NORTHERN ILLINOIS UNIVERSITY
COLLEGE OF LIBERAL ARTS AND SCIENCES
CURRICULUM COMMITTEE
#9 Virtual Meeting – October 29, 2014
Approved Minutes

Present: Dave Ballantine (CLAS), Kate Cady (COMS), Omar Chmaissem (PHYS), Amanda Durik (PSYC), Jeremy Groves (ECON), Frances Jaeger (FL&L), Joel Stafstrom (BIOS)
Suzanne Hogan (CLAS)

A. **Action on Minutes**

Minutes from the #8 meeting on October 22, 2014, have been approved electronically and forwarded to the catalog editor.

B. **Miscellaneous**

None

C. **Curriculum – Old Business**

**Women’s Studies**

The new course proposal and submission of course as general education credit for WGST 201 were approved.

D. **Curriculum – New Business**

**Department of Anthropology**

New course proposals for ANTH 424 and ANTH 524 were approved.

**Department of Mathematics**

The new course proposal for MATH 494 was approved.

**Department of Physics**

Revisions to PHYS 660 and PHYS 671 were approved along with revisions to the Specialization in Basic Physics and the Specialization in Applied Physics.

**Tabled:**

None
Department of Anthropology

New Course 2014-15 Undergraduate Catalog

CIP Code: 45.0201

424. ANTHROPOLOGY OF PEACE AND CONFLICT RESOLUTION (3). A look at the anthropological and cross-cultural literature on peace and conflict, including the debate over human nature and innate tendencies toward aggression and violence. Critical discussions on a wide range of theories drawing on political anthropology, the state, globalization, ethnicity and identity for analyzing conflict, looking especially at the role of culture, religion and indigenous forms of dispute management.

New Course 2014-15 Graduate Catalog

CIP Code: 45.0201

524. ANTHROPOLOGY OF PEACE AND CONFLICT RESOLUTION (3). A look at the anthropological and cross-cultural literature on peace and conflict, including the debate over human nature and innate tendencies toward aggression and violence. Critical discussions on a wide range of theories drawing on political anthropology, the state, globalization, ethnicity and identity for analyzing conflict, looking especially at the role of culture, religion and indigenous forms of dispute management.

Rationale: Several faculty members (Russell, Molnar, and McKee) are involved in research and engagement activities directly related to the topic of peacebuilding and conflict resolution. All three work internationally (Southeast Asia and the Middle East) and are interested to teach this course from an anthropological and cross-cultural perspective. It is being taught by Russell now as a special topics course, but we expect it will help build momentum towards a potential interdisciplinary undergraduate Certificate in Peace and Conflict Resolution.

Non-Duplication: The Departments of Communication and Sociology were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.

Department of Mathematical Sciences

New Course 2014-15 Undergraduate Catalog

CIP Code: 27.0101

MATH 494. DIRECTED RESEARCH/INTERNSHIP IN MATHEMATICAL SCIENCES (1-3). May be either academic, consisting of a project guided by a faculty member; or industrial, consisting of an approved project in industry. May be repeated to a maximum of 3 semester hours. S/U grading. PRQ: mathematical sciences majors, junior/senior standing, and consent of department.

Rationale: The current catalog does not allow undergraduate mathematical sciences majors to receive credit for directed research or internships. Considering that directed research and internships may help
students gain vision and experience in the real world applications and hence make them stronger in the job market, we add this course to encourage students to take directed research and internships.

Non-Duplication: None – the course content is exclusive to the Department of Mathematics.

Department of Physics

Course Revision 2014-15 Graduate Catalog

660. QUANTUM MECHANICS I (3). Linear vector spaces, … …. PRQ: PHYS 560 or consent of department.

Rationale: Students who have completed PHYS 560 should be prepared for PHYS 660.

Notification: Not required for this change.

Course Revision 2014-15 Graduate Catalog

PHYS 671. ELECTROMAGNETIC THEORY II (3). Radiation from … …. PRQ: PHYS 570 or consent of department.

Rationale: PHYS 670 is a much better preparation for PHYS 671 than PHYS 570.

Notification: Not required for this change.

