## Minutes of the 11/20/07 Meeting

### Consent Agenda

#### A. College of Arts and Letters

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#### B. College of Engineering and Natural Sciences

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#### C. College of Social and Behavioral Sciences

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III. Action Agenda:

A. College of Arts and Letters

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B. College of Engineering and Natural Sciences

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C. The W. A. Franke College of Business

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D. The College of Social and Behavioral Sciences

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### Minutes of the 11/20/07 Meeting - item approved.

### Consent Agenda - consent agenda approved.

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### B: College of Engineering and Natural Sciences

| 1 | CS 315 | Course Change | F'08 | Prerequisite |

### C: College of Social and Behavioral Sciences

| 1 | VC 490C | Course Change | F'08 | Requisites |
| 2 | VC 152 | Course Deletion | S'08 | Delete $25 fee |
| 3 | VC 329 | Course Change | F'08 | Requisites |
| 4 | VC 330 | Course Change | F'08 | Requisites |
| 5 | VC 331 | Course Change | F'08 | Requisites |
| 6 | VC 332 | Course Change | F'08 | Requisites |
| 7 | VC 333 | Course Change | F'08 | Requisites |
| 8 | VC 351 | Course Change | F'08 | Requisites |
| 9 | VC 352 | Course Deletion | S'08 | Delete |
| 10 | VC 353 | Course Deletion | S'08 | Delete $50 fee |
| 11 | VC 354 | Course Deletion | S'08 | Delete $50 fee |
| 12 | VC 433 | Course Change | F'08 | Titles, Requisites |
| 13 | VC 434 | Course Deletion | S'08 | Delete $50 fee |
| 14 | VC 451 | Course Change | F'08 | Requisites |
| 15 | VC 452 | Course Change | F'08 | Requisites |
| 16 | PSY 101 CLEP requirement | Change | F'08 | CLEP score for credit 52 to 50 |
| 17 | MER 235 | Course Change | S'08 | BTH to LTR |
| 18 | JLS 332 | Course Change | F'08 | Titles, Descr, Requisites |
### III. Action Agenda

#### A. College of Arts and Letters
- 1. ENG 130: Course Change, SP'08, Prerequisite
- 2. English Minor: Plan Change, F'08, changing course list / deleting courses
- 3. Asian Studies Minor: Plan Change, F'08, Courses
- 4. HIS 467: New Course, F'08
- 5. HIS 468: New Course, F'08
- 6. HIS 484: New Course, F'08
- 7. WLLC 141: New Course, S'08, Requesting CU

#### B. College of Engineering and Natural Sciences
- 1. BIO 436: New Course, SP'08, Reactivate 436, CNVN w/BIO 533
- 3. GLG 202: New Course, SP'09, Asking for SAS
- 4. MAT 405: New Course, F'08
- 5. MAT 406: New Course, F'08
- 6. Math Secondary Ed, Minor: Plan Change, F'08, Rearranging required courses
- 7. Mechanical Engineering, B.S.E.: Plan Change, F'08, Total # of units
- 8. BSED Physical Science: Secondary Ed: Plan Change, F'08, Wording and courses

#### C. The W. A. Franke College of Business
- 1. HA 407: New Course, S'08
- 2. HA 410: New Course, F'08
- 3. HA 415: New Course, S'08

#### D. The College of Social and Behavioral Sciences
- 1. BA/BS IS Plan: Plan Change, F'08, wording
- 2. SW 418: New Course, S'08, CLST w/ SOC 418
- 3. SOC 418: Course Change, S'08, CLST w/ SW 418
- 4. Social Work, BSW: Plan Change, F'08, Courses, Wording
- 5. Social Work, Minor: Plan Change, F'08
- 6. VC 101: New Course, F'08
- 7. VC 161: New Course, F'08
- 8. VC 370: New Course, F'08
- 9. BFA Visual Communication: Computer Imaging and Graphic Design Emphases: Subplan Change, F'08, Courses, Wording
- 10. Visual Communication Minor: Plan Change, F'08, Courses
- 11. BA/BS Speech Communication Pre-Law Emphasis: Subplan Change, F'08, Courses
- 12. PR 377: New Course, F'08
- 13. PAS 328: New Course, F'08
- 14. PAS 329: New Course, F'08
- 15. SBS 101: New Course, F'08, Requesting CU
- 16. BS Journalism: News/Editorial Emphasis: Subplan Change, F'08, Courses
- 17. BS Journalism: Environmental Communication Emphasis: Subplan Change, F'08, Courses, Wording
OLD BUSINESS

I. MINUTES OF THE November 06, 2007 MEETING - approved as presented

NEW BUSINESS

I. CONSENT ITEMS - approved as presented

A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
   1. PRM 331 – Outdoor Leadership Certification I  Course Change- description
   2. PRM 431 – Outdoor Leadership Certification II  Course Change – description
   3. PSY 277 – Psychology of Sexuality  
      Course Change – title, description, prerequisite

B. COLLEGE OF ENGINEERING AND NATURAL SCIENCES
   1. EXS 370 – Nutrition and Hormonal Changes During Exercise  
      Course Deletion
   2. EXS Courses  
      Course Change – EXS to BIO

II. ACTION ITEMS

A. COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES – items 1-3 approved w/ changes to course listings, removing “and”, using “or” and putting a prefix in front of each course. Item 4 approved, 1 opposed, deleting reference to Liberal Studies designation. Items 5-9 approved as presented.
   1. BS Women’s Studies  
      Plan Change (tabled 11/06/07)
   2. BA Women’s Studies  
      Plan Change (tabled 11/06/07)
   3. Minor in Women’s Studies  
      Plan Change (tabled 11/06/07)
   4. SOC 415 – Sociology of Globalization  
      New Course
   5. SOC 456 – Sociology of Popular Culture  
      New Course
   6. PSY 365 – The Psychology of Stress Management  
      New Course
   7. PSY 381 – Psychology of Emergency Response and Responders  
      New Course
   8. PSY 378 – Positive Psychology: Understanding Human Strengths  
      New Course
   9. Southwest Studies Program  
      Plan Deletion

B. COLLEGE OF ENGINEERING AND NATURAL SCIENCES – item 1 approved w/removal of EXS prefix, item 2 approved as presented.
   1. BS Exercise Science (Extended Major)  
      Plan Change
   2. ENV 115 – Climate Change  
      New Course – Cross listed- GLG 115
   3. GLG 115 – Climate Change  
      New Course – Cross listed- ENV 115

C. COLLEGE OF ARTS AND LETTERS – both items approved as presented.
   1. BS Ed in English  
      Plan Change
   2. BS Ed in English, Extended  
      Plan Change

D. Liberal Studies – approved.  
   ENV 115, GLG 115- SAS, Spring 2008

E. Diversity Subcommittee - The subcommittee proposes that the membership of the committee be increased by one voting member by including a faculty member from the Committee on Ethnic Diversity, to be chosen by that committee. UCC approved adding a member.

III. DISCUSSION

1. UCC Policies and Procedures  
   document approved through section Article III., section 3.
PROPOSAL FOR COURSE DELETION


2. College Arts & Letters

3. Academic Unit English

4. Current course subject and catalog number ENG 241

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
ENG 241 INTRODUCTION TO AMERICAN LITERATURE: THE SHORT STORY (3) Overview of the American short story with particular attention to the nineteenth and twentieth centuries. Prerequisite: ENG 105 or HON 190 or HON 191 or International Exchange Student Group AHI

6. Is this a Liberal Studies or Diversity Course? Liberal Studies ☒ Diversity ☐ Both ☐

7. Is course currently cross-listed or co-convened? yes ☐ no ☒ If yes, list course

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒ One of many options for 200-level lit. requirements.
If required, for what academic plan/subplan?
If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒ If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☒ no ☐ If yes, explain how in the justification and provide supporting documentation from the affected institutions.
Coconino Community College offers ENG 231 which articulates with ENG 241; Northland Pioneer College lists their ENG 231 (American Literature II) as a course articulating with ENG 241 (though it should correctly articulate with ENG 243). Students from Coconino will still receive English elective credit that counts as a 200-level literature course.
Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☒ 200-level literature course OR changed to elective credit ☐

Revised 8/06
11. Justification for course deletion.

This course is no longer viewed as necessary. Currently faculty and student feedback has determined it to be an ineffective introduction to American Literature. This course existed before the development of a two-semester survey in American Literature and has persisted as a legacy of an older curricula. Assessment of student learning in this course and feedback from students and faculty during our seven-year review suggest that this course is unnecessary. Without clear academic rationale, there’s no reason to maintain this course (American short stories are featured in the surveys and in other courses). In the event that someone wants to focus on generic developments in the American short story, faculty can teach this subject as a special topics course on genre, ENG 461C. This course line (ENG 461C) will allow for an international/global consideration of the short story, rather than an exclusive focus on U.S. aesthetic developments.

12. Approvals

[Signatures and dates]

Action taken: approved as submitted [12/11/07] approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION

   Spring 2008

2. College  Arts & Letters

3. Academic Unit  English

4. Current course subject and catalog number  ENG 280

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
   ENG 280 FOlklore  (3)
   Traditional oral products of the human imagination, such as folktale, song, music, and speech. Prerequisite: ENG 105 or HON 190 or HON 191 or International Exchange Student Group AHI

6. Is this a Liberal Studies or Diversity Course?  Liberal Studies ☒  Diversity ☐  Both ☐

7. Is course currently cross-listed or co-convened?  yes ☐  no ☒
   If yes, list course ________________

8. Is course an elective? ☐  or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan? One of many options for 200-level requirements or ENG electives.
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)
   yes ☐  no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation?  yes ☐  no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force?  yes ☐  no ☒
    If yes, has the change been approved by the Articulation Task Force?  yes ☐  no ☐

    If this course is listed in the Course Equivalency Table, should the listing be changed to departmental elective credit ☐  200-level literature course OR changed to elective credit ☐
11. Justification for course deletion. Assessment of student learning in this course and feedback from students and faculty during our seven-year review suggest that this course is unnecessary. Without clear academic rationale, there's no reason to maintain this course.

12. Approvals

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Action taken: ___________ approved as submitted ___________ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION


2. College Arts & Letters

3. Academic Unit English

4. Current course subject and catalog number ENG 281

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)

ENG 281 FOLKLIFE (3)
Traditional customary or material products of the human imagination, such as folk dances, games, costumes, and foods. Prerequisite: ENG 105 or HON 190 or HON 191 or International Exchange Student Group

6. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☒

7. Is course currently cross-listed or co-convened? yes ☐ no ☒ If yes, list course

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒ One of many options for 200-level requirements or ENG electives. If required, for what academic plan/subplan? If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒ If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒ If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒ If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐ 200-level literature course OR changed to elective credit ☐

Revised 8/06
11. Justification for course deletion.
Assessment of student learning in this course and feedback from students and faculty during our seven-year review suggest that this course is unnecessary. Without clear academic rationale, there's no reason to maintain this course.

12. Approvals

[Signatures and dates]

Action taken: 
- approved as submitted 
- 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies X Diversity □ Both □


3. College CAL 4. Academic Unit History

5. Current course subject/catalog number HIS 293

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

HIS 293 AMERICAN INDIAN HISTORY (3)
History of the native peoples of the United States including Alaska, from the late fifteenth century to the present. Emphasizes the growth and development of federal Indian policy. CUE

7. Is course currently cross-listed or co-convened? yes □ no □
If yes, list course HIS 293H
Will this continue? □

8. Is course an elective? □ or required for an academic plan/subplan? □
If required, for what academic plan/subplan?
If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no □
If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no □
If yes, explain how in the justification and provide supporting documentation from the affected institutions.
Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
If yes, has the change been approved by the Articulation Task Force? yes □ no □
If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □
If revised, how should it be revised?

- History of native peoples of the United States from the period of tribal origins to the present. Emphasizes cultural survival and cross-cultural interactions.

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number ____________________________
b. Proposed units ____________________________
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
d. Proposed to co-convene with ____________________________ Date approved by UGC ____________________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
e. Proposed to cross-list with ____________________________
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
f. Proposed long course title ____________________________
   (max 100 characters including spaces)
g. Proposed short course title ____________________________
   (max 30 characters including spaces)
h. Proposed catalog course description (max. 30 words, excluding requisites)
   History of native peoples of the United States from the period of tribal origins to the present. Emphasizes cultural survival and cross-cultural interactions.
i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)
j. May course be repeated for additional units? Yes ☐ No ☐
   j.1. If yes, maximum units allowed? _______
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes ☐ no ☐
k. Please check ONE of the following that most appropriately describes the proposed course change(s):

      Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
      Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
l. Proposed prerequisites (must be completed before) ____________________________  
m. Proposed corequisites (must be completed with) ____________________________
n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent ☐ Department consent ☐ No consent ☐
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. **Catalog Change** - To update courses to reflect the field as it is currently taught.

13. Approvals

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<tr>
<td>Cynthia Kosso</td>
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<td>Department Chair/ Unit Head (if appropriate)</td>
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Action taken: ________________ approved as submitted **12/11/07** approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?  Liberal Studies ☐ Diversity ☐ Both ☐

2. Course change effective beginning of what term and year?  

3. College  CAL  4. Academic Unit  History

5. Current course subject/catalog number  HIS 293 H

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

   HIS 293H AMERICAN INDIAN HISTORY-HONORS  (3)

   History of the native peoples of the United States including Alaska, from the late fifteenth century to the present.
   Emphasizes the growth and development of federal Indian policy. Prerequisite: Honors Student Group CUE

7. Is course currently cross-listed or co-convened?  yes ☑ no ☐
   If yes, list course  HIS 293  Will this continue?  ☐

8. Is course an elective?  ☑ or required for an academic plan/subplan?  ☐
   If required, for what academic plan/subplan?  
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.)  yes ☐ no ☑
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation?  yes ☐ no ☑
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force?  yes ☐ no ☑
    If yes, has the change been approved by the Articulation Task Force?  yes ☐ no ☑

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised?  ☐
    If revised, how should it be revised?

   History of native peoples of the United States from the period of tribal origins to the present. Emphasizes cultural survival and cross-cultural interactions.
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number ________________________________
b. Proposed units ________________________________
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ________________________________ Date approved by UGC ________________________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ________________________________
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title
   (max 100 characters including spaces) ________________________________

g. Proposed short course title
   (max 30 characters including spaces) ________________________________

h. Proposed catalog course description (max. 30 words, excluding requisites)
   History of native peoples of the United States from the period of tribal origins to the present. Emphasizes cultural survival and cross-cultural interactions.

i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes ☐ no ☐
   j.1. If yes, maximum units allowed? __________
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) yes ☐ no ☐

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) ________________________________
m. Proposed corequisites (must be completed with) ________________________________
n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.Catalog Change - To update courses to reflect the field as it is currently taught.

13. Approvals

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<td>Ron Reid</td>
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For University Curriculum Committee

Action taken: __________ approved as submitted __________ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☒ Diversity ☐ Both ☐


3. College CAL 4. Academic Unit History

5. Current course subject/catalog number HIS 295

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog). HIS 295 WOMEN IN AMERICAN HISTORY (3) History of women in American society from colonial times to the present. CU

7. Is course currently cross-listed or co-convened? yes ☒ no ☐ If yes, list course HIS 295H Will this continue?

8. Is course an elective? ☒ or required for an academic plan/subplan? ☐ If required, for what academic plan/subplan? If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒ If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒ If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒ If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☒

If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☒ If revised, how should it be revised?

Survey of US Women and Gender - Survey of the history of women and the historical construction and intersections of femininity, masculinity, race, geography, culture, class and sexuality in North America.

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number
    b. Proposed units
    c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No X
       If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
    d. Proposed to co-convene with ____________________________
       Date approved by UGC ____________
       (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
    e. Proposed to cross-list with _______________________________
       (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
    f. Proposed long course title ________________________________
       (max 100 characters including spaces) Survey of US Women and Gender
    g. Proposed short course title ________________________________
       (max 30 characters including spaces) Survey of US Women and Gender
    h. Proposed catalog course description (max. 30 words, excluding requisites)
       Survey of the history of women and the historical construction and intersections of femininity, masculinity, race, geography, culture, class and sexuality in North America.
    i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
       (If both, the course may only be offered one way for each respective section.)
    j. May course be repeated for additional units? yes ☐ no X
       j.1. If yes, maximum units allowed? ____________
       j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) yes ☐ no ☐
    k. Please check ONE of the following that most appropriately describes the proposed course change(s):
       Lecture w/o unit embedded lab ☐ Lecture only X ☐ Lab only ☐ Clinical ☐ Research ☐ Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
    l. Proposed prerequisites (must be completed before) ________________________________
    m. Proposed corequisites (must be completed with) ________________________________
    n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
       Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**Title and Catalog Change - To update courses to reflect the field as it is currently taught.**

13. Approvals

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Action taken: __________ approved as submitted  11/11/07 approved as modified

*Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.*

Revised 8/06
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☒ Diversity ☐ Both ☐


3. College CAL

4. Academic Unit History

5. Current course subject/catalog number HIS 295H

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
   HIS 295H WOMEN IN AMERICAN HISTORY - HONORS (3)
   History of women in American society from colonial times to the present. Prerequisite: Honors Student Group CU

7. Is course currently cross-listed or co-convened? yes ☒ no ☐
   If yes, list course HIS 295
   Will this continue? ☒

8. Is course an elective? ☒ or required for an academic plan/subplan? ☐
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
   If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

   If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
   If revised, how should it be revised?

Survey of US Women and Gender - Survey of the history of women and the historical construction and intersections of femininity, masculinity, race, geography, culture, class and sexuality in North America.

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________ b. Proposed units ____________________________

   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □ If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________ Date approved by UGC ____________________________

   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ____________________________

   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title ____________________________

   (max 100 characters including spaces) Survey of US Women and Gender

  g. Proposed short course title ____________________________

   (max 30 characters including spaces) Survey of US Women and Gender

h. Proposed catalog course description (max. 30 words, excluding requisites)

   Survey of the history of women and the historical construction and intersections of femininity, masculinity, race, geography, culture, class and sexuality in North America.

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □

   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no □

   j.1. If yes, maximum units allowed? _________

   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

   Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □ Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

l. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

   Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Title and Catalog Change - To update courses to reflect the field as it is currently taught.

13. Approvals

Cynthia Kosar
11/6/07
Department Chair/Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

11/6/07

Date

For Committee use only

Ron C.

For University Curriculum Committee

Date

Action taken: approved as submitted 12/1/07 approved as modified

Note: Submit original to associate provost’s office. This office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College CAL 4. Academic Unit History

5. Current course subject/catalog number HIS 394

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
   HIS 394 RECENT AMERICA (3)
   Political, economic, and cultural history of the United States since 1919. SPW

7. Is course currently cross-listed or co-convened? yes ☐ no ☑
   If yes, list course
   Will this continue? ________________________________

8. Is course an elective? ☑ or required for an academic plan/subplan? ☐
   If required, for what academic plan/subplan? ________________________________
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☑
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☑
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☑
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course has been listed in the Course Equivalency Guide, should that listing
    be left as is, ☐ or be revised? ☐
    If revised, how should it be revised?

Cold War US - Traces the history of the U.S. since 1945 with particular attention to the Cold War and its impact on domestic politics, culture, and society. Letter grade only. Prerequisite: Sophomore status or higher.

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11.  a. Proposed course subject/catalog number
     b. Proposed units
     c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐  No ☐
        If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
     d. Proposed to co-convene with
        Date approved by UGC
        (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
     e. Proposed to cross-list with
        (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
     f. Proposed long course title Cold War US
        (max 100 characters including spaces)
     g. Proposed short course title Cold War US
        (max 30 characters including spaces)
     h. Proposed catalog course description (max. 30 words, excluding requisites)
        Traces the history of the U.S. since 1945 with particular attention to the Cold War and its impact on domestic politics, culture, and society. Letter grade only. Prerequisite: Sophomore status or higher.
     i. Proposed grading option: Letter grade ☒  Pass/Fail ☐  or Both ☐
        (If both, the course may only be offered one way for each respective section.)
     j. May course be repeated for additional units? yes ☐  no ☐
        j.1. If yes, maximum units allowed?
        j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
     k. Please check ONE of the following that most appropriately describes the proposed course change(s):
        Lecture w/0 unit embedded lab ☐ Lecture only ☐  Lab only ☐  Clinical ☐  Research ☐
        Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐
     l. Proposed prerequisites (must be completed before)
     m. Proposed corequisites (must be completed with)
     n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
        Instructor consent ☐  Department consent ☐  No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

To update courses to reflect the field as it is currently taught. Specifically, the chronological approach to history pedagogy has gradually been replaced by a thematic or topical emphasis. By placing the Cold War at the center of a course on recent American history, this course now has a thematic emphasis, one that reflects current scholarship in which the Cold War is at the center of historical understanding of U.S. foreign policy and domestic politics, culture, and society since 1945. This revision also ensures that HIS 394 will not be redundant with HIS 292: U.S. History since 1865.

