914-1921 as a continuum of war and revolution. In addition to removing some of this older language, the proposed description instead emphasizes the revolution as an event that has been understood from many diverse perspectives. This historiographical approach is currently used in the class.

Notification: Not required for this change.

Course Revision

HIST 535. STALIN AND STALINISM (3). Stalin’s role as a revolutionary before 1917, his career to his death in 1953, and his legacy in Russia today. Focus on the political, economic, cultural, and moral issues associated with Stalin’s rule over the Soviet Union. History of the Soviet Union under the dictatorship of Joseph Stalin, 1928-1953. Topics include rapid industrialization, collectivization, state terror, communist culture, the gulag, World War II, and the early Cold War.

Rationale: The current course title and description highlight an earlier emphasis on Stalin’s personal biography. Over the past several decades, historical scholarship on this period of Soviet history has increasingly focused on social and cultural questions. The proposed changes also seek to reflect more recent approaches to Stalinism as a system, instead of simply the rule of a dictator. The list of topics in the proposed description specifies more clearly the issues covered in the course.

Notification: A thorough search of the catalog was completed. There are no programs outside of the Department of History where these courses are currently being used. No notification is required.
Other Catalog Change  Page 196, 2014-15 Undergraduate Catalog

College of Liberal Arts and Sciences
↓
Minor in Global Studies
↓
Global Politics Studies
↓
HIST 425 – World War II (3)
HIST 435 – Stalin and Stalinism (3)
HIST 441 – African Diaspora (3)
↓

Rationale: Change in course title for HIST 435.

Notification: The Global Studies coordinator was notified of this change via email on August 29, 2014.

Other Catalog Change  Page 259, 2014-15 Undergraduate Catalog

Department of Foreign Languages and Literatures (FL--)
↓
Minor in Russian (24)
↓
Three elective to be chosen from the following; one must be from FLRU (9):
FLRU 301 – Advanced Russian Grammar and Composition (3)
↓
HIST 336 – Medieval Russia: Origins to 1682 (3)
HIST 337 – History of Russia: 1682-1917 Russian Empire (3)
HIST 338 – History of Russia: 1917-Present The Soviet Union and Beyond (3)
HIST 434 – The Russian Revolution (3)
HIST 435 – Stalin and Stalinism (3)
↓


Notification: The Department of Foreign Languages and Literatures was notified of these change via email on August 29, 2014.

Other Catalog Change  Page 282, 2014-15 Undergraduate Catalog

Department of History (HIST)

Major in History (B.A. or B.S.)
↓
Group A: (HIST 300, HIST 301,… HIST 422, HIST 456, HIST 458,… HIST 490B)

Rationale: Addition of new course to Group A.
Department of History (HIST)

History Honors Program

To graduate “With Honors in History,”… …language training, internships, taking a graduate course as an undergraduate, or other experience) that will substitute… …Undergraduate Studies.

Rationale: Now that undergraduates may enroll in graduate courses with permission, we believe such credit hours should count toward honors in history.

Department of Philosophy

New Course

Page 248, 2013-2014 Graduate Catalog

CIP: 38.0101

PHIL 601. GRADUATE WRITING SEMINAR (1). Writing workshop in which students further research and polish a previously written paper for submission to a professional conference or for use as a writing sample in applying to doctoral programs. Students will present drafts of their papers to one another and provide one another with feedback on those drafts. PRQ: Consent of department. S/U grading.

Rationale: This proposed one-credit-hour course would be offered every fall. It would be open to all second-year students who intend to apply to doctoral programs or who are developing papers for submission to a professional conference, and all faculty who are helping those students work on their writing samples would be listed as team-teachers of the course. (Graduate assistants and University Fellows who enroll in the course will be granted permission to carry an overload of ten credit hours.)

This course would formalize processes that are already occurring. Over the past few years, graduate students have actively begun organizing meetings at which they can give one another feedback on papers under development to use as writing samples for applications to doctoral programs. And faculty spend time helping students with their writing samples by reading and commenting on drafts. By folding these processes into a scheduled course, both students and faculty receive official workload credit for the time they are spending on these activities.

Non-Duplication: A thorough search of the course catalog was completed. No other course offerings with similar content were found.
Students are required… …All courses taken toward the completion of the degree are subject to the approval of the graduate adviser, and they must include the following, each of which must be completed with a grade of B or better:

PHIL 505 – Intermediate Logic (3), with a grade of B or better.

Two courses in each of the following areas (18)

Rationale: If a student doesn’t receive at least a B in a course, it’s an indication that, in some way, the student has failed to achieve our desired learning outcomes. And, if learning outcomes aren’t achieved in a course, completion of that course shouldn’t count toward completion of the required courses for the M.A. Requiring a B or better in all required courses for the M.A. ensures that a course does not count toward completion of a course requirement for the M.A. unless a student has demonstrated at least minimal achievement of our learning outcomes.