Other Catalog Change 2014-15 Graduate Catalog

Master of Science in Physics
↓
Specialization in Basic Physics

Completion of 24 semester hours in physics, including the following.

PHYS 500 — Analytical Mechanics II (3)
OR PHYS 600 — Classical Mechanics (3)
PHYS 600 — Classical Mechanics (3)
PHYS 660 – Quantum Mechanics I (3)
PHYS 661 – Quantum Mechanics II (3)
PHYS 670 – Electromagnetic Theory I (3)
OR PHYS 671 – Electromagnetic Theory II (3)

One of the following:

PHYS 661 – Quantum Mechanics II (3)
PHYS 663 – Statistical Physics I (3)
PHYS 671 – Electromagnetic Theory II (3)

Passage of a proficiency examination … … and modern physics.
↓
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Approved Attachments

Rationale: PHYS 500 is no longer appropriate because PHYS 600 is now offered every year. The Physics department also feels that all MS Basic Physics students should be proficient in the core material in PHYS 600, 660, and 670.

Notification: This program is exclusive to the Department of Physics. Notification is not required for these changes.

Other Catalog Change 2014-15 Graduate Catalog

Specialization in Applied Physics

↓

Three of the following (9-11)

↓

Two of the following (6)

PHYS 600 – Classical Mechanics (3)

PHYS 666 – Solid State Physics I (3)

PHYS 670 – Electromagnetic Theory I (3)

PHYS 673 – Beam Physics I (3)

Rationale: PHYS 670 is being added because as a core physics graduate course it is an appropriate option for MS Applied Physics students.

Notification: This program is exclusive to the Department of Physics. Notification is not required for this change.

Women’s, Gender and Sexuality Studies

GEC New Course 2014-15 Undergraduate Catalog

CIP Code: 05.0207

WGST 201. GENDER AND JUSTICE IN GLOBAL PERSPECTIVES (3). What is it like to be a woman in different societies around the world? Provides an introduction to the study of women’s rights and their struggles to access resources globally.

Rationale: WGST 201 would build upon the foundation established in WGST 101 (previously WGST 230), but it would expand the focus from the U.S. to developing countries around the world. WGST 201 would provide general education credit, and it would be required for the Women’s Studies minor. It will use empirical evidence from the social sciences. There are no pre-requisites for this course.

Non-Duplication: The Departments of Anthropology, Environmental Studies, Geography, and Sociology were notified with regard to this course and have indicated there is no significant duplication with any of their current course offerings.
### Course Placement

<table>
<thead>
<tr>
<th>Department:</th>
<th>Women’s Studies</th>
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<tbody>
<tr>
<td>Course number, title, and credit hours:</td>
<td>WGST 201. GENDER AND JUSTICE IN GLOBAL PERSPECTIVES (3)</td>
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</table>

**Check One:**
- Core Competency
- Distributive Area
  - Humanities and the Arts
  - Sciences and Mathematics
  - Social Sciences
  - Interdisciplinary

**Catalog Description:**
What is it like to be a woman in different societies around the world? This course provides an introduction to the study of women’s rights and struggles to access resources globally.

**Briefly explain why this course should be a general education course and why it fits in the distributive area checked above (see the last page for explanations of the distributive areas):**
This course exposed students to an interdisciplinary approach to gender inequality in different nations. It fosters communication and critical thinking skills, and helps student contextualize their own experiences within a larger global framework. It is an introductory level course, providing a strong foundation for future coursework.

**What are the prerequisites for this course?**
None

### Delivery

**Is the course currently being taught?**
No, it is new. But it will be taught almost every spring.

**What is or will be the method of delivery (check all that apply)?**
- **X** Face to Face
- ____ Online only
- ____ Blended
- ____ Other

**Who teaches the course?**
Primary instruction is provided by (fill in the percentage for all that apply):
- 25% Professors
- 25% Associate professors
- 25% Assistant professors
- ____ Instructors
- 25% Graduate assistants
- ____ Other (specify)

**How many sections are offered in a typical semester and year?**
We plan to offer one to two sections during every other spring, at least.