13. Approvals

Cynthia Kosso
Department Chair/ Unit Head (if appropriate) 10/23/07

Jeff Blaggs
Chair of college curriculum committee 11/6/07

Jean Boll
Dean of college 11/6/07

For Committee use only

For University Curriculum Committee Date

Action taken: ______ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College CAL 4. Academic Unit History

5. Current course subject/catalog number HIS 405

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

HIS 405 TOPICS IN AMERICAN ENVIRONMENTAL HISTORY (3)
Topics in American Environmental History include: wilderness and national parks, conservation and reclamation, environmental justice, ecofeminism, ecological ideas (science, culture, and nature), and the global environmental context. Letter grade only. Prerequisite: Junior Status or higher

7. Is course currently cross-listed or co-convened? yes ☐ no ☐
   If yes, list course
   Will this continue? ____________________________

8. Is course an elective? ☒ or required for an academic plan/subplan? ☐
   If required, for what academic plan/subplan? ____________________________
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
    If revised, how should it be revised?

Topics in US Environmental History ____________________________

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number
    b. Proposed units
    c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
       If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
    d. Proposed to co-convene with
       (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
       Date approved by UGC
    e. Proposed to cross-list with
       (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
    f. Proposed long course title
       Topics in US Environmental History
       (max 100 characters including spaces)
    g. Proposed short course title
       Topics in US Environmental History
       (max 30 characters including spaces)
    h. Proposed catalog course description (max. 30 words, excluding requisites)
    i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
       (If both, the course may only be offered one way for each respective section.)
    j. May course be repeated for additional units? yes ☐ no ☐
       j.1. If yes, maximum units allowed?
       j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
          yes ☐ no ☐
    k. Please check ONE of the following that most appropriately describes the proposed course change(s):
       Lecture w/o unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
       Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
    l. Proposed prerequisites (must be completed before)
    m. Proposed corequisites (must be completed with)
    n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
       Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Title Change – The course title change of “U.S.” rather than “American” reflects the field as it is currently taught

13. Approvals

Cynthia Kosso

Department Chair/Unit Head (if appropriate) 10/23/07

Chair of college curriculum committee 11/16/07

Dean of college 11/16/07

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.

Revised 8/06
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. Is this course a Diversity or Liberal Studies Course?</td>
<td></td>
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<tr>
<td>Liberal Studies X</td>
<td>Diversity □</td>
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<td></td>
<td>Both □</td>
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<tr>
<td>2. Course change effective beginning of what term and year?</td>
<td>Fall 2008</td>
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<td>(ex. Spring 2008, Summer 2008)</td>
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<td>See effective dates calendar.</td>
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<tr>
<td>3. College</td>
<td>CAL</td>
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<tr>
<td>4. Academic Unit/Department</td>
<td>HISTORY</td>
</tr>
<tr>
<td>5. Current course subject/catalog number</td>
<td>HIS 412</td>
</tr>
<tr>
<td>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog: www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</td>
<td></td>
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<tr>
<td>HIS 412 THE CITY IN AMERICAN HISTORY (3)</td>
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<tr>
<td>Impact of the city in American history from the colonial era to the present; emphasis on the post-Civil War period; also, cities in the American West. Letter grade only. Prerequisite: Junior Status or higher</td>
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<tr>
<td>HIS 373 THE CITY IN US HISTORY (3)</td>
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<tr>
<td>Impact of the city in US history from the colonial era to the present; emphasis on the post-Civil War period; also, cities in the American West. Letter grade only.</td>
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<td>7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes □ No X</td>
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<td>If yes, explain and provide supporting documentation from the affected departments.</td>
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<td>8. Does this change affect community college articulation? Yes □ No X</td>
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<td>If yes, explain how in the justification and provide supporting documentation from the affected institutions.</td>
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<td>Is the course a Common Course as defined by your Articulation Task Force? Yes □ No □</td>
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<tr>
<td>If yes, has the change been approved by the Articulation Task Force? Yes □ No □</td>
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</table>
If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is □ or be revised □

If revised, how should it be revised? ______

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
<thead>
<tr>
<th>Current course subject/catalog number</th>
<th>Proposed course subject/catalog number</th>
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<tr>
<td>HIS 412</td>
<td>HIS 373</td>
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<thead>
<tr>
<th>Current number of units/credits</th>
<th>Proposed number of units/credits</th>
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<tr>
<th>Current Course Fee yes □ no X</th>
<th>If subject or catalog number change</th>
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<td>Move □ or Delete □</td>
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<tr>
<th>Current Grading Option*</th>
<th>Proposed Grading Option*</th>
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<tr>
<td>Letter Grade □ Pass/Fail □ or Both X</td>
<td>Letter Grade X Pass/Fail □ or Both □</td>
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<tr>
<th>Current Repeat for additional Units</th>
<th>Proposed Repeat for additional Units</th>
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<th>Current Max number of units</th>
<th>Proposed Max number of units</th>
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<th>Current Prerequisite</th>
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<th>Current Co-requisite</th>
<th>Proposed Co-requisite</th>
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<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Moved from 400 to 300 level - To be in line with the History Departments re-articulation of the curriculum, lecture courses are being moved to the 300 level and seminar courses being created at the 400 level.

Title Change – The course title change of “U.S.” rather than “American” reflects the field as it is currently taught

10. Approvals

   *Cynthia Kosso*

   11/27/07

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Revised 9/06
LIBERAL STUDIES ONLY

Contact name: ______
Dept. Chair name: ______
College Contact name: ______
Contact email: ______
Dept. Chair email: ______
College Contact email: ______

1. This course is a [ ] Single section [ ] Multi-section
2. List names of faculty who may teach this course: ______
3. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12-14.

NEW LIBERAL STUDIES COURSE
4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry [ ] Cultural Understanding [ ] Science [ ] Social and Political Worlds [ ]

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication [ ] Effective Writing [ ] Critical Thinking [ ]
   Quantitative Reasoning [ ] Scientific Inquiry [ ]

6. Is this a topics course? Yes [ ] No [ ]
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY
Revised 9/06
7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply?  

11. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
    If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply?  

13. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
    If yes, which course(s)?

14. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
    If no, please submit a course delete form for the ABC 400.
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name:  **Heather Martel**  
Dept. Chair name:  **Cynthia Kosso**  
College Contact name:  **Jean Boreen**

Contact email:  **Heather.martel@nau.edu**  
Dept. Chair email:  **Cynthia.kosso@nau.edu**  
College Contact email:  **Jean.Boreen@nau.edu**

27. This course is a  [ ] Single section  [ ] Multi-section

28. List names of faculty who may teach this course:  **Lubick**

29. Section enrollment cap:  **35**

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply):  **If a topics course, must apply to ALL sections.**

discontinued

31. Distribution Block (check one):  **If a topics course, must apply to ALL sections.**

   Aesthetic and Humanistic Inquiry  [ ]  Cultural Understanding  [x]  Science/Applied Science  Lab Science  [ ]

Social and Political Worlds  [ ]

32. Skills (check one):  **If a topics course, must apply to ALL sections.**

   Creative Thinking  [ ]  Critical Reading  [ ]  Effective Oral Communication  [ ]  Effective Writing  [x]  Critical Thinking  [ ]

   Ethical Reasoning  [ ]  Quantitative/Spatial Analysis  [ ]  Scientific Inquiry  [ ]  Use of Technology  [ ]

33. Is this a topics course?  **Yes [ ]  No [x]**

   If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

34. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.  

35. Explain by what method(s) **Student Learning Outcomes** will be assessed in **ALL** topic syllabi offered under this course number.

   **Revised 8/06**

36. Please attach an example of a Topic Syllabus offered under this course number.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply?  

38. Do you intend to offer ABC 300 and ABC 300W?  yes □  no □  
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply?  

40. Does this proposal replace or modify an existing course or experience? yes □  no □  
   If yes, which course(s)?  

41. Do you intend to offer ABC 400 and ABC 400C? yes □  no □  
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Cynthia Kosso, Ph.D.  10/9/07

Department Chair (if appropriate)  Date  11/6/07
Chair of college curriculum committee  Date  11/6/07
Dean of college  Date

For Committees use only

For Liberal Studies Committee  Date  12/11/07  Approved as modified

For University Curriculum Committee  Date

Revised 8/06
College of Arts and Letters  
Department of History  

HIS 373  
The City in American History  
Spring 2008  
Credits  
3 hrs  
Instructor  
George Lubick  
Office  
LA 315  
Office Hours  
MWF 10:00–11:30  
Prerequisites  
Junior Standing  

Description:  

This course rests on the premise that cities have contributed substantially to the evolution of American society and culture—not to mention their role in shaping economics and politics. The impact of cities is important, whether we are discussing contemporary metropolises like Los Angeles, Chicago, or New York; early 19th-century cities like Louisville or Cincinnati; or western mining camps like Bisbee or Last Chance Gulch.  

Urban history has been defined in a number of ways. Most simply, some scholars have written about urban history as if it were simply a variant of social history. Others, the discipline’s purists, once assumed the designation of “New Urban Historians,” and demanded a more sophisticated, quantitative methodology. They argued that students of cities should investigate the process of urbanization and that analysis of demographic data should form the core of urban history. Within the last decade or so, however, the concept of a new urban history has been abandoned, and scholars have employed a variety of perspectives and methodologies in their studies of urban and suburban areas. Whatever the approach, the essential ingredient remains the city, and the major objective of HIS 412 is to assist students in developing an appreciation of the role of cities in American history. This means confronting a considerable body of new material, or at least looking at some familiar historical landmarks from a new, urban perspective. An additional and complementary endeavor seeks to develop an appreciation of the complexity of history. Our approach to studying the history of American cities rests on developing a critical perspective; in short, critical reading, thinking, and analysis are particularly important. A word of caution: Too many students are attempted to attribute too much to the influence of cities. Remember that not all social change, for example, is necessarily the result of cities or the process of urbanization.  

HIS 373 is designed as a broad survey of American cities from the colonial era to the present. It introduces students to the varieties of urban theory and urban forms; such topics as technology, mobility, race, gender, and class also are considered. A specific focus this semester will be New York City, whose growth—economically, socially, culturally, and commercially—we’ll explore through an exceptional documentary called New York: A Documentary Film. We also will explore the “crabgrass frontier,” Kenneth Jackson’s description of suburbia, the “promised land” where most of you were born and raised. Nowadays most Americans are suburbanites, people whom Lewis Mumford once described as destined to suffer from a permanent case of the blahs. The Sunbelt comes in
for discussion, too, although that term suffers a bit from problems of definition. In any event, we'll analyze the region's unique contributions to modern America, and note, too, the problems of these sunny cities.

Objectives:

- Through texts, lectures, and films students will learn the essential history of American cities and also understand the various theoretical contexts that have shaped the discipline.
- In class discussions, students will demonstrate their understanding of textual materials and participate in critical discussions of sources.
- And, last, in a series of short papers, students will demonstrate their ability to organize and write thoughtful, critical papers on topics relating to urbanization and urban history.

Fifteen weeks from now, you all will have developed some sense of the importance of American cities in shaping the country's past and perhaps dictating it present and future. To help you sharpen your ideas, the class will devote a substantial amount of time to discussing reading assignments and films. For that reason, you must read assignments before coming to class. Lectures will always relate to the topics assigned but will not duplicate assigned readings. Instead, they will introduce additional material, different interpretations, and theoretical concepts that are not always in the text.

Liberal Studies Information

1. HIS 373 reflects the mission of the Liberal Studies because it requires students to consider the range of factors that have shaped urban and suburban growth over more than three centuries. More than any other factor (excepting perhaps the destruction of the country's forest cover grasslands), the growth of cities and suburbs is the key to understanding much of the past as well as coping with the complexities of the present. As students confront urban and suburban growth, they also must confront such issues as technology, mobility, women's roles and those of minorities, as well as the impact of cities and suburbs on regional environments. In short, few courses encourage students to confront such a range if issues, and understanding at them ought to prepare students to live responsible, productive, and creative lives.

2. Distribution Block—Social and Political Worlds

3. Essential Skills—Effective Writing.

Student Learning Expectations/Outcomes for this Course and Assessment

After fifteen weeks of HIS 373, student will demonstrate:

a) their ability to critically assess primary documents and current secondary literature as included in *Major Problems in American Urban and Suburban History*. Students will do
this as they present their ideas in class discussions and react to those of their colleagues, and as they write short analytical papers based on those sources;

b) their ability to write effectively, based on writing and rewriting (as necessary) of the required short papers;

c) their knowledge of the course content on a midterm and final exam, which cover the basic course texts;

d) on the midterm and final how well they understand the relationship between suburbanization and environmental reform, and also the role of Hispanic residents in shaping such southwestern cities as Los Angeles.

e) their understanding of the history of New York City as reflected in class discussions and short essays on that topic.

Howard Chudacoff, *Major Problems in American Urban and Suburban History*
Adam Rome, *The Bulldozer in the Countryside*
Mike Davis, *Magical Urbanism: Latinos Reinvent the American City*

Papers:
Four papers are required; each should be three to five pages in length and double spaced. The main source materials for these papers are the documents and essay excerpts in *Major Problems in American Urban and Suburban History*, supplemented by other text, lecture, and film resources. Each paper is worth twenty-five points. I will provide you with a number of questions to consider as prepare your essays. These prompts will be distributed at least a week before the papers are due. In addition, you will be provided with some essential instructions about organizing and writing a formal paper.

Revisions:
All papers may be revised to improve your grade. When papers are revised the final grade will be the average of the first draft and the revised one. Revisions are due one week after the papers have been returned.

Late Papers:
Personal illnesses or family emergencies are the only accepted excuses for late papers. Other late papers will be accepted, but five points will be deducted for each day after the due date.

Attendance:
Cut class at your own peril. Class discussions play a role in determining your grade. You can hardly play a role in discussions if you are absent.

Grades:
Four papers ad twenty-five points each 200 points
Midterm 100

Revised 8/06
Final Exam

A  90%+  360-400
B  80-89%  320-359
C  70-79%  280-319
D  60-69%  240-279
F  59----  239-----

Contact Information:
You can reach me by phone at 3-6211. I much prefer email correspondence, however. My address is George.Lubick@nau.edu.

Assignments

1. January 15  Martin Luther King, Jr. Holiday
   January 17  Introduction.
   January 19  *Major Problems*, Ch. 1,”Interpreting Urban and Suburban History.”


   February 2  *Major Problems*, Ch. 3, continued, essays.

   February 9  *Major Problems*, Ch. 4, continued, essays.
   **Paper No. 1 Due.**

   February 16  *Major Problems*, Ch. 5, continued, essays.


Revised 8/06
February 21  *Major Problems*, Ch. 6, “Class Relations in the Industrial Metropolis, 1850-1900,” *documents*.

February 23  *Major Problems*, Ch. 6, continued, *essays*.

7. February 26  *Evolution*, Ch. 5, “Newcomers and the Urban Core, 1850-1920,”


March 2  *Major Problems*, Ch. 7, continued, *essays*.

8. March 5  **Midterm Exam.**


March 9  *Major Problems*, Ch. 8, continued, *essays*;  *Paper No. 2 Due*.

9. March 12  *Evolution*, Ch. 6, “City Politics in an Era of Transformation.”


March 16  *Major Problems*, Ch. 9 continued, *essays*.

Spring Break  March 19-23


March 28  *Major Problems*, Ch. 10, continued, *essays*;  *Bulldozer*, Ch. 2, “From the Solar Home to the All-Electric Home.”


11. April 2  *Evolution*, Ch. 8, “Cities in an Age of Metropolitanism, the 1920s and 1930s.”

April 4  *Major Problems*, Ch. 11, “Leisure Time and Popular Culture,”

*documents*, and  *Bulldozer*, Ch. 3, “Septic Tank Suburbia.”

April 6  *Major Problems*, Ch. 11, continued, *essays*;  *Paper No. 3 Due*.


April 11  *Major Problems*, Ch. 12, continued, *essays*.


April 18  *Major Problems*, Ch. 13, “Sprawl, 1945 to the Present.”

*documents*;  *Bulldozer*, Ch. 5, “Where Not to Build.”
April 20  *Major Problems*, Ch. 13, continued, essays


Discuss Magical Urbanism, Chs. 5-7.


April 27  *Major Problems*, Ch. 14 continued, essays.  **Paper No. 3 Due.**


May 2  *Major Problems*, Ch. 15, continued, essays; *Bulldozer*, Ch. 7, “Toward a Land Ethic.”

May 4  *Bulldozer*, continued.

16. Final
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College CAL 4. Academic Unit History

5. Current course subject/catalog number HIS 415

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
HIS 415 AMERICAN INDIAN WOMEN (3)
Ethnohistorical approach to the history of the lives of American Indian women from a variety of tribes. Letter grade only. Prerequisite: HIS 293 or Junior Status or higher

7. Is course currently cross-listed or co-convened? yes ☐ no ☐
    If yes, list course
    Will this continue? __________________________

8. Is course an elective? ☒ or required for an academic plan/subplan? ☐
    If required, for what academic plan/subplan?
    If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
    If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐
    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
    If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number  
   HIS 386  
   b. Proposed units  

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved?  
   Yes  
   No  
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

   d. Proposed to co-convene with  
   Date approved by UGC  
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

   e. Proposed to cross-list with  
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

   f. Proposed long course title  
   (max 100 characters including spaces)

   g. Proposed short course title  
   (max 30 characters including spaces)

   h. Proposed catalog course description (max. 30 words, excluding requisites)

   i. Proposed grading option:  
   Letter grade  
   Pass/Fail  
   or Both  
   (If both, the course may only be offered one way for each respective section.)

   j. May course be repeated for additional units?  
   yes  
   no  
   j.1. If yes, maximum units allowed?  
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)  
   yes  
   no

   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   
   Lecture w/0 unit embedded lab  
   Lecture only  
   Lab only  
   Clinical  
   Research  
   Seminar  
   Field Studies  
   Independent Study  
   Activity  
   Supervision

   l. Proposed prerequisites (must be completed before)

   m. Proposed corequisites (must be completed with)

   n. If course has no requisites, will all sections of the course require:  
   (If course has pre or co requisite, skip to question 12)  
   Instructor consent  
   Department consent  
   No consent

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Moved from 400 to 300 level –

To be in line with the History Departments re-articulation of the curriculum, lecture courses are being moved to the 300 level and seminar courses being created at the 400 level.

See the paperwork for HIS 386 which is separate

13. Approvals

Cynthia Kosso  
Department Chair/Unit Head (if appropriate)  
10/23/07

Chair of college curriculum committee  
11/16/07

Dean of college  
11/16/07

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College CAL ___________ 4. Academic Unit History ___________

5. Current course subject/catalog number HIS 486

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog). HIS 486 NAVAJO HISTORY (3) A history of the Dini (Navajo) from pre-history to the present. Letter grade only. Prerequisite: HHS 293

7. Is course currently cross-listed or co-convened? yes ☐ no ☒
   If yes, list course
   Will this continue? ___________

8. Is course an elective? ☒ or required for an academic plan/subplan? ☐
   If required, for what academic plan/subplan? ___________
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
   If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

   If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
   If revised, how should it be revised? ___________

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number      HIS 385
   b. Proposed units ____________________
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
   d. Proposed to co-convene with
   Date approved by UGC
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   e. Proposed to cross-list with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   f. Proposed long course title
   (max 100 characters including spaces)
   g. Proposed short course title
   (max 30 characters including spaces)
   h. Proposed catalog course description (max. 30 words, excluding requisites)
   i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
   (If both, the course may only be offered one way for each respective section.)
   j. May course be repeated for additional units? yes □ no □
   j.1. If yes, maximum units allowed? ______
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) yes □ no □
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □ Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □
   l. Proposed prerequisites (must be completed before)
   m. Proposed corequisites (must be completed with)
   n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
      Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**Moved from 400 to 300 level –**

To be in line with the History Department's re-articulation of the curriculum, lecture courses are being moved to the 300 level and seminar courses are being created at the 400 level.

13. Approvals

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</tr>
</thead>
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<tr>
<td>Cynthia Kosso</td>
<td>10/23/07</td>
</tr>
<tr>
<td>Department Chair/Unit Head (if appropriate)</td>
<td>Date</td>
</tr>
<tr>
<td>Jeff P. Bynum</td>
<td>11/6/07</td>
</tr>
<tr>
<td>Chair of college curriculum committee</td>
<td>Date</td>
</tr>
<tr>
<td>Helen Brown</td>
<td>11/6/07</td>
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<tr>
<td>Dean of college</td>
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For Committee use only

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Action taken: approved as submitted 12/1/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
1. Is this course a Diversity or Liberal Studies Course? Liberal X Diversity □ Both □


3. College CAL

4. Academic Unit/Department HISTORY

5. Current course subject/catalog number HIS 487

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).

HIS 487 THE FAR SOUTHWEST (3)
Exploration and settlement of the American Southwest; political, economic, and social history, emphasizing Arizona and New Mexico since 1850. Letter grade only. Prerequisite: HIS 280 or HIS 281 or HIS 291 or HIS 292

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

HIS 367 From Southwest to Sunbelt (3)
Lecture course on the history of the American Southwest from 1850 to the present. Themes include conquest, the meeting of cultures, environment, economics, and identity. Prerequisite: HIS 291 or 292

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes □ No X

If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes □ No X

If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? Yes □ No X

If yes, has the change been approved by the Articulation Task Force? Yes □ No □

Revised 9/06
If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is □ or be revised □

If revised, how should it be revised? _____

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

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| Do you want to remove this course   | Liberal Studies □ Diversity □         |
| from either the Liberal Studies      |                                        |
| Course list and/or the Diversity     |                                        |
| Course list?                         |                                        |

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

*Course has been offered as HIS 487: The Far Southwest. To be in synch with new History Articulation plan, thematic lecture courses based on 200 level surveys need to be offered at the 300 level rather than 400 level. Assessment results from 2003 and 2004 provoked a re-articulation of our undergraduate and graduate curriculum.*

10. Approvals

*Cynthia Kosso* 11/27/07

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Revised 9/06
Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

1. This course is a ☐ Single section ☐ Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6. OR
If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11. OR
If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12-14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☐ Science ☐ Social and Political Worlds ☐

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐ Effective Writing ☐ Critical Thinking ☐
   Quantitative Reasoning ☐ Scientific Inquiry ☐

6. Is this a topics course? Yes ☐ No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

Revised 9/06
TOPICS COURSE ONLY
7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.
   
8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.
   
9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (*refer to question 19*)
10. To which degree programs offered by your department/academic unit does this proposal apply? 

11. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
    *If no, please submit a course delete form for the ABC 300.*

NEW SENIOR CAPSTONE COURSE (*refer to question 19*)
12. To which degree programs offered by your department/academic unit does this proposal apply? 

13. Does this proposal replace or modify an existing course or experience? yes □ no □
    *If yes, which course(s)? 

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
    *If no, please submit a course delete form for the ABC 400.*
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? 

38. Do you intend to offer ABC 300 and ABC 300W? yes □  no □ 
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? 

40. Does this proposal replace or modify an existing course or experience? yes □  no □ 
   If yes, which course(s)? 

41. Do you intend to offer ABC 400 and ABC 400C? yes □  no □ 
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Cynthia Kosso  
10/23/07
Department Chair (if appropriate)

Chair of college curriculum committee  
11/01/07
Chair

Dean of college  
11/01/07
Date

For Committees use only

For Liberal Studies Committee

Action taken: Approved as submitted 12/11/07 Approved as modified

For University Curriculum Committee

Action taken:

Approved as submitted

approved as modified

revised 8/06

3
College of Arts and Letters
Department of History

HIS 487: Topics in West/SW/Borderlands

Lewis and Clark
and the
Corps of Discovery in the American West

Semester: TBA
Time: TBA
Credits: 3 units
Instructor: Michael Amundson
Office: BS 206
Office Hours: TBA
Pre-Requisites: HIS 367 or 368 or 369 or 381 or prof consent

Course Description
HIS 468: Lewis and Clark and the Corps of Discovery in the American West is a senior level seminar designed to introduce students to theoretical approaches to the study of the Corps of Discovery in the American West. Its goals are to identify and compare different historical interpretations of Lewis and Clark in American history. Students will have to read extensively in the Lewis and Clark historiography, read extensively in the Lewis and Clark journals, evaluate and reconcile primary sources within larger historical contexts, be prepared for in-class discussions over the assigned readings, and write papers that incorporate both primary and secondary sources. Although its focus is on the journey of the Corps of Discovery from 1803-1806, it will provide contexts that place the Lewis and Clark expedition into the broader themes of the 19th century American West including Native American diplomacy, early 19th century Western political economy, ethnography, technology, the Enlightenment, natural history, imperialism, biography, and literature.
Prerequisite: HIS 367 or 368 or 369 or 381

Student Learning Outcomes
1. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of Lewis and Clark’s expedition;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
2. Students will learn to interpret a number and variety of primary sources
3. Students will practice and refine their oral and written communication, analysis and argumentation skills

Course Structure
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. The course will be structured chronologically and thematically, examining the history of the Lewis and Clark
expedition from origins to the Pacific and back as well as thematically by examining Indian-White relations, environment, biography, and through literature.

**Books and Required Readings**

There are four assigned books for the course as well as primary sources and articles available through VISTA.


**Recommended Readings**


**Web pages**

Journals of the Lewis and Clark expedition: [http://lewisandclarkjournals.unl.edu/](http://lewisandclarkjournals.unl.edu/)


Course Outline

Tentative Schedule

Part I: Beginnings through the Mandan Winter; Readings: Ambrose 1-210; Ronda 1-132; DeVoto through the Mandan Winter

<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>intro to class; discuss Lewis and Clark historiography</td>
</tr>
<tr>
<td>2</td>
<td>Discuss organization of expedition and start up the Missouri</td>
</tr>
<tr>
<td></td>
<td><em>discussion notes due</em></td>
</tr>
<tr>
<td>3</td>
<td>Discuss Indian relations and beginnings of diplomacy</td>
</tr>
<tr>
<td></td>
<td><em>discussion notes due</em></td>
</tr>
<tr>
<td>4</td>
<td>Discuss Teton confrontation</td>
</tr>
<tr>
<td>5</td>
<td>Discuss the Mandan Winter</td>
</tr>
<tr>
<td></td>
<td><em>discussion notes due</em></td>
</tr>
<tr>
<td>6</td>
<td>1st Paper Due/Film: Part I of Corps of Discovery</td>
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</table>

Part II: Mandans through the Ft. Clatsop Winter; Readings: Ambrose 211-342; Ronda, 133-213; DeVoto to Ft. Clatsop winter

<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
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<tbody>
<tr>
<td>7</td>
<td>Discuss Shoshone and Nez Perce meetings</td>
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<tr>
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<td><em>discussion notes due</em></td>
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<tr>
<td>8</td>
<td>Discuss LC’s voyage down the Columbia</td>
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<tr>
<td></td>
<td><em>discussion notes due</em></td>
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<tr>
<td>9</td>
<td>Discuss winter at Ft. Clatsop</td>
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<tr>
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<td><em>discussion notes due</em></td>
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<tr>
<td>10</td>
<td>2nd Paper due Film: Corps of Discovery Part II/</td>
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Part III: Readings: Ronda, 214-259; Ambrose, 343-484; Devoto, to the end Furtwangler, all

<table>
<thead>
<tr>
<th>week</th>
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<tr>
<td>11</td>
<td>Discuss return</td>
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<tr>
<td>12</td>
<td>Discuss Blackfeet confrontation</td>
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<td>13</td>
<td>Discuss end of voygage and post voyage; discuss Lewis’ death</td>
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<tr>
<td>14</td>
<td>Discuss LC as epic in Furtwangler, 1-135</td>
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<td><em>discussion notes due</em></td>
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<td>15</td>
<td>Discuss LC as epic/ conclude Burns film</td>
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revised 8/06
Assessment of Student Learning Outcomes

Methods:
Discussion Notes and Discussion:
Each student is expected to prepare discussion notes to be turned in at the start of each in-class discussion. These will be worth 10 points each and could include summaries, outlines, general questions, etc. A general guideline for length is 2-4 pages per 100 pages of reading. Remember to bring 2 copies of these notes to class: one copy to be turned in to the instructor at the beginning and one copy to keep for discussion.

Papers:
There are three required 7-9 page papers based on readings, discussions, and research (both primary and secondary). Students will receive guidelines from the instructor for each paper's topic.

Timeline:
Reading notes and discussion will be graded weekly. Thought papers will be due every five weeks based on readings from each third of the course.

Grading System

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Grading: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below

Course Policies:
1. Regular attendance is expected and necessary for success. Contact the instructor immediately if you face problems requiring you to miss class over an extended period.
2. The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is the student's responsibility to familiarize her/himself with these matters as defined by the University. See the current NAU Student Handbook and Appendices for definitions and procedures. Plagiarism or any other form of cheating cannot be accepted. Any student participating in such activities will receive a final grade of F.
3. Students unable to take the exams at the regularly scheduled times must make special arrangements with the instructor. The instructor reserves the right to change or substitute material on the exams under these conditions.
4. Late work will NOT be accepted.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

revised 8/06
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

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HIS 487: Topics in West/SW/Borderlands  
Water in the American West

Semester: TBA  
Time: TBA  
Credits: 3 units  
Instructor: Michael Amundson  
Office: BS 206  
Office Hours: TBA  
Pre-Requisites: HIS 367 or 368 or 369 or 381 or prof consent

Course Description
HIS 468: Water in the American West is a seminar course that explores the history of water development and ecology in the American West. It will examine the question of regional aridity, native American water uses, the birth of corporate, state, and federal irrigation, and the ecological consequences of such development on the West. Themes included in the course will be agriculture, the Jeffersonian Dream, irrigation, federalism, urban development, National Parks, ecology, and tourism. The course will include discussions of the Colorado, Columbia, Missouri river systems.

Student Learning Outcomes
4. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
5. Students will learn to interpret a number and variety of primary sources
6. Students will practice and refine their oral and written communication, analysis and argumentation skills

Course Structure
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. The course will be structured chronologically and thematically, examining the history of the water development from native beginnings to 21st century agribusiness as well as thematically by examining western water law, environmentalism, urbanization, and ecology.

Books and Required Readings
There are six assigned books for the course as well as primary sources and articles available through VISTA.


**Recommended Readings**
Additional readings will be available through VISTA.

**Course Outline**

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<thead>
<tr>
<th>week</th>
<th>topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>intro to class; discuss; water historiography</td>
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<tr>
<td>2</td>
<td><em>Western Water Made Simple</em>-- all discussion notes due</td>
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<tr>
<td>3</td>
<td><em>Rivers of Empire</em>, ch 1-7 discussion notes due</td>
</tr>
<tr>
<td>4</td>
<td><em>Rivers of Empire</em>, 8-end discussion notes due</td>
</tr>
<tr>
<td>5</td>
<td><em>The Organic Machine</em>, all discussion notes due</td>
</tr>
<tr>
<td>6</td>
<td>individual meetings</td>
</tr>
<tr>
<td>7</td>
<td>Papers due</td>
</tr>
<tr>
<td>8</td>
<td><em>Encounters with the Archdruid</em>-- all discussion notes due</td>
</tr>
<tr>
<td>9</td>
<td><em>A River No More</em>, chs 1-5 discussion notes due</td>
</tr>
<tr>
<td>10</td>
<td><em>A River No More</em>, 6-end discussion notes due</td>
</tr>
<tr>
<td>11</td>
<td><em>Cadillac Desert</em>, chs 1-7 discussion notes due</td>
</tr>
<tr>
<td>12</td>
<td><em>Cadillac Desert</em>, 8-end discussion notes due</td>
</tr>
</tbody>
</table>

revised 8/06
discuss notes due

13 video, *Cadillac Desert*

14 video *Cadillac Desert* discussion notes due

15 individual meetings

16 Final Paper due

Assessment of Student Learning Outcomes

Methods:
Discussion Notes and Discussion:
Each student is expected to prepare discussion notes to be turned in at the start of each in-class discussion. These will be worth 10 points each and could include summaries, outlines, general questions, etc. A general guideline for length is 2-4 pages per 100 pages of reading. Remember to bring 2 copies of these notes to class: one copy to be turned in to the instructor at the beginning and one copy to keep for discussion.

Papers:
There are two 8-10 page papers based on readings, discussions, and research (both primary and secondary). Students will receive guidelines from the instructor for each paper’s topic.

Timeline:
Reading notes and discussion will be graded weekly. Thought papers will be due at the mid term and at finals.

Grading System

Grading:
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<thead>
<tr>
<th>Reading Notes</th>
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<th>100 pts</th>
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<td>100 pts</td>
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<td>Papers</td>
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<td>200 pts</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

Grading: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below

Course Policies:
5. Regular attendance is expected and necessary for success. Contact the instructor immediately if you face problems requiring you to miss class over an extended period.
6. The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is the student’s responsibility to familiarize her/himself with these matters as defined by the University. See the current NAU Student Handbook and Appendices for definitions and procedures. Plagiarism or any other form of cheating cannot be accepted. Any student participating in such activities will receive a final grade of F.
7. Students unable to take the exams at the regularly scheduled times must make special arrangements with the instructor. The instructor reserves the right to change or substitute material on the exams under these conditions.

revised 8/06
8. Late work will NOT be accepted.

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revised 8/06
HIS 487: Topics in West/SW/Borderlands

History of Tourism in the American West

Semester: TBA
Time: TBA
Credits: 3 units
Instructor: Michael Amundson
Office: BS 206
Office Hours: TBA
Pre-Requisites: HIS 367 or 368 or 369 or 381 or prof consent

Course Description
HIS 487: This course examines the history and culture of the tourism in the American West. This course will be cast broadly to include many subfields in history including environmental history, Native American history, cultural history, race, class, and gender history, popular culture, and political history. In many ways, this course will use take a broad view of tourism to examine heritage tourism, recreational tourism, and entertainment tourism. Along the way, we will discuss National Parks and Monuments, museums, roadside attractions, authenticity and staged authenticity, scripted landscapes, and Las Vegas, to name a few. Main readings in the course will focus on the theory of tourism, the See America First campaign, and the impact of tourism on communities in the American West. Additional readings will examine a variety of case studies of tourism in the United States including Route 66, Sedona and the New Age, the Fred Harvey company, sports, and ecotourism.
Prerequisite: HIS 367 or 368 or 369 or 381

Student Learning Outcomes
7. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
8. Students will learn to interpret a number and variety of primary sources
9. Students will practice and refine their oral and written communication, analysis and argumentation skills

Course Structure
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. The course will be structured chronologically and thematically, examining the history of the tourism in the American West from elite beginnings to 21st century ecotourism as well as thematically by examining native American history, business history, biography, cultural history, and environmental history.
Books and Required Readings
There are four assigned books for the course as well as primary sources and articles available through VISTA.


Recommended Readings

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Tentative Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to readings, topics, case studies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em>Yosemite Fate of Heaven</em> film; discussion</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rothman, chs 1-5 discussion</td>
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<td>4</td>
<td>Rothman, 6-end of <em>Devil’s Bargains</em> discussion</td>
<td></td>
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<tr>
<td>5</td>
<td>McCannell, chs 1-3 <em>The Tourist</em> discussion</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>McCannell, 4-end <em>The Tourist</em> discussion</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>individual meetings</td>
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<tr>
<td>8</td>
<td><strong>Paper 1 due</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>Shaffer, chs 1-6 <em>See America First</em> discussion</td>
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<td>10</td>
<td>Shaffer, chs 7-end <em>See America First</em> discussion</td>
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<tr>
<td>11</td>
<td>Dilworth, ch 1-4 <em>Imagining Indians</em> discussion</td>
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<td>12</td>
<td>Dilworth, ch 5-end <em>Imagining Indians</em> discussion</td>
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<tr>
<td>13</td>
<td>Ivakhiv, introduction and Sedona chapters discussion</td>
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<tr>
<td>14</td>
<td>Mary Colter Film</td>
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<tr>
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<td>individual meetings</td>
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revised 8/06
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies X Diversity ☐ Both ☐


3. College CAL

4. Academic Unit/Department HISTORY

5. Current course subject/catalog number HIS 488

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm). Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

HIS 488 THE MAKING OF THE AMERICAN WEST (3)
Trans-Mississippi American West to 1900. Explores cultural interactions between native and nonnative peoples, the relationship between extractive industries and global markets, environmental consequences, and construction of the mythic West. Letter grade only. Prerequisite: HIS 291

HIS 368 and 368H Making of the US West (3)
Lecture course on the history of the US West to 1900. Themes include the meeting of cultures, conquest, and capitalism in the Trans-Mississippi region. Prerequisite: HIS 291

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☐ No ☐ If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes ☐ No ☐ If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Revised 9/06
Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No ☐
If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☐

If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☐ or be revised ☐
If revised, how should it be revised?

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

<table>
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<thead>
<tr>
<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
</tr>
</thead>
</table>

| Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? ☐ Liberal Studies ☐ Diversity ☐ |

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Course has been offered as HIS 488. To be in synch with new History Articulation plan, thematic lecture courses based on 200 level surveys need to be 300 level rather than 400 level. Assessment results from 2003 and 2004 provoked a re-articulation of our undergraduate and graduate curriculum.

10. Approvals

Cynthia Rosso 11/27/07

Department Chair/ Unit Head (if appropriate)/ Date

Revised 9/06
For Committee use only

For University Curriculum Committee/Date

Action
taken: approved as submitted approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: ______ Contact email: ______
Dept. Chair name: ______ Dept. Chair email: ______
College Contact name: ______ College Contact email: ______

1. This course is a  □ Single section □ Multi-section
2. List names of faculty who may teach this course: ______
3. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12 - 14.

NEW LIBERAL STUDIES COURSE
4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science □ Social and Political Worlds □

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Quantitative Reasoning □ Scientific Inquiry □

Revised 9/06
6. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

**TOPICS COURSE ONLY**
7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.
   
8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.
   
9. Please attach an example of a Topic Syllabus offered under this course number.

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**
10. To which degree programs offered by your department/academic unit does this proposal apply? 

11. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
   
   If no, please submit a course delete form for the ABC 300.

**NEW SENIOR CAPSTONE COURSE (refer to question 19)**
12. To which degree programs offered by your department/academic unit does this proposal apply? 

13. Does this proposal replace or modify an existing course or experience? yes □ no □
   
   If yes, which course(s)? 

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   
   If no, please submit a course delete form for the ABC 400.

Revised 9/06
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: Heather Martel
Dept. Chair name: Cynthia Kosso
College Contact name: Jean Boreen
Contact email: Heather.martel@nau.edu
Dept. Chair email: Cynthia.kosso@nau.edu
College Contact email: Jean.Boreen@nau.edu

27. This course is a X Single section □ Multi-section
28. List names of faculty who may teach this course: Amundson, Meeks
29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.
OR
If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.
OR
If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE
30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   discontinued

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding X Science/Applied Science Lab Science □
   Social and Political Worlds □

32. Skills (check one): If a topics course, must apply to ALL sections.
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □ Use of Technology □

33. Is this a topics course? Yes □ No X
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY
34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? ____

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? ____

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? ____

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Cynthia Kosso, Ph.D. 10/9/07

Department Chair (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committees use only

For Liberal Studies Committee Date

Action taken: ______ Approved as submitted 12/11/07 Approved as modified

For University Curriculum Committee Date

Action taken: ______ Approved as submitted 17/11/07 Approved as modified

revised 8/06 4
History 368: Making of the US West

Semester:                  
Time:                      
Credits: 3 units          
Instructor: Dr. Michael A. Amundson 
Office: BS 206             
Office Hours:              
Pre-Requisites: HIS 291 or 292 

Course Description
History 488: The Making of the US West explores the construction of the history and myth of the Trans-Mississippi US West to about 1900. Broad course themes will include the interaction of cultures, the integration of the West into international markets, the legacy of conquest, and the construction of the myth of American exceptionalism. The course will explore Native American life before and after European contact; the diversity and consequences of Spanish, Russian, French, English, and American exploration and settlement; extractive and colonial industries including the fur trade, mining, railroads, lumbering, and farming; ethnicity, hegemony, and the creation of cultural "others;" the importance of water and the foundations of a hydraulic society; the myth and reality of the cowboy; Indian wars, and the political importance of the West in the national arena.

Mission of Liberal Studies
The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

Liberal Studies Distribution Block
Cultural Understanding

Liberal Studies Essential Skills
Critical Thinking

Critical thinking includes the skills - particularly as applied to ones own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion if warranted by the evidence provided.