**What is the average class size?**
Sections taught by faculty would be capped at 80—and GAs would lead smaller discussion groups once a week. Sections taught by GAs would be capped at 25.
<table>
<thead>
<tr>
<th>Relationship to General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What general education goals does the course emphasize?</strong> For reporting purposes, highlight no more than three goals.</td>
</tr>
<tr>
<td>WGST 201 explicitly addresses Goals B, C and D.</td>
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<thead>
<tr>
<th>Explain how the course addresses each goal</th>
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<tbody>
<tr>
<td>Goal B: In WGST 201, students will learn material from a variety of disciplines in the social sciences, as well as some from the humanities. They will learn about women from different cultures and how they have developed over time. Attention will be paid to their access to resources—natural resources like water, economic resources like wealth, and social resources like networks, education, etc.</td>
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<tr>
<td>Goal C: Because this course is taught in an interdisciplinary department, the course will intentionally expose students to the interrelatedness of various disciplines such as geography, sociology, history, anthropology, economics, and art, in order to help them understand complex, entrenched social problems affecting women and men around the globe.</td>
</tr>
<tr>
<td>Goal D: This course will expose students to the challenges and successes of women in different regions of the globe, including sub-Saharan Africa, Mexico and Central America, and Central and Southeast Asia. As such, students in this course will develop social responsibility and preparation for citizenship through global awareness and an appreciation of cultural diversity.</td>
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<thead>
<tr>
<th>Describe how each goal is assessed in the course? Be as specific as possible. Include associated rubrics, assignments, embedded test questions, etc. used for performance assessment.</th>
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<tbody>
<tr>
<td>Goal B: Students will have readings on a variety of cultures, using data from multiple disciplines. They will be assessed tested regularly on their knowledge of this material throughout quizzes, exams, and weekly writing assignments.</td>
</tr>
<tr>
<td>Goal C: Students work in groups to research a global problem and create an info-graphic depicting what they learned. This info-graphic will explain the problem to a broad audience—regardless of discipline—in an accessible manner.</td>
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<tr>
<td>Goal D: They will conduct a social action project to raise awareness on campus about a global problem. This engaged learning project will foster a sense of citizenship – an NIU students, as US citizens, and as people with global responsibilities.</td>
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</table>

This course has not yet been offered. As such, we have no assessment data, nor do we have agreed-upon rubrics yet—but we will develop them. We anticipate creating many kinds of assignments to best capture students’ abilities—regardless of the level of preparedness at which they’re starting the course.
<table>
<thead>
<tr>
<th>Pedagogy</th>
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<tr>
<td>Describe how the course is taught. Provide a syllabus.</td>
<td>When faculty teach the course, it will be offered on MWF. The faculty will lecture to the large group on MW—using an interactive, multi-media teaching style, including the use of clickers. On Fridays, TAs will facilitate small group discussion sections. This allows us to cover a lot of material but also to provide a more personal, seminar style learning environment for students to digest what they’re learning during lectures. When a TA has her/his own section of WGST 201, that section will be smaller (capped at 25) and it will be scheduled on a Tu/Th. There will be no additional discussion section. Course outline is attached.</td>
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<td>If there are multiple sections of the course, is a standard syllabus used?</td>
<td>Although the faculty and TA might deliver material differently, they will make every attempt to teach the same material and use comparable assignments. They will meet weekly, along with the TAs leading discussion sections, to coordinate lectures, assignments, and grading. They can also problem-solve classroom issues as they arise.</td>
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<tr>
<td>How does the course address issues of accessibility for students with diverse learning styles?</td>
<td>Using multiple assessments of student learning will help capture students with diverse learning styles. Students will also be encouraged to contact the DRC if they need additional support.</td>
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<tr>
<td>To what extent, if any, does the course incorporate diverse and multicultural perspectives in philosophy, content, methods, or people? Include, as relevant, the ways in which the course addresses issues of race, ethnicity, culture, social class, language, religion, gender, sexual orientation, and physical disability.</td>
<td>The core theme of the course is to create knowledge of and appreciation for multicultural experiences of people across the globe. We are creating this new course so as to better educate students about the diversity of women’s and men’s gendered experiences worldwide. The course will cover gender, race, ethnicity, sexuality, class, religion, and disability multiple times throughout the semester—sometimes every class period.</td>
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