Student Learning Outcomes

Students should be able to:

- Identify and explain major themes explained in the course description.
- Compare and contrast historiographical arguments relating to course themes
- Locate and evaluate primary sources that support/ critique major course themes
Student Learning Outcomes

Content Goal: In-depth study of the American West from roughly 1500 to 1900
- Students are encouraged to think about how historical narratives are constructed. They are introduced to historiographic debates and try to apply them in their own work.

Skills Goals: Refine students' understanding and mastery of academic history through assignments that ask them to do increasingly more complex analysis.

1) Students are encouraged to
   a) extract meaning from primary and secondary sources
   b) compare their findings with other evidence from the period
   c) formulate conclusions about the issue under study
   d) test these ideas against additional evidence and the ideas of other historians
   e) develop their own historical interpretations
   f) see how conflicting evidence, alternative perspectives, and society's concerns inform our evaluations of the past.

Assessment of Student Learning Outcomes

Methods

COURSE REQUIREMENTS

A. In-class Exams:
- There are two 100 point, essay-style exams in this course. Each exam will be based on assigned readings, lectures, web links, films, and any class material.

B. Primary Source Papers:
- There will be two 50 point primary source papers, one due on the day of each unit exam. These papers will be based on a primary sources created during the period at hand. Examples of primary sources include journals, maps, photographs, artwork, newspaper articles, and government reports. Each should provide a one page description of the source and then a 3-4 page analysis of how that source fits into the broader themes of the course. The first should cover the period up to 1848 and the second the period 1849-1900.

C. Book Reviews: There are five short (2-3 page) 20 point book reviews for each of the assigned readings. These will be due on a regular basis (every three weeks) that may or may not correspond to classroom materials. We may have class discussions on the day that these papers are due.

Timeline

Exams and primary source evaluations are are scheduled at the midterm and during finals. Book reviews are scheduled every 3 weeks.

Course Structure

The context of the course will come from lecture, films, and other class activities. In addition, there are five required books that will take more focused looks at particular people, events, and ideas. These readings will become the basis for required response essays. All books are available at the campus bookstore and online at places such as amazon.com.

Books and Required Readings


revised 8/06

7
also available for free online, google it!


---

**Recommended Readings**
Some readings may be recommended over the course of the class and when possible made available through VISTA.

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**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug 27</td>
<td>Introduction; Paradigms</td>
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<tr>
<td>Sept 3</td>
<td>Native Americans</td>
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<td>Spanish Exploration and Settlement</td>
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<td>Sept 10</td>
<td>French, English, and Russian Exploration</td>
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<td></td>
<td>and Settlement</td>
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<tr>
<td>Sept 17</td>
<td>American Exploration and Settlement</td>
<td>Russell, <em>Journal of a Trapper</em></td>
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<td><em>Lewis and Clark review due</em></td>
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<td>Sept 24</td>
<td>Fur Trade/ Missionaries</td>
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<td>Nov 5</td>
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<td>Nov 12</td>
<td>Farming Frontier</td>
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revised 8/06
Nov 19   Conservation  
Chinaman's Chance review due  

Nov 26   1890s: End of the Frontier and Ag revolt  

Dec 3   Reading Week: Catch up  

Dec 10   Final Exam week  
Final Primary Source Paper Due  
Black Elk Speaks review Due  

Course Policies  
Retests/make-up Tests  

Absence policy:  
Students should make every effort to attend class. If unavoidable, students should obtain notes on the missed material from another student and then make an appointment with the professor to review the material. No make-up exams will be given without written evidence of personal illness, family emergency, or longstanding, unavoidable conflict. If a make-up exam/quiz is granted, the student has one week after returning in which to take the exam/quiz or a ZERO will be recorded.  

Academic Dishonesty:  
Students are expected to do their own work. Anyone plagiarizing will receive a zero for the assignment and their name will be forwarded to the vice-provost who keeps a file of such incidents. A second incident will cause the student to fail the course and possibly worse, including expulsion from NAU. This includes improperly citing or not citing any web pages!!!! You must cite all sources used in your papers and reviews  

ACADEMIC DISHONESTY:  
According to the NAU student handbook, plagiarism is “the attempt to pass off other’s work as your own” and is a violation of the Student Code of Conduct. When in doubt, talk to the professor. Anyone found to be plagiarizing or any other form of academic dishonesty will be dealt with according to the NAU Students Handbook at: http://www4.nau.edu/stulife/handbookdishonesty.htm  

ATTENDANCE:  
Students should make every effort to attend class. If unavoidable, students should obtain the missed material from a classmate and then make an appointment with the instructor to review the material. If a student misses more than one week of classes, the student should contact the instructor immediately. No make-up exams will be granted without written evidence of personal illness, family emergency, or longstanding, unavoidable conflict. If a student knows that a test will be missed because of one of the above, the student should inform the instructor prior to the exam. If a make-up is granted, students will have 1 week from the time of their return to class to take the exam or a zero will be recorded. Extended absences will be dealt with on an individual basis.  

Students are also encouraged to come to class on time. If you come late, please do not disrupt the class. Continuing lateness will be dealt with on an individual basis. All make-up exams will be given according to the history department's weekly make-up schedule: Fridays, 4-5:30pm LA 204.  

University Policies  

SAFE ENVIRONMENT POLICY  

NORTHERN ARIZONA UNIVERSITY  
POLICY STATEMENTS  

revised 8/06
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean’s office or on their website: http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8238.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

History 368:
The Making of the American West
History Department

revised 8/06
NAU College of Arts and and Letters

MWF: 1:50-2:40
LA 204
NAU Fall 2007
Prerequisites: HIS 291 or consent of Instructor

Dr. Michael Amundson
Office: BS 206
Office Hours: MWF:11:15-noon and by appt.
Phone: 523-6331
Email: Michael.Amundson@nau.edu

Course Description:

History 368: The Making of the American West explores the construction of the history and myth of the Trans-Mississippi American West to about 1900. Broad course themes will include the interaction of cultures, the integration of the West into international markets, the legacy of conquest, and the construction of the myth of American exceptionalism. The course will explore Native American life before and after European contact; the diversity and consequences of Spanish, Russian, French, English, and American exploration and settlement; extractive and colonial industries including the fur trade, mining, railroads, lumbering, and farming; ethnicity, hegemony, and the creation of cultural "others;" the importance of water and the foundations of a hydraulic society; the myth and reality of the cowboy; Indian wars, and the political importance of the West in the national arena.

Reading: These are available at the NAU bookstore and on-line at sites such as amazon.com

All Required:

James Ronda, Lewis and Clark among the Indians, Bison Books, ISBN# 0803289901

also available for free on online, google it!

Lillian Schlissell, Women's Diaries of the Westward Journey, Schocken, ISBN# 0805211764


COURSE REQUIREMENTS

A. In-class Exams:
There are two 100 point, essay-style exams in this course. Each exam will be based on assigned readings, lectures, web links, films, and any class material.

B. Primary Source Papers:
There will be two 50 point primary source papers, one due on the day of each unit exam. These papers will be based on a primary sources created during the period at hand. Examples of primary sources include journals, maps, photographs, artwork, newspaper articles, and government reports. Each should provide a one page description of the source and then a 3-4 page analysis of how that source fits into the

revised 8/06
broader themes of the course. The first should cover the period up to 1848 and the second the period 1849-1900.

C. Book Reviews: There are five short (2-3 page) 20 point book reviews for each of the assigned readings. These will be due on a regular basis (every three weeks) that may or may not correspond to classroom materials. We may have class discussions on the day that these papers are due.

GRADING
Exams ........................................ 2@ 100 pts .................................................. 200 pts
Primary Source Papers .................... 2@ 50 pts ........................................... 100 pts
Monograph Response Essays........... 5@ 20 pts .................................................. 100 pts
Totals .................................................. 400 pts

A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: 59% and below

Absence policy:
Students should make every effort to attend class. If unavoidable, students should obtain notes on the missed material from another student and then make an appointment with the professor to review the material. No make-up exams will be given without written evidence of personal illness, family emergency, or longstanding, unavoidable conflict. If a make-up exam/quiz is granted, the student has one week after returning in which to take the exam/quiz or a ZERO will be recorded.

Academic Dishonesty:
Students are expected to do their own work. Anyone plagiarizing will receive a zero for the assignment and their name will be forwarded to the vice-provost who keeps a file of such incidents. A second incident will cause the student to fail the course and possibly worse, including expulsion from NAU. This includes improperly citing or not citing any web pages!!!! You must cite all sources used in your papers and reviews.
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<td>Nov 19</td>
<td>Conservation</td>
<td><em>Neihardt, Black Elk Speaks</em></td>
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<td><strong>Final Exams week</strong></td>
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<td><strong>Black Elk Speaks review Due</strong></td>
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University Curriculum Committee
Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course?
   Liberal X Diversity ☐ Both ☐
   Studies Submitt ed

2. Course change effective beginning of what term and year?
   Fall 2008

3. College CAL

4. Academic Unit/Department HISTORY

5. Current course subject/catalog number HIS 489

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).

   HIS 489 THE AMERICAN WEST TRANSFORMED (3)
   American West in the twentieth century. Explores the interaction of cultures, the West's transformation from colony to empire, American exceptionalism, the legacy of conquest, and the new western history. Letter grade only. Prerequisite: HIS 292

   HIS 369 The US West Transformed (3)
   Lecture course on the history of the US West since 1900. Themes include conquest, capitalism, the meeting of cultures, and environment in the Twentieth Century West.
   Prerequisite: HIS 292

   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☐ No X
   If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes ☐ No X
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No X

Revised 9/06
If **yes**, has the change been approved by the Articulation Task Force?  
Yes [ ]  No [ ]

If this course has been listed in the *Course Equivalency Guide*, should that listing 
be left as is [ ]  or be revised [ ]

If revised, how should it be revised?  

---

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

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<td>Letter Grade X Pass/Fail [ ] or Both [ ]</td>
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<th>Proposed Co-Convene with</th>
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<tr>
<th>Current Cross List with</th>
<th>Proposed Cross List with</th>
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</table>

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list?  
Liberal Studies [ ]  Diversity [ ]

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Course has been offered as HIS 489 previously. To be in synch with new History Articulation plan, thematic lecture courses based on 200 level surveys need to be 300 level rather than 400 level. Assessment results from 2003 and 2004 provoked a re-articulation of our undergraduate and graduate curriculum.

10. Approvals

    **Cynthia Kosso**  
    11/27/07

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Revised 9/06
Action taken: approved as submitted approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: ______
Dept. Chair name: ______
College Contact name: ______
Contact email: ______
Dept. Chair email: ______
College Contact email: ______

1. This course is a □ Single section □ Multi-section
2. List names of faculty who may teach this course: ______
3. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12 - 14.

NEW LIBERAL STUDIES COURSE

4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science □ Social and Political Worlds □

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Quantitative Reasoning □ Scientific Inquiry □

6. Is this a topics course? Yes □ No □

Revised 9/06
TOPICS COURSE ONLY

7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? ____

11. Do you intend to offer ABC 300 and ABC 300W? yes □ no □

If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? ____

13. Does this proposal replace or modify an existing course or experience? yes □ no □

If yes, which course(s)? ____

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □

If no, please submit a course delete form for the ABC 400.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: Heather Martel
Dept. Chair name: Cynthia Kosso
College Contact name: Jean Boreen
Contact email: Heather.Martel@nau.edu
Dept. Chair email: Cynthia.kosso@nau.edu
College Contact email: Jean.boreen@nau.edu

27. This course is a Single section □ Multi-section
28. List names of faculty who may teach this course: Amundson, Meeks
29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
Discontinued

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding X Science/Applied Science Lab Science □
   Social and Political Worlds □

32. Skills (check one): If a topics course, must apply to ALL sections.
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □ Critical
   Thinking X
   Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □ Use of Technology □

33. Is this a topics course? Yes □ No X
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. 

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. 

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42

06
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? ___

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.
   GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? ___

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? ___

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Cynthia Kosso, Ph.D. 10/9/07
Department Chair (if appropriate) Date

Chair of college curriculum committee 11/6/07
Date

Dean of college 11/16/07
Date

For Committees use only

For Liberal Studies Committee Date

Action taken: Approved as submitted 12/11/07 Approved as modified

For University Curriculum Committee Date

Action taken: Approved as submitted 12/11/07 Approved as modified

revised 8/06
College of Arts and Letters  
Department of History  

History 369: The US West Transformed

Semester: TBA  
Time: TBA  
Credits: 3 units  
Instructor: Dr. Michael A. Amundson  
Office: BS 206  
Office Hours: TBA  
Pre-Requisites: HIS 291 or 292

Course Description

History 369 is an in-depth look at how the US West was transformed from its 19th century hinterland, frontier status into the modern, trend-setting US West of today. After examining the major paradigms of western history, the course will focus on the role the West has played in American life, history, and myth. The course will examine important themes including colonialism, the boom and bust economy, the role of gender, race, and ethnicity, urbanization, environment and the role of the Federal government. Topics will include Native Americans, federalism, water development, urbanization and rural life, mining, tourism, energy development, and environment

Mission of Liberal Studies
The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

Liberal Studies Distribution Block
Cultural Understanding

Liberal Studies Essential Skills

Critical Thinking

Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in mind possible biases, 3) determining whether a conclusion if warranted by the evidence provided.

Student Learning Outcomes

revised 8/06
Students should be able to:

- Identify and explain major course themes as explained in the course description above.
- Compare and contrast historiographical arguments relating to course themes
- Locate and evaluate primary sources that connect to and critique course themes

Student Learning Outcomes

Content Goal: In-depth study of the American West in the 20\textsuperscript{th} century

Students are encouraged to think about how historical narratives are constructed. They are introduced to historiographic debates and try to apply them in their own work.

Skills Goals: Refine students’ understanding and mastery of academic history through assignments that ask them to do increasingly more complex analysis.

1) Students are encouraged to
   a) extract meaning from primary and secondary sources
   b) compare their findings with other evidence from the period
   c) formulate conclusions about the issue under study
   d) test these ideas against additional evidence and the ideas of other historians
   e) develop their own historical interpretations
   f) see how conflicting evidence, alternative perspectives, and society’s concerns inform our evaluations of the past.

Assessment of Student Learning Outcomes

Methods

Exams:
There will be three 100 point, essay-style exams in this course. Each exam will consist of two 25 point essays and five 10 point, short answer identifications. The first exam covers the period 1890-1941 and will include material from the Stewart and Worster books. The second exam will cover WWII and the early Cold War with material from Uchida and Titus. The third exam period looks at the New West of the 1960s and after and will examine the Crow Dog and May books.

Essays:
There will be three 25 point take-home essays due on the day of each exam. These essays will be based on questions provided by the instructor and will include that section’s readings. These do not have to include extensive outside research.

Primary Source Papers

There will be three 25 point primary source papers, one due on the day of each unit exam. These papers will be based on a primary sources created during the period at hand. Examples of primary sources include journals, maps, photographs, artwork, newspaper articles, and government reports. Each should provide a one page description of the source and then a 2-3 page analysis of how that source fits into the broader themes of the course. The first should cover the period 1890-1935, the second 1935-1960; and the third 1960-present. More information will be presented in class.

revised 8/06
TIMELINE: Exams and Primary Source Papers will be due in the 5\textsuperscript{th}, 10\textsuperscript{th}, and Finals week. Essays based on the readings, two books per essay, will also be due at those intervals.

Course Structure
The context of the course will come from lecture, films, and other class activities. In addition, there are five required books that will take more focused looks at particular people, ideas, and events. These readings will become the basis for required response essays. All books are available at the campus bookstore and online at places such as amazon.com.

Books and Required Readings
Stewart, Letters of a Woman Homesteader
Worster, Dust Bowl: The Southern Plains in the 1930s

Yoshiko Uchida, Desert Exile: The Uprooting or a Japanese-American Family
Titus, Bombs in the Backyard: Atomic Testing and American Politics

Crow Dog, Lakota Woman

Recommended Readings
Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 13</td>
<td>Intro/Western paradigms</td>
<td>Stewart, Letters</td>
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<td>Jan 20</td>
<td>Farmer’s Revolt</td>
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<td>Jan 27</td>
<td>The Progressive West</td>
<td>Worster, Dust Bowl</td>
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<td>WWI;</td>
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<td>Jan 27</td>
<td>1920s; Great Depression/ Dust Bowl</td>
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<td>Feb 3</td>
<td>New Deal</td>
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<tr>
<td>Feb 10</td>
<td>New Deal</td>
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<td>Primary Source I due Feb 12</td>
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<tr>
<td>Feb 17</td>
<td>Exam I; Essay I due</td>
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<td>Feb 24</td>
<td>World War II</td>
<td>Uchida, Desert Exile</td>
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<td>March 3</td>
<td>World War II</td>
<td></td>
</tr>
<tr>
<td>March 10</td>
<td>The Atomic West</td>
<td>Titus, Bombs in the Backyard</td>
</tr>
<tr>
<td>March 17</td>
<td>Spring Break!</td>
<td></td>
</tr>
</tbody>
</table>

revised 8/06
March 24  
The 1950s West  
Primary Source II due March 26

March 31  
Exam II;  
Essay II due

April 7  
Post War Tourism

April 14  
The Sixties and the West

April 21  
The American Indian Movement  
Crow Dog, Lakota Woman

April 28  
Sagebrush Rebellion  
The New West  
Primary Source 3 due May 2

May 5  
Finals Exam May 5 10 am  
Essay 3 Due

Course Policies

ACADEMIC DISHONESTY:
According to the NAU student handbook, plagiarism is "the attempt to pass off other’s work as your own" and is a violation of the Student Code of Conduct. When in doubt, talk to the professor. Anyone found to be plagiarizing or any other form of academic dishonesty will be dealt with according to the NAU Students Handbook at: http://www4.nau.edu/stulife/handbookdishonesty.htm

ATTENDANCE:
Students should make every effort to attend class. If unavoidable, students should obtain the missed material from a classmate and then make an appointment with the instructor to review the material. If a student misses more than one week of classes, the student should contact the instructor immediately. No make-up exams will be granted without written evidence of personal illness, family emergency, or longstanding, unavoidable conflict. If a student knows that a test will be missed because of one of the above, the student should inform the instructor prior to the exam. If a make-up is granted, students will have 1 week from the time of their return to class to take the exam or a zero will be recorded. Extended absences will be dealt with on an individual basis.

Students are also encouraged to come to class on time. If you come late, please do not disrupt the class. Continuing lateness will be dealt with on an individual basis. All make-up exams will be given according to the history department's weekly make-up schedule: Fridays, 4-5:30pm LA 204.

University Policies

NORTHERN ARIZONA UNIVERSITY  
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

revised 8/06
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and on each college dean’s office or on their website: http://www4.nau.edu/oerp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birch, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
University Curriculum Committee

PROPOSAL FOR COURSE CHANGE

[FROM HIS this is a course change, but new to liberal studies]

1. Is this a Liberal Studies or Diversity Course?  Liberal Studies X  Diversity □  Both □

   It is being proposed to LS

2. Course change effective beginning of what term and year?  

3. College  Arts and Letters  4. Academic Unit  History

5. Current course subject/catalog number  HIS 491

6. Current catalog title, course description, and units.  (Copy and paste from current on-line academic catalog).
   HIS 491 AMERICAN THOUGHT AND CULTURE II  (3)
   American intellectual history from the Civil War to the present. Letter grade only. Prerequisite: Junior Status or higher

7. Is course currently cross-listed or co-convened?  yes X  no □
   If yes, list course  HIS 491H
   Will this continue?  no

8. Is course an elective?  X  or required for an academic plan/subplan?  □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change?  (Consider prerequisites, degree
   requirements, etc.)  yes □  no X
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation?  yes □  no X
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force?  yes □  no X
    If yes, has the change been approved by the Articulation Task Force?  yes □  no □
    If this course has been listed in the Course Equivalency Guide, should that listing
    be left as is, □  or be revised?  □
    If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number   HIS 388   b. Proposed units 3

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No X
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with

(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

Date approved by

e. Proposed to cross-list with

(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title US Thought and Culture since 1865
(max 100 characters including spaces)

g. Proposed short course title US Thought and Culture since 1865
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)
This class considers the cultural and intellectual history of the US history since 1865, exploring the values, perceptions, ideas, literature and arts of US society.

i. Proposed grading option: Letter grade X Pass/Fail □ or Both □
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no X
j.1. If yes, maximum units allowed? ________

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
Lecture w/0 unit embedded lab □ Lecture only X Lab only □ Clinical □ Research □
Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

l. Proposed prerequisites (must be completed before) Sophomore status or higher

m. Proposed corequisites (must be completed with)

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent □ Department co □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The course title change of "U.S." rather than "American" reflects the field as it is currently taught – i.e. the focus is on North American intellectual and cultural history, not the Americas as a whole. Moved from 400 to 300 level to be in line with the History Departments re-articulation of the curriculum, lecture courses are being moved to the 300 level and seminar courses being created at the 400 level.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: Leilah Danielson
Dept. Chair name: Cynthia Kosso
College Contact name: Jean Boreen
Contact email: Leilah.Danielson@nau.edu
Dept. Chair email: Cynthia.Kosso@nau.edu
College Contact email: Jean.Boreen@nau.edu

27. This course is a  ☑ Single section  ☐ Multi-section

28. List names of faculty who may teach this course: Danielson

29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Discontinued

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☑ Science/Applied Science Lab Science ☐
   Social and Political Worlds ☐

32. Skills (check): If a topics course, must apply to ALL sections.
   Creative Thinking ☐ Critical Reading ☐ Effective Oral Communication ☐ Effective Writing ☑
   Critical Thinking ☐ Ethical Reasoning ☐ Quantitative/Spatial Analysis ☐ Scientific Inquiry ☐ Use of Technology ☐

33. Is this a topics course?  Yes ☐ No ☑
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42
42. Approvals

Cynthia Kosso, Ph.D.

10/9/07

Department Chair/Unit Head (if appropriate)  Date

Jeffrey Bright  11/6/07

Chair of college curriculum committee  Date

Dean of college  11/6/07

For Committee use only

For University Curriculum Committee  Date

Action taken: approved as submitted  11/14/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.

College of Arts and Letters
Department of History
US Thought and Culture since 1865
HIS 388

Semester: TBA
Time: TBA
Credits: 3
Instructor: Dr. Leilah Danielson
Office: LA 314
Office hours: TBA
Prerequisites: Sophomore status or higher; HIS 291 and HIS 292 are recommended

Revised 8/06
Course description
Cultural and intellectual history converge in exploring the values, perceptions, ideas, literature and the arts of a society and how and why they have changed over time. With this broad understanding of our task in mind, we will focus our attention on the following themes:

- the Darwinian revolution – its challenge to Protestant dominance in the late 19th century, and the various ways it shaped American thought and culture;
- the impact of industrialization and urbanization, consumerism and mass culture on American culture and identity, and how intellectuals and artists have responded to and represented these changes;
- the evolution of racialist thinking and how African Americans and others have challenging such thinking;
- the origins and literary and artistic expressions of realism, naturalism, modernism, and the aesthetics and politics of postmodernism;
- the relationship between domestic culture and ideology and U.S. empire;
- the rise and decline of American liberalism, and its critics;
- how and why ideas about gender and sexuality have changed over time;
- the role of the intellectual and artist in society, and the ongoing debate over the relationship between art and politics; and
- the culture wars – debates over American diversity, the canon, and multiculturalism.

Mission of Liberal Studies
The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

Liberal Studies Distribution Block
Cultural Understanding: By tracing the evolution of ideas and cultural formations in the United States since the late nineteenth century, this course fosters an appreciation of the relationship between historical context and human expression and values. The use of primary sources (textual and visual), writing assignments, and discussions fosters critical and ethical engagement in the major themes and questions related to the human condition and its creative expressions over the last 150 years.

Liberal Studies Essential Skills
Effective writing will be the primary skill evaluated for the purposes of Liberal Studies. The reading and writing requirements for this course will also foster critical thinking skills.

Student Learning Outcomes
Through lectures, readings, films, discussions, and writing assignments, students will demonstrate the ability to engage with and critically examine the major problems, themes, and debates in the history of American thought and culture in the United States since the Civil War.

Specifically,

1. **Four short summaries of an assigned primary source reading (5% each)** On the first day of class, you will be assigned four primary sources for which you will write summaries over the course of the semester. Each summary should be typed, double-spaced, and 1-2 pages long, and is due at the beginning of class on the day the reading is to be discussed. It should condense what you have read and put the author’s ideas into your own words.

2. **One book review (20%)** Write a 3-4 page, double-spaced, book review of one of the three assigned monographs (i.e. Glenn, Moore, or Klein), due on the day we discuss the book. Like a summary, a book review describes the book’s central argument(s) and evidence. But it also provides an assessment and evaluation of the book – i.e. Has the author persuasively argued the thesis to your satisfaction? Why or why not? Has the book challenged you intellectually, increasing your knowledge, raising new questions, and/or presenting the material in a novel, even provocative manner? Would you recommend any or all of these books, and at what level -- secondary, undergraduate, graduate? What book on this subject still needs to be written?

3. **Three written exams (20 % each)** There will also be three take-home exams (see syllabus for dates). You will be required to answer one of two essay questions. The question will ask you to integrate and analyze lecture materials, readings, and primary sources and to develop your own, educated arguments. The exams must be 5-7 pages long, typed and double-spaced, with no more than one-inch margins. Note: *I will take very seriously any infractions of the university rules regarding academic integrity* – particularly regarding the issue of plagiarism (see Appendix F of NAU’s student handbook).

4. **Participation** As you will note below, there will be numerous discussions based on the readings and films throughout the semester. Participation in these discussions is essential for doing well in this course; indeed, I reserve the right to adjust your final grade by a couple of points according to the quality and regularity of your participation.

**Course Structure**
Approximately 60% of class time will be devoted to lectures, while the remaining 40% will be devoted to discussion of the themes developed in the lectures and the required readings. The lectures will provide much of the factual foundation for the course, as well as an overview of some important themes and historical debates.

**Books and Required Reading**
5. E-RESERVE readings

**Recommended Readings**
The introductory essays in David Hollinger and Charles Capper, eds., *The American Intellectual Tradition*, vol. 2 should provide the necessary background for this course.

**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>FROM GENTILITY TO REALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>The Genteel Tradition and the Incorporation of America</td>
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<tr>
<td></td>
<td>Lecture</td>
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<tr>
<td>Meeting 3</td>
<td>Realism, Naturalism, and the Challenge to Victorianism</td>
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<td></td>
<td>Reading: Howells, “Pernicious Fiction” (H&amp;C); Theodore Dreiser, “Free” in Howard Fast, ed., <em>The Best Short Stories of Theodore Dreiser</em> (e-reserve) Lecture and discussion of reading 1/24</td>
</tr>
<tr>
<td>Meeting 4</td>
<td>Social Darwinism, Positivism, and Social Science</td>
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<td></td>
<td>Reading: Sumner, “Sociology” (H&amp;C); Ward, “Mind as a Social Factor” (H&amp;C)</td>
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<tr>
<td></td>
<td>Lecture</td>
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<tr>
<td>Meeting 5</td>
<td>Pragmatism and Progressive Reform</td>
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<td></td>
<td>Reading: James, “What Pragmatism Means” (H&amp;C); Dewey, “Philosophy and Democracy” (H&amp;C); Addams, “The Subjective Necessity of Social Settlements” (H&amp;C) Lecture</td>
</tr>
<tr>
<td>Meeting 6</td>
<td><em>Discussion of reading 1/26 and 1/31</em></td>
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<td>Meeting 7</td>
<td>The Crisis of Cultural Authority and the Strenuous Life</td>
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<tr>
<td></td>
<td>Reading: Roosevelt, “The Strenuous Life” (e-reserve)</td>
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<td></td>
<td>Lecture</td>
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<tr>
<td>Meeting 8</td>
<td>Race, Empire, and African-American Protest</td>
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<tr>
<td>Meeting 9</td>
<td>Religion and American Capitalism</td>
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<td></td>
<td><em>Discussion: Moore, Selling God</em></td>
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<td></td>
<td><strong>MODERNITY AND MODERNISM</strong></td>
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<tr>
<td>Meeting 10</td>
<td>Cosmopolitanism and American Modernism</td>
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<tr>
<td></td>
<td>Reading: Bourne, “Trans-National America” (H&amp;C)</td>
</tr>
</tbody>
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Revised 8/06
<table>
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<tr>
<th>Lecture</th>
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</table>
| **Meeting 11** | Primitivism and Relativism: Boasian Anthropology  
Reading: Mead, selection from *Coming of Age in Samoa* (H&C)  
Film: *Margaret Mead: An Observer Observed* |
| **Meeting 12** | Discussion of film and reading 2/16 and 2/21 |
| **Meeting 13** | Feminism and the New Woman  
Discussion: Glenn, *Female Spectacle* |
| **Meeting 14** | Culture, Race, and Resistance  
Reading: Robin D.G. Kelley, “The Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II” in *Race Rebels*, 161-82 (e-reserve)  
Film: *Without Fear or Shame* |
| **Meeting 15** | Discuss film and reading 3/2 |
| **Meeting 16** | Mass Culture and the Working Class  
Lecture and discussion |
| **Meeting 17** | Culture, Labor, and the Left  
Reading: Lizabeth Cohen, “Workers’ Common Ground” in *Making a New Deal*, 323-61 (e-reserve); Sidney Hook, “Communism without Dogmas” (H&C); Mike Gold, “Go Left, Young Writers” (e-reserve)  
Lecture |
| **Meeting 18** | Discussion of reading 3/14 |
| **POSTMODERNITY AND DIVERSITY** |
| **Meeting 19** | The New York Intellectuals and Cold War Liberalism  
Reading: Bell, “The End of Ideology in the West” (H&C); Arendt, “Ideology and Terror” (H&C); Niebuhr, selection from *The Children of Light and the Children of Darkness* (H & C); Rostow, selection from *The Stages of Economic Growth* (H&C)  
Lecture |
| **Meeting 20** | Discussion of reading 3/28 |
| **Meeting 21** | Race, Culture, and the Cold War  
Discussion: Klein, *Cold War Orientalism* |
| **Meeting 22** | Jazz, Youth Culture, and the Beats  
Lecture |
| **Meeting 23** | 60’s Revolts and the Search for Authenticity  
Reading: Mills, “Letter to the New Left” (H&C); King, selection from “Letter from a Birmingham Jail,” (H&C); Gerhardt, “Politicizing Pleasure” in *Desiring Revolution*, 81-116 (e-reserve)  
Lecture |
| **Meeting 24** | Discussion of reading 4/6 and 4/11 |
| **Meeting 25** | Conservative Crosscurrents |

Revised 8/06
| Meeting 26 | The Postmodern Turn  
Reading: Butler, selection from *Gender Trouble* (H&C); Rorty, “Science as Solidarity” (H&C); Cornel West, “The New Cultural Politics of Difference” reprinted in During, ed., *The Cultural Studies Reader*, 256-67 (e-reserve)  
Lecture |
<table>
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<tbody>
<tr>
<td>Meeting 27</td>
<td><em>Film: Running Fence</em></td>
</tr>
<tr>
<td>Meeting 28</td>
<td><em>Discussion of film and reading 4/18 and 4/20</em></td>
</tr>
</tbody>
</table>

University Policies will be added
University Curriculum Committee

PROPOSAL FOR COURSE CHANGE
[FROM HIS this is a course change, but new to liberal studies]

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☒ Diversity ☐ Both ☐

It is being proposed to LS


3. College       Arts and Letters

4. Academic Unit History

5. Current course subject/catalog number HIS 492

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

HIS 492 DIPLOMATIC HISTORY OF THE UNITED STATES (3)
Major foreign policies of the United States from the American Revolution to the present, and leadership in the development of those policies. Letter grade only. Prerequisite: Junior Status or higher

HIS 492H DIPLOMATIC HISTORY OF THE UNITED STATES - HONORS (3)
Major foreign policies of the United States from the American Revolution to the present, and leadership in the development of those policies. Letter grade only. Prerequisite: Honors Student Group and Junior Status or higher

7. Is course currently cross-listed or co-convened? yes ☒ no ☐

If yes, list course HIS 492H

Will this continue? yes

8. Is course an elective? ☒ or required for an academic plan/subplan? ☐

If required, for what academic plan/subplan

If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒

If yes, explain in the justification and provide supporting documentation from the affected department.

10. Does this change affect community college articulation? yes ☐ no ☒
If yes, explain how in the justification and provide supporting documentation from the affected institutional task force.

Is the course a Common Course as defined by your Articulation Task Force? yes [ ] no [ ] X

If yes, has the change been approved by the Articulation Task Force? [ ] no [ ]

If this course has been listed in the Course Equivalency Guide, should that listing be left as is, [ ] or be revised [ ]

If revised, how should it be revised?

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number [HIS 372] b. Proposed units 3

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes [ ] No [ ] X

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with [HIS 372H] Date approved by UGC

(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with

(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title The US in the World

(max 100 characters including spaces)

g. Proposed short course title The US in the World

(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

This course is a survey of major trends and issues which shaped American foreign policy from the colonial period to the present.

i. Proposed grading option: Letter grade [X] Pass/Fail [ ] or Both [ ]

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes [ ] no [ ] X

j.1. If yes, maximum units allowed?

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 101
k. Please check ONE of the following that most appropriately describes the proposed course change(s)
   Lecture w/o unit embedded lab  Lecture only  Lab only  Clinical  Research
   Seminar  Field Studies  Independent Study  Activity  Supervision

l. Proposed prerequisites (must be completed before) Sophomore status or higher

m. Proposed corequisites (must be completed with)

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip question 12)
   Instructor consent  Department consent  No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.
   The course title change of "U.S." rather than "American" reflects the field as it is currently taught — Moved from 400 to 300 level to be in line with the History Departments re-articulation of the curriculum, lecture courses are being moved to the 300 level and seminar courses being created at the 400 level.
If the course being submitted for approval is **NOT a LIBERAL STUDIES** course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name: **Heather Martel**  
Dept. Chair name: **Cynthia Kosso**  
College Contact name: **Jean Boreen**  
Contact email: **Heather.martel@nau.edu**  
Dept. Chair email: **Cynthia.kosso@nau.edu**  
College Contact email: **Jean.Boreen@nau.edu**

27. This course is a □ Single section □ Multi-section
28. List names of faculty who may teach this course: **Morley**
29. Section enrollment cap: **35**

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): **If a topics course, must apply to ALL sections.**
   discontinued

31. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Science/Applied Science □
   Lab Science □
   Social and Political Worlds □

32. Skills (check one): **If a topics course, must apply to ALL sections.**
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □
   Critical Thinking □ Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □

33. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

**TOPICS COURSE ONLY**

34. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number. ______

35. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number. ______

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? __________

38. Do you intend to offer ABC 300 and ABC 300W?  yes ☐  no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? __________

40. Does this proposal replace or modify an existing course or experience?  yes ☐  no ☐
   If yes, which course(s)? __________

41. Do you intend to offer ABC 400 and ABC 400C?  yes ☐  no ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

   Cynthia Kosso
   Cynthia Kosso, Ph.D. 10/9/07

   Department Chair (if appropriate)  Date
   __________ __________

   Chair of college Curriculum Committee  Date
   __________ __________

   Dean of college  Date
   __________ __________

   For Committees use only

   For Liberal Studies Committee  Date
   __________ __________

   Action taken:  Approved as submitted __________  Date __________ Approved as modified __________
   __________ __________

   For University Curriculum Committee  Date
Action taken:

____________________  Approved as submitted

____________________  Approved as modified
College of Arts and Letters
Department of History
HISTORY 372
may be convened with HIS 372H
US IN THE WORLD

Semester: TBA
Time: TBA
Credits: 3 units
Instructor: Dr. Margaret Morley
Office: LA313
Office Hours: TBA
Pre-requisites: TBA

COURSE DESCRIPTION
History 372 is a survey of major trends and issues which shaped American foreign policy from the colonial period to the present. The perspective is that of the United States which has evolved from a small nation into one of the world’s strongest hegemonic powers. Special attention is given to leaders and leadership and to the ideas underlying American foreign policy.

MISSION OF LIBERAL STUDIES
The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world.

LIBERAL STUDIES DISTRIBUTION BLOCK
Cultural Understanding

LIBERAL STUDIES ESSENTIAL SKILLS

Critical Thinking

Critical thinking includes the ability to recognize themes in the work of others and to articulate themes in one’s own work and to keep in mind possible biases. In addition one must be able to evaluate conclusions in terms of the evidence provided.

Student Learning Outcomes
Students should be able to:

* Identify major themes as presented in course materials and presentations
* Compare and contrast historiographical arguments
* Find and evaluate primary source evidence

STUDENT LEARNING OUTCOMES

Students should be able to:

* Listen actively and respond thoroughly and thoughtfully to questions
* Extract meaning from primary and secondary sources
* Formulate conclusions about the issues under study
* Develop their own historical interpretations

Content Goal:
Students should be able to grasp major issues and understand how and why these issues change over time.

Assessment of Student Learning Outcomes

Methods:

**Exams:** There are three in-class exams requiring essay-type answers and analysis as well as clear writing. The exams occur consecutively throughout the semester.

**Research Paper:** There is one primary source paper due at the end of the semester. The paper topic must be related to one of the major themes of the course. Students examine relevant primary sources in the construction of their papers.

Course Structure:
The content of the course will come from lecture, discussion, videos, and outside speakers. In addition there are three required books which are available at the campus Bookstore and neighboring bookstores.

Required Texts:


Course Outline
Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Mercantilism</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Colonial Concepts</td>
</tr>
<tr>
<td>Jan. 16-26</td>
<td>Independence</td>
</tr>
<tr>
<td>Jan. 28-Feb. 4</td>
<td>J.Q. Adams and Expansion</td>
</tr>
<tr>
<td>Feb. 6-13</td>
<td>Coming of the Civil War</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>1st exam</td>
</tr>
<tr>
<td>Feb. 18-23</td>
<td>Empire</td>
</tr>
<tr>
<td>Feb. 25-27</td>
<td>Rise of America to World Power</td>
</tr>
<tr>
<td>March 1-12</td>
<td>Era of World War I</td>
</tr>
<tr>
<td>March 22-26</td>
<td>Coming of World War II</td>
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<tr>
<td>March 29</td>
<td>2nd exam</td>
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<tr>
<td>March 31-April 2</td>
<td>Cold War &amp; Containment</td>
</tr>
<tr>
<td>April 5-7</td>
<td>The 1950’s</td>
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<tr>
<td>April 9-16</td>
<td>Kennedy to Nixon</td>
</tr>
<tr>
<td>April 21-23</td>
<td>New World Order</td>
</tr>
<tr>
<td>April 26-30</td>
<td>Global Capitalism</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>3rd exam as scheduled</td>
</tr>
</tbody>
</table>

Course Policies

Retests/make-up Tests: By prearrangement with the Instructor only

ACADEMIC DISHONESTY:
According to the NAU student handbook, plagiarism is “the attempt to pass off another’s work as your own: and is a violation of the Student Code of Conduct. When in doubt, talk to the professor. Anyone found plagiarizing or any other form of academic dishonesty will be dealt with according to the NAU Student Handbook at: http://ww4.nau.edu/stulife.handbookdishonesty.htm

ATTENDANCE:
Students should make every effort to attend class. If a problem arises regarding attendance, the student should contact the instructor immediately. Extended absences will be dealt with on an individual basis. Make-up exams will be given according to the history department’s weekly make-up schedule on Friday afternoons at 4:00 pm. In LA 204.

University Policies will be added
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □


3. College CAL □

4. Academic Unit History □

5. Current course subject/catalog number HIS 495 □

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog). HIS 495 HISTORY OF THE AMERICAN ECONOMY II (3)
   Traces the development of the modern economic and business system with particular attention to leadership, functions of sectors, structural changes, and the politics and theories of reform movements. Letter grade only. Prerequisite: Junior Status or higher.

7. Is course currently cross-listed or co-convened? yes □ no □
   If yes, list course □
   Will this continue? □

8. Is course an elective? □ or required for an academic plan/subplan? □
   If required, for what academic plan/subplan? □
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no □
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no □
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □
    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □
    If revised, how should it be revised? Topics in US Class and Labor History - Examines topics in the history of work and the working class in the United States. Letter grade only. Prerequisite: Junior status or higher.

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________
   b. Proposed units ____________________________
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________
   Date approved by UGC ____________________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ____________________________
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   ____________________________

g. Proposed long course title ____________________________
   (max 100 characters including spaces) ____________________________
   Topics in US Class and Labor History ____________________________
   (max 100 characters including spaces)

h. Proposed short course title ____________________________
   (max 30 characters including spaces) ____________________________
   Topics in US Class and Labor History ____________________________
   (max 30 characters including spaces)

   h. Proposed catalog course description (max. 30 words, excluding requisites)
      Examines topics in the history of work and the working class in the United States. Letter grade only.
      Prerequisite: Junior status or higher.

i. Proposed grading option: Letter grade X Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes ☒ no ☐
   j.1. If yes, maximum units allowed? 9
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes ☒ no ☐

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☒ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) ____________________________

m. Proposed corequisites (must be completed with) ____________________________

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The department of history has not had a faculty member with a specialization in economic history in nearly 10 years, and has no plans for hiring one in the future. The change of emphasis on labor history reflects this reality, while also recognizing the importance of the economy, class, and the workplace to U.S. history, society, and culture. The topical approach to U.S. labor history will allow a variety of faculty members to teach the course, whether their emphasis is on the transformation of the workplace, the evolution of working class consciousness and the development of the labor movement, the role of race, gender and ethnicity in uniting or dividing the working class, or the nature of labor's relations with other social groups in the political arena.

13. Approvals

Cynthia Kosso 10/23/07
Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee 11/6/07

Dean of college 11/6/07

For Committee use only 12/11/07

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
College of Arts and Letters
Department of History

HIS 495 – Topics in US Class and Labor History
Latino/as in US Labor and Working Class History

Semester: TBA
Time: TBA
Credits: 3 units
Instructor: Eric Meeks
Office: BS 208
Office Hours: TBA
Pre-Requisites: Junior Status or Higher

Course Description
This course will examine the presence and experience of working class people of Latin American descent in the history of the United States and its colonial dependencies. By looking at different aspects of working class history in both rural and urban contexts including different forms of labor organizing, work sites, and regional and ethnic contexts, we will examine the rich and diverse experiences that connected Latin American and Caribbean immigrants and long-established Hispanic ethnic/racialized communities to a larger, multi-ethnic US labor history since the 1850s. The course will focus on aspects of working class history that have long been part of working class studies, as well as some newer more interdisciplinary perspectives and approaches: the immigration process, the labor process, organizing, land tenure, ethnic conflict, the tensions between culture and class-based approaches, the formation of working class communities, dual labor markets and discrimination, left politics and worker struggles, the disappearance of work and ghetto-formation, the racialization of Latino workers, and the decisive power-yielding and gatekeeping functions of the dominant anglo institutions and the state.

Student Learning Outcomes
1. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
2. Students will learn to interpret a number and variety of primary sources
3. Students will practice and refine their oral and written communication, analysis and argumentation skills

Revised 8/06
Course Structure
We will spend the bulk of the time in class discussing the readings and, in the final weeks, giving oral presentations. Occasionally, I will give a brief lecture or show a film to supplement the readings and discussions. This means that it is imperative that each student be prepared to discuss the weekly readings by the beginning of the week (Tuesday) for which those readings are listed in the course schedule, below. The success of the course, and your grades for the course, will hinge, in part, upon your preparation for and participation in class discussions.

Books and Required Readings

The following books are should be ordered from Amazon or another discount retailer of books. Other readings not ordered by the bookstore are available on electronic reserves at Kilmer Library.


Recommended Readings
Optional Readings are listed within the course outline.

Course Outline

9/6 Week 1: Latinos and US Labor and Working Class History: An Introduction

- González. *Harvest of Empire*. Chaps. 4-8.
- Brody. *In Labor's Cause*. Chaps. 2,3,5,6. [Will be discussed next week]

9/13 Week 2: Mexicans and Mexican-Americans in the Southwest, 1800-1900


9/20 Week 3 Industry, Service, Farming and Mining in the Southwest, 1900-1930


Select one of these:


Revised 8/06
9/27 Week 4: 1900-1930 Industry, Railroads and New Communities West and Midwest

- Gomez-Quiñones. Mexican American Labor. Chap 4

10/4 Week 5: Early Twentieth Century Caribbean Workers and Artisans in New York City

- Virginia E. Sanchez Korrol. From Colonia to Community: The History of Puerto Ricans in New York City. Chap. 2.

10/11 Week 6: The Depression

- Vargas. Proletarians of the North. Chap. 5.

10/18 Week 7: War, Braceros, and Great Migrations, 1940-1960s

- Center for Puerto Rican Studies. Labor Migration Under Capitalism. Chap. 5.

Optional:


10/25 Week 8: Earning a Living in the Big Cities: Los Angeles


Optional:


11/1 Week 9: Earning a Living in the Big Cities: East Coast

Select one of these two:


Optional:


11/8 Week 10: No Readings! We meet at the Library

11/15 Week 11: Local Experiences of Migration and Work

- Juan Vicente Palerm. "Immigrant and Migrant Farmworkers in the Santa Maria Valley." in *Transnational Latina/o Communities, Politics, Processes, and Culture*. Ed. by Carlos Velez-Ibáñez and Anna Samapio.

11/29 Week 12: No Class

2/6 Week 13: Poverty and the absence of work

Select one reading from each group of two readings:


12/13 Week 14: New Work Regimes, Labor Organizing since the 1980s


Optional

- Terry Repak. Waiting on Washington. Chaps. 4-5.

Assessment of Student Learning Outcomes

This course has very straightforward requirements:

- This course is a seminar. As a seminar you will need to be prepared every week to actively participate in discussion and analyze the course materials.
- It is especially important that you spend at least six hours a week completing the readings and other requirements for this course.
- Because this course meets only once a week attendance and participation will form 30% of your grade. This means that no unexcused absences and no lateness will be accepted. I also expect students to arrive on time and allow sufficient time for unexpected bus delays. Every absence will count against your grade. For every time you are late more than once or have any unexcused absence your class participation points will be reduced by 5 (of 25).
- Another 40% of your grade will be determined by your work on a semester-long research project and paper that will be described in more detail after the term begins.
- Besides the research project you will have to write near-weekly discussion papers based on the in-class readings (1-2 pages). These count as another 30% of your grade. Every student in the class will have to present a longer written and oral presentation once in the semester on the week's readings.
Tips for writing a good exam essay

The essay should consist of three parts:
I) Introduction
II) Body
III) Conclusion

Remember: the essay questions are not simply asking for a series of memorized facts. Rather, you are being asked to make a critical assessment based upon the knowledge that you have acquired from the lectures and readings. Thus, do not structure your answers simply as descriptive narratives. Rather, present an argument and explain why you are using the evidence that you have chosen to support that argument.

I. Introduction (one paragraph)
A. Write a definite, clear sentence (or two) that directly answers the question (or questions). This is your thesis. The thesis is simply a succinct expression of your primary argument – in other words, it answers the question by expressing your opinion, interpretation, or point of view.

B. Very briefly (in a couple of sentences) explain how you will support your thesis. Provide a brief preview, in other words, of what your main points are, and what evidence you will examine to support your thesis.

II. Body
A. Each paragraph should begin with a topic sentence that explains the main point of the paragraph. This should relate in some way to the thesis that you presented in your introduction.

B. Each paragraph should also include the relevant evidence, or facts from the lectures, readings, and films that you will use to support your points. NOTE: The best essays will also address important facts that might seem to counter your argument, with an explanation for why the evidence is not, in fact, as contradictory as it may seem. In other words, you should try to foresee possible objections to your argument, and explain why your answer is still the best answer.

III. Conclusion
The Conclusion of your essay should reiterate the main points you presented in the introduction and proved in the body of the essay. In general, the conclusion need be nothing more than a space in which you say, in so many words: “I said such-and-such in the beginning, I have proven my thesis with facts, and therefore what I have contended is correct.”

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Grading System
Total points possible: 100 pts.
A=90 pts. (Completes all assignments, comes prepared, consistently participates, goes well above expectations, shows intellectual engagement and curiosity, makes original and creative contributions to class discussion and all assignments)
B=80 pts. (Completes all assignments, comes prepared, consistently participates, goes above expectations, shows intellectual engagement and curiosity)
C=70 pts. (Completes all assignments, occasionally participates, work satisfactory, rarely exceeds minimum expectations for passing the class)
D=60 pts. (Completes most assignments, barely at or below satisfactory, never exceeds minimum expectations for passing the class)
F=50 pts. and below

Course Policies
1. Regular attendance is expected and necessary for success. Contact the instructor immediately if you face problems requiring you to miss class over an extended period.
2. The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is the student’s responsibility to familiarize her/himself with these matters as defined by the University. See the current NAU Student Handbook and Appendices for definitions and procedures. Plagiarism or any other form of cheating cannot be accepted. Any student participating in such activities will receive a final grade of F.
3. Students unable to take the exams at the regularly scheduled times must make special arrangements with the instructor. The instructor reserves the right to change or substitute material on the exams under these conditions
4. Late work will NOT be accepted.

Classroom Management Statement
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt or disrupt the delivery of education by faculty members or receipt of education by
students, within or outside the classroom. The determination of whether such
interruption or disruption has occurred has to be made by the faculty member at the time
the behavior occurs. It becomes the responsibility of the individual faculty member to
maintain and enforce the standards of behavior acceptable to preserving an atmosphere
for teaching and learning in accordance with University regulations and the course
syllabus.

At a minimum, students will be warned if their behavior is evaluated by the
faculty member as disruptive. Serious disruptions, as determined by the faculty member,
may result in immediate removal of the student from the instructional environment.
Significant and/or continued violations may result in an administrative withdrawal from
the class. Additional responses by the faculty member to disruptive behavior may
include a range of actions from discussing the disruptive behavior with the student to
referral to the appropriate academic unit and/or the Office of Student Life for
administrative review, with a view to implement corrective action up to and including
suspension or expulsion.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and
promote the safety of all individuals within the university. The goal of this policy is to prevent the
occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual
orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by
anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s
Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this
policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life
(928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

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STUDENTS WITH DISABILITIES

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INSTITUTIONAL REVIEW BOARD

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The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.
ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
College of Arts and Letters  
Department of History  

HIS 495 – Topics in US Class and Labor  
US Labor History

Semester: TBA  
Time: TBA  
Credits: 3 units  
Instructor: Leilah Danielson  
Office: BS 204  
Office Hours: TBA  
Pre-Requisites: Junior status or higher

Course Description
As interest in the history of working people has grown over the last 30 years, the definitions of "labor history," "work," and the "laboring classes" have expanded considerably. Consequently, this course will examine the history of working people - men and women, paid and unpaid, of various racial and ethnic groups, in diverse geographic regions - primarily from the Early Republic to the present. Although the title "American Labor History" might lead one to believe that this course will focus on a narrowly defined sub-field of a much larger subject, the themes that arise from the broader definition of labor history will allow us to cast a wider net. As we examine issues of race and gender, culture and community, politics and the state, we will be taking an alternative (not narrow) view of the sweep of modern American history.

The course begins with a brief study of work life in the Seventeenth and Eighteenth centuries, and will then explore the ways in which the nature of work changed as a result of the market revolution and the rise of industrialization. Particular attention will be paid to the labor movement and its struggle for better wages, hours, working conditions, and benefits from its earliest manifestations in the Nineteenth century through its peak and subsequent backslide in the decades following World War II. We will pause at various times to explore issues of workplace culture, the relationship of the state to labor, and the diversity of work and workers.

Student Learning Outcomes
Through readings, films, discussions, and writing assignments, students will engage with and critically examine the major problems, themes, and debates in the history of American Labor History.

Course Structure
This course is reading intensive and its success will depend largely on the active participation of everyone in the class. Most class meetings will involve some discussion. Please do the reading before you come to class each week. Sometimes, the discussion will center on a film or music, but in most cases, we will discuss the readings for the week. Therefore, it is very important that each of us take the responsibility for being

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prepared and for sustaining the discourse. This means that you must complete and *think* about the readings before you come to class. Please remember to bring the book(s) that we are discussing with you.

**Books and Required Readings**
The following books are available for purchase at the Durham Book Exchange and one copy of each will be held on reserve in the Dimond Library:

*Eric Arnesen, et al, eds., Labor Histories: Class, Politics, and the Working-Class Experience*
*Kevin Boyle, The UAW and the Heyday of American Liberalism*
*Elizabeth Jameson, All That Glitters: Class, Conflict, and Community in Cripple Creek*
*Jacqueline Jones, A Social History of the Laboring Classes*
*Lucy Larcom, A New England Girlhood*
*Grace Lumpkin, To Make My Bread*

Assorted handouts (forthcoming)

**Recommended Readings**
Some readings may be recommended over the course of the class and when possible made available through VISTA.

**Course Outline**
31 August: Introduction

2 September: Historians and the New Labor History
  **Reading:**
  Arnesen, Introduction

Week of 6 September: The Labor Systems of Early America
  **Reading:**
  Jones, Chapters 1 and 2

Week of 13 September: Artisans into Workers
  **Reading:**
  Jones, Chapter 4

Week of 20 September: From Slavery to Free Labor
  **Reading:**
  Jones, Chapter 3
  In Arnesen: Bruce Laurie, "The 'Fair Field' of the 'Middle Ground': Abolitionism, Labor Reform, and the Making of an Antislavery Bloc in Antebellum Massachusetts"

Week of 27 September: From Farm to City - Peasants into Proletarians
  **Reading:**
  Lucy Larcom, A New England Girlhood

**Possible Field Trip to Lowell, MA National Historic Park**

Week of 4 October: Early Organizing
  **Reading:**
  In Arnesen: Ileen A. Devault, "To Sit Among Men: Skill, Gender, and Craft Unionism in the Early American Federation of Labor."

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Week of 11 October: Workplace Culture

Reading:
Jones, Chapters 5 and 6

19 October: Mid-Semester Exam

21 and 26 October: Obstacles to Organizing: Employers, Reformers, and Politics in the Progressive Era

Reading:
In Arnesen: Julie Greene, "Dinner-Pail Politics: Employers, Workers, and Partisan Culture in the Progressive Era"
In Arnesen: Shelton Stromquist, "Class Wars: Frank Walsh, the Reformers, and the Crisis of Progressivism"

28 October and 2 November: Western Class Conflict

Reading:
Jameson: All That Glitters: Class, Conflict, and Community in Cripple Creek
In Arnesen: Gunther Peck, "Mobilizing Community: Migrant Workers and the Politics of Labor Mobility in the North American West, 1900-1920."

4 November: Peasants into Proletarians (Part II): The South

Reading:
Lumpkin: To Make My Bread

9 November: Film: Matewan
NOTE: Thursday, 11 November is Veterans Day - UNIVERSITY CLOSED

Week of 15 November: Industrial Unionism: From the IWW to the Depression
NOTE: 25 November is Thanksgiving Holiday - UNIVERSITY CLOSED

Reading:
Jones, Chapter 7
In Arnesen: Eric Arnesen, "Charting an Independent Course: African-American Railroad Workers in the World War I Era"
In Arnesen: James R. Barrett, "Boring From Within and Without: William Z. Foster, the Trade Union Educational League, and American Communism in the 1920s"

22 November: Race, Gender, and Industrial Unionism During WWII and Beyond
NOTE: 25 November is Thanksgiving Holiday - UNIVERSITY CLOSED

Week of 29 November: Postwar Labor Movement and the New Working-Class

Reading:
Boyle, The UAW and the Heyday of American Liberalism

6 December: Workers and Unions in Troubled Times

Reading:
Reading: Jones, Chapter 8

8 December: Film: Harlan County, USA

Week of 13 December: The Future of Work

** Oral history essays due 13 December

Final Exam: Date To Be Announced

Revised 8/06
Assessment of Student Learning Outcomes

Exams
You will take two examinations covering material from lectures, readings, films, and discussions. The final exam will not be cumulative but will cover material presented since the mid-semester exam.

Papers
You will be asked to write two papers. The first assignment is to read a monograph from a labor history bibliography that I will provide, and to write a critical essay (8-10 pages, typed, double-spaced) on it. Each student will negotiate the deadline for this paper with me individually as it should be due at roughly the same time we cover the subject in class.

The second paper (10-15 pages, typed, double-spaced) will be based on an oral history interview that you will conduct with a family member or friend regarding their experience as part of the laboring classes. In most cases, the person you interview will be someone whose life of work occurred primarily before 1960. It may be a former industrial or agricultural worker, or perhaps a former homemaker. It may be a union activist or someone who never joined a union. One of the main objectives here is to talk with someone whose experience is increasingly alien to us as the American economy becomes increasingly service-based and high-tech. These papers will not be mere transcriptions of your interview; rather, you will be expected to place the experience of your interview subject in context with current generalizations and interpretations in the vast field of labor history. A more detailed description of the assignment - with interview tips - is forthcoming.

Participation
Please note that one-fifth of your grade is based on your attendance and participation. I do keep track of attendance and of who takes part in discussions. Please keep up with the reading and come to class prepared to discuss it or with questions in mind. If you miss a class, it is your responsibility to find out if any assignments or announcements were made.

Grading System
Your final grade in this course will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First paper</td>
<td>20%</td>
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<tr>
<td>Mid-semester exam</td>
<td>20%</td>
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<tr>
<td>Oral history paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Policies
Retests/make-up Tests: N/A
Attendance: Attendance is mandatory, and your participation grade will be deducted by five percentage points for each absence.

Revised 8/06
Statement on plagiarism and cheating: Please review the university’s Academic Integrity Code pasted below. Plagiarism is a very serious offense and can have very serious consequences for those found guilty. See me if you are having difficulty writing your papers.

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Revised 8/06
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UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College _Arts and Letters_ 3. Academic Unit _HAR_

4. Current course subject and catalog number _REL 205_

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.) REL 205 GOD, SUFFERING AND EVIL (3)

Explores the relationship of God, meaning, suffering, and evil as they have been understood within different religious systems. AHI

6. Is this a Liberal Studies or Diversity Course? Liberal Studies _x_ Diversity _☐_ Both _☐_

7. Is course currently cross-listed or co-convened? yes _☐_ no _x_

If yes, list course ________________________________

8. Is course an elective? _x_ or required for an academic plan/subplan? _☐_

If required, for what academic plan/subplan? ________________________________

If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes _☐_ no _x_

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes _☐_ no _x_

If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes _☐_ no _☐_

If yes, has the change been approved by the Articulation Task Force? yes _☐_ no _☐_

If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit _☐_ OR changed to elective credit _☐_

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11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. This course has not been taught in many years, since the faculty member assigned to it was transferred to another program. It cannot be accommodated with the existing program faculty. It is being removed to make room for new additions to the curriculum.

12. Approvals

Department Chair/Unit Head (if appropriate)  

Chair of college curriculum committee

Dean of college

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☑ Diversity ☐ Both ☐


3. College Arts and Letters

4. Academic Unit HAR

5. Current course subject/catalog number REL 210

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

    REL 210 HEBREW BIBLE (OLD TESTAMENT) (3)

Examines the history, persons, and ideas that make up the Hebrew Bible (Christian Old Testament). CU

7. Is course currently cross-listed or co-convened? yes ☐ no ☐ x

    If yes, list course Will this continue?

8. Is course an elective? x or required for an academic plan/subplan? ☐

    If required, for what academic plan/subplan? 

    If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☐ x

    If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☐ x

    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☐

    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, x or be revised? ☐

    If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number ____________________________
   b. Proposed units ______________________
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
   
   d. Proposed to co-convene with ____________________________ Date approved by UGC ____________________________
      (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   
   e. Proposed to cross-list with ____________________________
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   
   f. Proposed long course title ____________________________
      (max 100 characters including spaces) Judeo-Christian Scriptures (Old Testament)
   
   g. Proposed short course title ____________________________
      (max 30 characters including spaces) Judeo-Christian Scriptures (OT)
   
   h. Proposed catalog course description (max. 30 words, excluding requisites)
      Examines the major themes and ideas of the books of the Bible shared by the Jewish and Christian religions (i.e., Christian Old Testament) in the historical context of their origin. CU
   
   i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
      (If both, the course may only be offered one way for each respective section.)
   
   j. May course be repeated for additional units? yes □ no □
   
      j.1. If yes, maximum units allowed? ________
   
      j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes □ no □
   
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   
      Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
      Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □
   
   l. Proposed prerequisities (must be completed before) ____________________________
   
   m. Proposed corequisities (must be completed with) ____________________________
   
   n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
      Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The change in the title and description of the course is intended to give both greater clarity and precision for the prospective student, while also better reflecting current terminological preferences in the field of Biblical Studies.

13. Approvals

Department Chair/Unit Head (if appropriate) 11/6/07

Chair of college curriculum committee 11/7/07

Dean of college 11/7/07

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 11/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.

Revised 8/06
Only utilize form if proposing course for **LIBERAL STUDIES** designation.

**LIBERAL STUDIES ONLY**

**Contact name:**

**Dept. Chair name:**

**College Contact name:**

**Contact email:**

**Dept. Chair email:**

**College Contact email:**

1. This course is a □ Single section  □ Multi-section
2. List names of faculty who may teach this course: ______
3. Section enrollment cap: ______

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 4-7.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 10-11.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 11 - 14.

**NEW LIBERAL STUDIES COURSE**

4. Thematic Focus (check all that apply): **If a topics course, must apply to ALL sections.**
   - Environmental Consciousness □
   - Technology and Its Impact □
   - Valuing the Diversity of Human Experience □

5. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   - Aesthetic and Humanistic Inquiry □
   - Cultural Understanding □
   - Lab Science □
   - Science/Applied Science □
   - Social and Political Worlds □

6. Skills (check two): **If a topics course, must apply to ALL sections.**
   - Creative Thinking □
   - Critical Reading □
   - Effective Oral Communication □
   - Effective Writing □
   - Critical Thinking □
   - Ethical Reasoning □
   - Quantitative/Spatial Analysis □
   - Scientific Inquiry □
   - Use of Technology □

7. Is this a topics course? Yes □  No □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

8. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number. ______

9. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number.

   ______

36. Please attach an example of a Topic Syllabus offered under this course number.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? _____

11. Do you intend to offer ABC 300 and ABC 300W?  yes ☐  no ☐
    If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? _____

13. Does this proposal replace or modify an existing course or experience?  yes ☐  no ☐
    If yes, which course(s)?  _____

14. Do you intend to offer ABC 400 and ABC 400C?  yes ☐  no ☐
    If no, please submit a course delete form for the ABC 400.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies x Diversity □ Both □


3. College Arts and Letters 4. Academic Unit HAR

5. Current course subject/catalog number REL 220

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

REL 220 NEW TESTAMENT (3)

Examines the literature of the early Christian communities in the apostolic era. CU

7. Is course currently cross-listed or co-convened? yes □ no x
   If yes, list course
   Will this continue?

8. Is course an elective? x or required for an academic plan/subplan? □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
   If yes, has the change been approved by the Articulation Task Force? yes □ No □

   If this course has been listed in the Course Equivalency Guide, should that listing be left as is, x or be revised? □
   If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ________________________ b. Proposed units ________________________

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ________________________ Date approved by UGC ________________________
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ________________________
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title ________________________
(max 100 characters including spaces)

Christian Scriptures (New Testament)

f. Proposed short course title ________________________
(max 30 characters including spaces)

Christian Scriptures (NT)

h. Proposed catalog course description (max. 30 words, excluding requisites)
Examines the major themes and ideas of the books of the Christian New Testament in the historical context of their origin.

i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? Yes ☐ No ☐
j.1. If yes, maximum units allowed? ________
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) Yes ☐ No ☐

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

- Lecture w/o unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
- Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) ________________________

m. Proposed corequisites (must be completed with) ________________________

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The change in the title and description of the course is intended to give both greater clarity and precision for the prospective student, while also better reflecting current terminological preferences in the field of Biblical Studies.

13. Approvals

Department Chair/Unit Head (if appropriate) 11/6/07

Chair of college curriculum committee 11/7/07

Dean of college 11/7/07

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

1. This course is a □ Single section □ Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-7.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 11 - 14.

NEW LIBERAL STUDIES COURSE

4. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness □ Technology and Its Impact □ Valuing the Diversity of Human Experience □

5. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Lab Science □
   Science/Applied Science □ Social and Political Worlds □

6. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □ Critical
   Thinking □
   Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □ Use of Technology □

7. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

8. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

9. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.
    _____ Revised 8/06

36. Please attach an example of a Topic Syllabus offered under this course number.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? _____

11. Do you intend to offer ABC 300 and ABC 300W? yes □  no □
   If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? _____

13. Does this proposal replace or modify an existing course or experience? yes □  no □
   If yes, which course(s)? _____

14. Do you intend to offer ABC 400 and ABC 400C? yes □  no □
   If no, please submit a course delete form for the ABC 400.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 305

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.) REL 305 ANCIENT EGYPTIAN RELIGION (3)

History, development, and practices of the religion of ancient Egypt, with particular attention to temple rituals and funerary practices. Prerequisite: Sophomore Status or higher or International Exchange Student Group SPW

6. Is this a Liberal Studies or Diversity Course? Liberal Studies x Diversity □ Both □

7. Is course currently cross-listed or co-convened? yes □ no x
   If yes, list course

8. Is course an elective? x or required for an academic plan/subplan? □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □

Revised 8/06
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. The faculty member assigned to this course has left the university, and it cannot be accommodated with the existing program faculty.

12. Approvals

Department Chair/Unit Head (if appropriate)  
[Signature]  
11/6/07

Chair of college curriculum committee  
[Signature]  
Date

Dean of college  
[Signature]  
Date

For Committee use only  
[Signature]  
Date

For University Curriculum Committee  
Date

Action taken: approved as submitted  
11/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION


2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 359

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.) REL 359 MAHAYANA BUDDHISM (3)

Examines the distinctive ideas, practices, and social forms of Mahayana Buddhism, including multiple Buddhas, bodhisattva path, and tantric adaptations of Buddhism. Letter grade only. Prerequisite: Sophomore Status or higher or International Exchange Student Group CUG

6. Is this a Liberal Studies or Diversity Course? Liberal Studies x Diversity □ Both □

7. Is course currently cross-listed or co-convened? yes □ no x
   If yes, list course

8. Is course an elective? x or required for an academic plan/subplan? □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. The subject matter of this course is being incorporated into a 400-level topics/readings course line, better reflective of the infrequency with which it can be offered. It is being removed from the 300-level to make room for new additions to the curriculum at that level.

12. Approvals

Department Chair/Unit Head (if appropriate) 11/6/07

Chair of college curriculum committee 11/7/07

Dean of college 11/7/07

For Committee use only

For University Curriculum Committee  Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION


Spring 2008

2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 359H

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)

REL 359H MAHAYANA BUDDHISM - HONORS (3)
Examines the distinctive ideas, practices, and social forms of Mahayana Buddhism, including multiple Buddhas, bodhisattva path, and tantric adaptations of Buddhism. Letter grade or pass-fail. Prerequisite: Honors Student Group CUG

6. Is this a Liberal Studies or Diversity Course? Liberal Studies x Diversity □ Both □

7. Is course currently cross-listed or co-convened? yes □ no x
   If yes, list course

8. Is course an elective? x or required for an academic plan/subplan? □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
If yes, has the change been approved by the Articulation Task Force? yes □ no □

If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □

Revised 8/06
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. The subject matter of this course is being incorporated into a 400-level topics/readings course line, better reflective of the infrequency with which it can be offered. It is being removed from the 300-level to make room for new additions to the curriculum at that level.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 11/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 370

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.) REL 370 RELIGION IN AMERICA (3)

Religious experience, life, thought, and institutions in America. Prerequisite: Sophomore Status or higher or International Exchange Student Group

6. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity Both

7. Is course currently cross-listed or co-convened? yes no

If yes, list course

8. Is course an elective? x or required for an academic plan/subplan? □

If required, for what academic plan/subplan?

If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes no

If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes no

If yes, has the change been approved by the Articulation Task Force? yes no

If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □

Revised 8/06
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. The course has not been taught in many years, and is not part of the assignment of any current faculty of the program. It is being removed from the 300-level to make room for new additions to the curriculum at that level.

12. Approvals

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<th>Department Chair/Unit Head (if appropriate)</th>
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For Committee use only

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Action taken: approved as submitted 11/6/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 450C

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.) REL 450C ASIAN SCRIPTURES (3)

Detailed examination of selected texts of the religious literature of Asia. Prerequisite: (3 hours of REL-Religious Studies coursework and Junior Status or higher) or International Exchange Student Group CAP

6. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity □ Both □

7. Is course currently cross-listed or co-convened? yes □ no x
   If yes, list course

8. Is course an elective? x or required for an academic plan/subplan? □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □

Revised 8/06
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. All existing 400-level courses are being deleted and replaced with a new structure. This course will be replaced by REL 446C Readings in Hinduism, and REL 456C Readings in Buddhism. The availability of capstone options for majors will not be adversely affected.

I2. Approvals

Department Chair/Unit Head (if appropriate)  Date  11/6/07

Chair of college curriculum committee  Date  11/7/07

Dean of college  Date  11/7/07

For Committee use only

For University Curriculum Committee  Date

Action taken: approved as submitted  11/7/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION

   Spring 2008

2. College  **Arts and Letters**

3. Academic Unit  **HAR**

4. Current course subject and catalog number  **REL 470C**

5. Current catalog title, course description, and units. *(Copy and paste from current on-line academic catalog.)*

   REL 470C RELIGION AND SCIENCE  (3)

   History, theory, and contemporary interaction of religion and science, with particular, but not exclusive, reference to Christianity and science. Prerequisite: (3 hours of REL-Religious Studies coursework and Junior Status or higher) or International Exchange Student Group CAP

6. Is this a Liberal Studies or Diversity Course?  Liberal Studies  Diversity  □  Both □

7. Is course currently cross-listed or co-convened?  yes □  no x
   If yes, list course

8. Is course an elective?  x  or required for an academic plan/subplan?  □
   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)
   yes □  no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation?  yes □  no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force?  yes □  no □
    If yes, has the change been approved by the Articulation Task Force?  yes □  no □

    If this course is listed in the *Course Equivalency Guide*, should the listing be changed to departmental elective credit □  OR  changed to elective credit □
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. All existing 400-level courses are being deleted and replaced with a new structure. The subject matter of this course is being incorporated into a 400-level topics/reading course, better reflective of the infrequency with which it can be offered. The availability of capstone options for majors will not be adversely affected.

12. Approvals

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Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 482C

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)

REL 482C MESOAMERICAN RELIGIONS (3)

Religious traditions of Mesoamerica, with a focus on the religious systems of Nahuatl (Aztec) and Mayan-speaking peoples. Prerequisite: (3 hours of REL-Religious Studies coursework and Junior Status or higher) or International Exchange Student Group CAP

6. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity x Both

7. Is course currently cross-listed or co-convened? yes x no

8. Is course an elective? x or required for an academic plan/subplan? □

   If required, for what academic plan/subplan?

   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)

   yes x no

   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes x no

    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes x no

    If yes, has the change been approved by the Articulation Task Force? yes x no

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □ OR changed to elective credit □
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. All existing 400-level courses are being deleted and replaced with a new structure. The subject matter of this course is being incorporated into a 400-level readings/topics course line, better reflective of the infrequency with which it can be offered. The availability of capstone options for majors will not be adversely affected.

12. Approvals

Department Chair/Unit Head (if appropriate)  
"[Signature]"  
11/6/07

Chair of college curriculum committee  
"[Signature]"  
11/7/07

Dean of College  
"[Signature]"  
11/7/07

For Committee use only  
"[Signature]"  

For University Curriculum Committee  

Action taken: approved as submitted  
11/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the END of what term and year?

2. College Arts and Letters

3. Academic Unit HAR

4. Current course subject and catalog number REL 490C

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)

REL 490C MAJOR RELIGIOUS THINKER(S) AND /OR MOVEMENT(S) (3)

Specific religious thinker(s) and/or movement(s) to be announced in the Schedule of Classes. May be repeated for up to 6 hours of credit if the focus varies. Prerequisite: (3 hours of REL-Religious Studies coursework and Junior Status or higher) or International Exchange Student Group CAP

6. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity ☐ Both ☐

7. Is course currently cross-listed or co-convened? yes ☐ no x
   If yes, list course

8. Is course an elective? x or required for an academic plan/subplan? ☐
   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)
   yes ☐ no x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☐
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐ OR changed to elective credit ☐

Revised 8/06
11. Justification for course deletion.

This deletion is part of a major curriculum restructuring being undertaken by the NAU Religious Studies program. All existing 400-level courses are being deleted and replaced with a new structure. This course is being replaced by tradition-specific topics/readings courses. The availability of capstone options for majors will not be adversely affected.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

[Signature]

[Date]

Chair of college curriculum committee

[Signature]

[Date]

Dean of college

[Signature]

[Date]

For Committee use only

[Signature]

[Date]

For University Curriculum Committee

[Signature]

[Date]

Action taken: approved as submitted 11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this course a Liberal Studies Course? yes □ no □


3. College CENS □ 4. Academic Unit 3

5. Current course subject/catalog number CS 315

6. Current catalog title, course description, and units. (Cut and paste from current on-line academic catalog).
   CS 315 AUTOMATA THEORY (3)
   Finite and infinite models leading to an understanding of computability. Prerequisite: MAT 226 with grade greater than or equal to C

7. Is course currently cross listed or co-convened? yes □ no □
   If yes, list course
   Will this continue?

8. Is course an elective? □ or required for an academic plan/subplan? □
   If required, for what academic plan/subplan? BSCS
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no □
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no □
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □
    If revised, how should it be revised?

Revised 9/05
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

We propose to add CS 249 as a pre-requisite for CS 315, because students need to have data structures and algorithms background before taking CS 315.

13. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate) 11/13/07

Chair of college curriculum committee 16 Nov 07

Dean of college 11/15/07

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[Signature]

For University Curriculum Committee

Action taken: approved as submitted 12/11/07

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 490C Senior Project

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
VC 490C SENIOR PROJECT (3)
Analysis, development, and preparation of a professional portfolio plus a written capstone statement. Self promotion, resume, visual documentation, and an oral presentation are also required. 1 hr. lecture, 4 hrs. lab. Prerequisite: Admission to Visual Communication-Extended Major (BFA) and Senior Status or higher and Corequisite: VC 433 or VC 434 or VC 452 CAP

7. Is course currently cross-listed or co-convened? yes ☐ no ☒
   If yes, list course ____________________________
   Will this continue? ____________________________

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan? ____________________________
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☐
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
    If revised, how should it be revised? ____________________________

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________
    b. Proposed units ____________________________

   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes [ ] No [ ]
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

   d. Proposed to co-convene with ____________________________ Date approved by UGC ____________________________
      (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

   e. Proposed to cross-list with ____________________________
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

   f. Proposed long course title ____________________________
      (max 100 characters including spaces)

   g. Proposed short course title ____________________________
      (max 30 characters including spaces)

   h. Proposed catalog course description (max. 30 words, excluding requisites)
      add: Prerequisite: VC 451 or VC 333, 6 credits of VC 370, and all Art History and Junior Level Writing requirements met, with grades greater than or equal to C. Admission to Visual Communication-Extended Major (BFA) and Senior Status or higher.

   i. Proposed grading option: Letter grade [ ] Pass/Fail [ ] or Both [ ]
      (If both, the course may only be offered one way for each respective section.)

   j. May course be repeated for additional units? Yes [ ] No [ ]
      j.1. If yes, maximum units allowed? ____________________________
      j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) Yes [ ] No [ ]

   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/0 unit embedded lab [ ] Lecture only [ ] Lab only [ ] Clinical [ ] Research [ ]
      Seminar [ ] Field Studies [ ] Independent Study [ ] Activity [ ] Supervision [ ]

   l. Proposed prerequisites (must be completed before) Instructor Consent required ____________________________

   m. Proposed corequisites (must be completed with) ____________________________

   n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
      Instructor consent [ ] Department consent [ ] No consent [ ]

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number
   b. Proposed units
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
   d. Proposed to co-convene with __________________________ Date approved by UGC __________________________
      (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   e. Proposed to cross-list with __________________________
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   f. Proposed long course title
      (max 100 characters including spaces)
   g. Proposed short course title
      (max 30 characters including spaces)
   h. Proposed catalog course description (max. 30 words, excluding requisites)
   i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
      (If both, the course may only be offered one way for each respective section.)
   j. May course be repeated for additional units? yes ☐ no ☐
   j1. If yes, maximum units allowed? ______
   j2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes ☐ no ☐
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
      Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐
   l. Proposed prerequisites (must be completed before)
   m. Proposed corequisites (must be completed with)

Revised 8/06
n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent □   Department consent □   No consent □

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

   [Signature]

   Department Chair/Unit Head (if appropriate)  11-5-07

   Chair of college curriculum committee

   Dean of college

For Committee use only

   [Signature]

For University Curriculum Committee

Action taken: __________ approved as submitted  10/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.

Revised 8/06
PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the END of what term and year?  
   (ex. Spring 2008, Summer 2008)  See effective dates schedule  
   Spring 2008

2. College  Social and Behavioral Sciences  
   3. Academic Unit  Communication

4. Current course subject and catalog number  VC 152 Type Foundations

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)  
   VC 152 TYPE FOUNDATIONS  (3)  
   Studio course. Explores structural and visual elements of typography. Develops hand skills and visual acuity.  
   Emphasizes history, anatomy, and terminology, and introduces computer-generated type. 1 hr. lecture, 4 hrs. lab.

6. Is this a Liberal Studies or Diversity Course? NO  Liberal Studies □  Diversity □  Both □

7. Is course currently cross-listed or co-convened? yes □  no □  
   If yes, list course

8. Is course an elective? □  or required for an academic plan/subplan? □  
   If required, for what academic plan/subplan?  
   B.F.A Visual Communication and  
   Minor in Visual Communication
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.)  
   yes □  no □  
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □  no □  
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? yes □  no □  
   If yes, has the change been approved by the Articulation Task Force? yes □  no □

   If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit □  OR  changed to elective credit □

Revised 8/06
11. Justification for course deletion.
The current course content does not reflect the needs of the profession and program. The course will be replaced with the new course VC 101 Communication Design. This change will help introduce students to issues of design theory, principles and visual literacy for communication students. Projects will be designed to strengthen the understanding of creative and critical thinking and allow students to apply and demonstrate this understanding in their problem solving.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only

[Signature and date]

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □


3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 329 Typographics I

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

VC 329 TYPOGRAPHICS I (3)
Studio course. Explores traditional and conceptual typographic applications. Focuses on letter, word, line, paragraph, and type-image relationships. Computer-generated type at the intermediate level. 1 hr. lecture, 4 hrs. lab. Letter grade only. Prerequisite: ART 135 and ART 150 and VC 152 and VC 251 with grades greater than or equal to C

7. Is course currently cross-listed or co-convened? yes □ no ◐
   If yes, list course
   Will this continue? ___________________________

8. Is course an elective? □ or required for an academic plan/subplan? ◐
   If required, for what academic plan/subplan? ___________________________
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no ◐
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no ◐
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □
    If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number
   b. Proposed units
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
   d. Proposed to co-convene with ________________________________ Date approved by UGC ________________________________
      (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   e. Proposed to cross-list with ________________________________
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   f. Proposed long course title (max 100 characters including spaces)
   g. Proposed short course title (max 30 characters including spaces)
   h. Proposed catalog course description (max. 30 words, excluding requisites)
   i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
      (If both, the course may only be offered one way for each respective section.)
   j. May course be repeated for additional units? yes □ no □
      j.1. If yes, maximum units allowed? ________
      j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
         yes □ no □
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
      Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □
      Prerequisite: VC 101, VC 251, ART 135 with grades greater than or equal to C.
   l. Proposed prerequisites (must be completed before)
   m. Proposed corequisites (must be completed with)
   n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
      Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

[Signature] 11-5-07

Department Chair/ Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only

[Signature] Ron Reid

For University Curriculum Committee Date

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □


3. College SBS

4. Academic Unit School of Communication

5. Current course subject/catalog number VC 330 Typographics II

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

VC 330 TYPOGRAPHICS II (3)
Studio course. Advanced typographic exploration and generation. Individualized study of type design, research, and technology in advanced experimental configurations and compositions. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 329

7. Is course currently cross-listed or co-convened? yes □ no ✗
   If yes, list course
   Will this continue?

8. Is course an elective? □ or required for an academic plan/subplan? ✗
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no ✗
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no ✗
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □
    If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number
   ____________________________

   b. Proposed units
      ____________________________

   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

   d. Proposed to co-convene with
      ____________________________
      (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
      Date approved by UGC
      ____________________________

   e. Proposed to cross-list with
      ____________________________
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

   f. Proposed long course title
      ____________________________
      (max 100 characters including spaces)

   g. Proposed short course title
      ____________________________
      (max 30 characters including spaces)

   h. Proposed catalog course description (max. 30 words, excluding requisites)

   i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
      (If both, the course may only be offered one way for each respective section.)

   j. May course be repeated for additional units? yes □ no □

   j.1. If yes, maximum units allowed?
      ____________________________
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes □ no □

   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/o unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □ Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □
      Prerequisite: VC161, VC 351, VC 331, VC 329, ART 136, COM 101, COM 200 with grades greater than or equal to C.

   l. Proposed prerequisites (must be completed before)
      ____________________________

   m. Proposed corequisites (must be completed with)
      ____________________________

   n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
      Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 11/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐  Diversity ☐  Both ☐


3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 331 Graphic Design I

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

VC 331 GRAPHIC DESIGN I (3)

Studio course. Beginning exploration of design as a visual language. Development of basic and computer skills related to formal principles of design and composition. 1 hr. lecture, 4 hrs. lab. Prerequisite: ART 135 and ART 150 and VC 152 with grades greater than or equal to C.

7. Is course currently cross-listed or co-convened? yes ☐  no ☒  Will this continue?

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒ If required, for what academic plan/subplan?

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐  no ☒ If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐  no ☒ If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes ☐  no ☐ If yes, has the change been approved by the Articulation Task Force? yes ☐  no ☐

If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐ If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ___________________________ b. Proposed units ___________________________

If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________________________ Date approved by UGC ____________________________

(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ____________________________________________

(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title ____________________________________________ (max 100 characters including spaces)

g. Proposed short course title ____________________________________________ (max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes ☐ no ☐

j.1. If yes, maximum units allowed? ______

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100) yes ☐ no ☐

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐

Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

Prerequisite: VC 101 VC 251, ART 135 with grades greater than or equal to C.

l. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

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<th>Department Chair/Unit Head (if appropriate)</th>
<th>Date</th>
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For Committee use only:

| For University Curriculum Committee Date |
|-----------------------------------------|--------------|
|                                         |              |

Action taken: approved as submitted 12/1/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course?  Liberal Studies □  Diversity □  Both □


3. College  SBS  4. Academic Unit  School of Communication

5. Current course subject/catalog number  VC 332 Graphic Design II

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
   VC 332 GRAPHIC DESIGN II  (3)

   Studio course. Intermediate exploration of graphic design. Focuses on specific forms of visual communication such as marks, grid systems, and corporate communications. 1 hr. lecture, 4 hrs. lab. Prerequisite: COM 101 and COM 200 and ART 136 and VC 251 and VC 329 and VC 331 with grades greater than or equal to C

7. Is course currently cross-listed or co-convened?  yes □  no  x
   If yes, list course
   Will this continue?

8. Is course an elective?  □  or required for an academic plan/subplan?  x
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units be affected by this change?  (Consider prerequisites, degree requirements, etc.)  yes □  no  x
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation?  yes □  no  x
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force?  yes □  no  □
    If yes, has the change been approved by the Articulation Task Force?  yes □  no  □

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □  or be revised?  □
    If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number __________________________ b. Proposed units __________________________
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with __________________________
   Date approved by UGC __________________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with __________________________
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title __________________________
   (max 100 characters including spaces)

g. Proposed short course title __________________________
   (max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no □
   j.1. If yes, maximum units allowed? ______
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

   Prerequisite: VC161, VC 351, VC 331, VC 329, ART 136, COM 101, COM 200 with grades greater than or equal to C.

l. Proposed prerequisites (must be completed before) __________________________

m. Proposed corequisites (must be completed with) __________________________

n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

[Signature] 11-5-07

Department Chair/ Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only

[Signature] Date

For University Curriculum Committee Date

Action taken: approved as submitted 11/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □

2. Course change effective beginning of what term and year? (ex. Spring 2008, Summer 2008) See effective dates schedule Fall 08

3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 333 Graphic Design III

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
VC 333 GRAPHIC DESIGN III (3)

Studio course. Focuses on complex visual communication problems, such as packaging design and visual identity. 1 hr. lecture, 4 hrs. lab. Letter grade only.
Prerequisite: VC 330 and 332

7. Is course currently cross-listed or co-convened? yes □ no ☒
   If yes, list course
   Will this continue? ____________________________

8. Is course an elective? □ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan? ____________________________
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
    If yes, has the change been approved by the Articulation Task Force? yes □ no □

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? ☐
    If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________ b. Proposed units ____________________________

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________ Date approved by UGC ____________________________
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ____________________________
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title ____________________________
(max 100 characters including spaces)

g. Proposed short course title ____________________________
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no □

j.1. If yes, maximum units allowed? ______
j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, FES 100)
yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

   Lecture w/o unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

   Prerequisite: VC 332, VC 330, ART 150 with grades greater than or equal to C.

l. Proposed prerequisites (must be completed before) ____________________________

m. Proposed corequisites (must be completed with) ____________________________

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

Department Chair/Unit Head (if appropriate) [Signature] 11-5-07

Chair of college curriculum committee [Signature] 11-13-07

Dean of college [Signature] Date

For Committee use only [Signature]

For University Curriculum Committee [Signature] Date

Action taken: approved as submitted 11-11-07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □


3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 351 Computer Imaging II

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
VC 351 COMPUTER IMAGING II (3)

Studio course. Experimental use of the computer as a tool for art and new media. Focuses on individual technique, style, and concepts. Additional projects using web-based media. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 152 and VC 251 and ART 135 and ART 150 and COM 101 and COM 200 with grades greater than or equal to C

7. Is course currently cross-listed or co-convened? yes □ no □
If yes, list course
Will this continue? □

8. Is course an elective? □ or required for an academic plan/subplan? □
If required, for what academic plan/subplan?
If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no □
If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no □
If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
If yes, has the change been approved by the Articulation Task Force? yes □ no □

If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □
If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number __________________________
   b. Proposed units __________________

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with __________________________ Date approved by UGC __________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with __________________________
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title __________________________
   (max 100 characters including spaces)

g. Proposed short course title __________________________
   (max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? Yes ☐ No ☐
   j.1. If yes, maximum units allowed? ______
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      Yes ☐ No ☐

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

   Prerequisite: VC 101, VC 251, ART 135 with grades greater than or equal to C

l. Proposed prerequisites (must be completed before)

m. Proposed corequisites (must be completed with)

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

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<tr>
<th>Role</th>
<th>Signature</th>
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<tr>
<td>Department Chair/ Unit Head (if appropriate)</td>
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<td>Chair of college curriculum committee</td>
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<td>Dean of college</td>
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For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College Social and Behavioral Sciences 3. Academic Unit Communication

4. Current course subject and catalog number VC 352 Advanced Imaging and Layout

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.) VC 352 ADVANCED IMAGING AND LAYOUT (3) Studio course. Advanced exploration of structural and visual qualities of imaging and layout using the computer as a tool of design. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 251 and VC 329 and VC 331 with grades greater than or equal to C

6. Is this a Liberal Studies or Diversity Course? NO Liberal Studies Diversity Both

7. Is course currently cross-listed or co-convened? yes no
   If yes, list course

   If required, for what academic plan/subplan?
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes no
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes no
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes no
    If yes, has the change been approved by the Articulation Task Force? yes no

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit OR changed to elective credit

Revised 8/06
11. Justification for course deletion.

We will be deleting this course but will be offering the same content as a VC 370 Visual Communication Studios topic in its place. This change will help align the Graphic Design and Computer Imaging Emphases.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION

1. Course deletion effective at the END of what term and year? Spring 2008

2. College Social and Behavioral Sciences

3. Academic Unit Communication

4. Current course subject and catalog number VC 353 Interactive Multimedia

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
   VC 353 INTERACTIVE MULTIMEDIA (3)
   Studio course. Explores Internet applications and practices related to the World Wide Web. Emphasizes integration of visual, aural, and textual images. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 329 and VC 331 and VC 351 with grades greater than or equal to C

6. Is this a Liberal Studies or Diversity Course? NO Liberal Studies ☐ Diversity ☐ Both ☐

7. Is course currently cross-listed or co-convened? yes ☐ no ☒
   If yes, list course ________________________

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   B.F.A. Visual Communication / Computer Imaging emphasis
   If required, for what academic plan/subplan? ________________________
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐ OR changed to elective credit ☒
11. Justification for course deletion.

We will be deleting this course but will be offering the same content as a VC 370 Visual Communication Studios topic in its place. This change will help align the Graphic Design and Computer Imaging Emphases.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Dean of college Date

For Committee use only

For University Curriculum Committee Date

Action taken: [Signature] approved as submitted 11/5/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE DELETION


2. College Social and Behavioral Sciences
3. Academic Unit Communication

4. Current course subject and catalog number VC 354 Computer Animation

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
VC 354 COMPUTER ANIMATION
Studio course. Explores two- and three-dimensional animation practices and applications. Emphasizes practical, conceptual, and visual processes for animation. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 329 and VC 331 and VC 351 with grades greater than or equal to C

6. Is this a Liberal Studies or Diversity Course? NO Liberal Studies ☐ Diversity ☐ Both ☐

7. Is course currently cross-listed or co-convened? yes ☐ no ☒
   If yes, list course

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan? B.F.A. Visual Communication / Computer Imaging Emphasis
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit ☐ OR changed to elective credit ☒
11. Justification for course deletion.
We will be deleting this course but will be offering the same content as a VC 370 Visual Communication Studios topic in it’s place. This change will help align the Graphic Design and Computer Imaging Emphases.

12. Approvals

[Signatures and dates]

Department Chair/Unit Head (if appropriate)  
Date

Chair of college curriculum committee  
Date

Dean of college  
Date

For Committee use only

[Signature]  
Date

For University Curriculum Committee

[Signature]  
Date

Action taken: approved as submitted  
12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 433 Information Graphics

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog). VC 433 INFORMATION GRAPHICS (3) Studio course. Visual problems in typographic, diagrammatic, cartographic, and environmental displays of information. Ideation developed in two and three dimensions. Intermediate to advanced computer skills required. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 330 and VC 333

7. Is course currently cross-listed or co-convened? yes ☐ no ☒
   If yes, list course
   Will this continue?

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☒

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
    If revised, how should it be revised?

Revised 8/06
11. a. Proposed course subject/catalog number
   b. Proposed units
   c. If subject/catalog number change, is there a course fee attached to the current subject/catalog
      number that needs to be moved? Yes □ No □
      If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog
      number change.
   d. Proposed to co-convene with ____________________________ Date approved by UGC
      (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   e. Proposed to cross-list with ____________________________
      (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
   f. Proposed long course title ____________________________
      (max 100 characters including spaces)
   g. Proposed short course title ____________________________
      (max 30 characters including spaces)
   h. Proposed catalog course description (max. 30 words, excluding requisites)
   i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
      (If both, the course may only be offered one way for each respective section.)
   j. May course be repeated for additional units? yes □ no □
      j.1. If yes, maximum units allowed? __________
      j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
         yes □ no □
   k. Please check ONE of the following that most appropriately describes the proposed course change(s):
      Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
      Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □
      Prerequisite: VC 333 with grades greater than or equal to C.
   l. Proposed prerequisites (must be completed before)
   m. Proposed corequisites (must be completed with)
   n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
      Instructor consent □ Department consent □ No consent □
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

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Department Chair/Unit Head (if appropriate)

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Chair of college curriculum committee

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Dean of college

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For Committee use only

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For University Curriculum Committee

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Action taken: __________ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE DELETION


2. College  Social and Behavioral Sciences

3. Academic Unit  Communication

4. Current course subject and catalog number  VC 434 Design Studio

5. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog.)
   VC 434 DESIGN STUDIO  (3)
   Studio course. Visual communication projects designed for community and university organizations. Focuses on professional design practices and techniques. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 330 and VC 332 with grades greater than or equal to C

6. Is this a Liberal Studies or Diversity Course? NO
   Liberal Studies  ☐
   Diversity  ☐
   Both  ☐

7. Is course currently cross-listed or co-convened? yes  ☐
   If yes, list course  ☐
   no  ☒

8. Is course an elective?  ☐
   or required for an academic plan/subplan?  ☒
   B.F.A. Visual Communication / Graphic Design Emphasis
   If required, for what academic plan/subplan?  ☐
   If required, also submit Proposal for Plan Change.

9. Will other courses or academic units be affected by this change? (Consider prerequisites, degree requirements, etc.) yes  ☐
   If yes, explain in the justification and provide supporting documentation from the affected departments.
   no  ☒

10. Does this change affect community college articulation? yes  ☐
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.
    no  ☒

    Is the course a Common Course as defined by your Articulation Task Force? yes  ☐
    If yes, has the change been approved by the Articulation Task Force? yes  ☐
    no  ☒

    If this course is listed in the Course Equivalency Guide, should the listing be changed to departmental elective credit  ☐
    OR changed to elective credit  ☒

Revised 8/06
11. Justification for course deletion.
We will be deleting this course but will be adding a VC 370 Visual Communication Studios instead. This change will allow flexibility for faculty to teach cutting edge content to the students in a timely manner. This change will help align the Graphic Design and Computer Imaging Emphases.

12. Approvals

Mark Name
Department Chair/Unit Head (if appropriate) 11-5-07

Chair of college curriculum committee

Dean of college

For Committee use only

For University Curriculum Committee

Action taken: approved as submitted 11-11-07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College SBS 4. Academic Unit School of Communication

5. Current course subject/catalog number VC 451 Computer Imaging III

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
   VC 451 COMPUTER IMAGING III (3)

   Studio course. Theoretical and conceptual focus on computer imagery from a historical perspective. Emphasizes individual exploration of digital techniques. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 332 and VC 351 and (two courses - VC 352 or VC 353 or VC 354)

7. Is course currently cross-listed or co-convened? yes ☐ no ☒ Will this continue?

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒
   If required, for what academic plan/subplan?
   If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

    Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☒
    If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☒

    If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
    If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________

   b. Proposed units ____________________________

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes ☐ No ☐

   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________ Date approved by UGC __________

   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ____________________________

   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title ____________________________

   (max 100 characters including spaces)

g. Proposed short course title ____________________________

   (max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade ☐ Pass/Fail ☐ or Both ☐

   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes ☐ no ☐

   j.1. If yes, maximum units allowed?

   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

   yes ☐ no ☐

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

   Lecture w/o unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐

   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

l. Proposed prerequisites (must be completed before) ____________________________

   Prerequisite: VC 332, VC 330, ART 150 with grades greater than or equal to C.

m. Proposed corequisites (must be completed with) ____________________________

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

   Instructor consent ☐ Department consent ☐ No consent ☐

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes. This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

[Signature]

Department Chair/Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only

[Signature]

For University Curriculum Committee

Date

Action taken: ______ approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost’s office. That office will provide copies to college dean, department chair, and Academic Information Office.
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies ☐ Diversity ☐ Both ☐


3. College SBS

4. Academic Unit School of Communication

5. Current course subject/catalog number VC 452 Computer Imaging IV

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).
VC 452 COMPUTER IMAGING IV (3)

Studio course. Advanced exploration of computer imagery. Focuses on complex visual communication problems. 1 hr. lecture, 4 hrs. lab. Prerequisite: VC 451

7. Is course currently cross-listed or co-convened? yes ☐ no ☒ If yes, list course Will this continue?

8. Is course an elective? ☐ or required for an academic plan/subplan? ☒ If required, for what academic plan/subplan?

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes ☐ no ☒ If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes ☐ no ☒ If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes ☐ no ☐
If yes, has the change been approved by the Articulation Task Force? yes ☐ no ☐
If this course has been listed in the Course Equivalency Guide, should that listing be left as is, ☐ or be revised? ☐
If revised, how should it be revised?
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number
b. Proposed units

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with Date approved by UGC
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title
   (max 100 characters including spaces)

g. Proposed short course title
   (max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade □ Pass/Fail □ or Both □
   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no □

j.1. If yes, maximum units allowed?

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
   yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/o unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

l. Proposed prerequisites (must be completed before)
   Prerequisite: VC 451 with grades greater than or equal to C.

m. Proposed corequisites (must be completed with)

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This change is necessary to adjust the prerequisites to the plan changes.

13. Approvals

[Signature] 16-5-02
Department Chair/Unit Head (if appropriate)

[Signature] 11-13-02
Chair of college curriculum committee

[Signature] Date
Dean of college

For Committee use only

[Signature] Date
For University Curriculum Committee

Action taken: approved as submitted 11-11-07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
SBS - Department of Psychology

This is a request to change the minimum CLEP (College Level Examination Program) score from 52 to 50 for PSY 101. NAU currently uses a CLEP score of 52 as the cutoff to test out of PSY 101. CLEP scores are standardized scores, ranging between 20 and 80, with 50 as the median. The College Board – who makes CLEP tests – recommends a score of 50 or higher for college credit. Community colleges statewide use 50 as their cutoff. Because our cutoff differs from those of community colleges, it is possible for a student who has a 50 or 51 to test out of PSY 101, but not get credit for PSY 101 here. This makes enrollment in our other courses difficult if not impossible, since PSY 101 is a prerequisite. In addition, many of these students have already taken courses like personality, social, developmental, abnormal, etc. Having them take PSY 101 after transferring in credits for these courses presents problems.

We would like the change to be effective for Fall 2008 and beyond, and for transfer students who completed the examination in the 06-07, 07-08 or later academic year.

Steve Funk is the ATF representative from the Department of Psychology. The ATF requested this change at the most recent meeting.

Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted 12/11/07 approved as modified
PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □


3. College Social & Behavioral Sciences 4. Academic Unit School of Communication

5. Current course subject/catalog number MER 235

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

EVALUATING APPAREL QUALITY (3)
Principles of garment construction, manufacturing processes, and quality standards in the ready-to-wear industry.

7. Is course currently cross-listed or co-convened? yes □ no X
   If yes, list course
   Will this continue? ___________________________

8. Is course an elective? □ or required for an academic plan/subplan? X
   If required, for what academic plan/subplan? Merchandising ___________________________
   If required, also submit Proposal for New Plan or Plan Change. N.A.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no X
   If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? □ no X
    If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? yes □ no □
   If yes, has the change been approved by the Articulation Task Force? yes □ no □

   If this course has been listed in the Course Equivalency Guide, should that listing be left as is, X or be revised? □
   If revised, how should it be revised? ____________________________

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject/catalog number ____________________________
b. Proposed units ______________________
c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □
   If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ____________________________
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   Date approved by UGC ____________________________

e. Proposed to cross-list with ____________________________
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title 
   (max 100 characters including spaces)

g. Proposed short course title 
   (max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade XX Pass/Fail □ or Both □
   (If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no □
   j.1. If yes, maximum units allowed? __________________
   j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
      yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):
   Lecture w/0 unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
   Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

l. Proposed prerequisites (must be completed before) ____________________________

m. Proposed corequisites (must be completed with) ____________________________

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
   Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This course has been taught as a letter-graded course for many years, but the catalog shows the option of letter or P/F grading. This is to correct the listing to show it as letter grade only.

13. Approvals

[Signature]

Department Chair/Unit Head (if applicable) 11-5-07

[Signature]

Chair of college curriculum committee 11-13-07

[Signature]

Dean of college Date

For Committee use only

[Signature]

For University Curriculum Committee Date

Action taken: approved as submitted 12/11/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies □ Diversity □ Both □


3. College Social and Behavioral Sciences

4. Academic Unit School of Communication

5. Current course subject/catalog number JLS 332

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

Publication Design (3)
Applying publication design principles, structure and styles for the print media. Type, illustrations, color and new technology; writing publication specifications. Fee required. Fall, Spring.

7. Is course currently cross-listed or co-convened? yes □ no x

If yes, list course

Will this continue? _____________________________

8. Is course an elective? or required for an academic plan/subplan? x

If required, for what academic plan/subplan? BS Journalism, News/Editorial Emphasis

If required, also submit Proposal for New Plan or Plan Change.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes □ no x

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes □ no x

If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes □ no x

If yes, has the change been approved by the Articulation Task Force? yes □ no □

If this course has been listed in the Course Equivalency Guide, should that listing be left as is, □ or be revised? □

If revised, how should it be revised?

Revised 8/06
FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

11. a. Proposed course subject /catalog number

b. Proposed units

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes □ No □

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with ___________________________ Date approved by UGC ___________________________

(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with ___________________________

(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title ___________________________________________________________________________

(max 100 characters including spaces)

g. Proposed short course title ___________________________________________________________________________

(max 30 characters including spaces)

Advanced Editing: Voice, Story Structure, and Publication Management

h. Proposed catalog course description (max. 30 words, excluding requisites)

Detailed exploration of story structure, focus and voice, how to create editorial packages using written and visual elements, and the business of publishing periodicals in print and other media.

i. Proposed grading option: Letter grade x Pass/Fail □ or Both □

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes □ no x

j.1. If yes, maximum units allowed?

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes □ no □

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab x Lecture only □ Lab only □ Clinical □ Research □

Seminar □ Field Studies □ Independent Study □ Activity □ Supervision □

I. Proposed prerequisites (must be completed before) ___________________________________________________________________________

JLS 232

m. Proposed corequisites (must be completed with)

n. If course has no prerequisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent □ Department consent □ No consent □

Revised 8/06
12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

JLS 332 stopped being offered to Journalism students some years ago (1997) when the Journalism and Public Relations programs split. This was due to an administrative oversight and lack of Journalism faculty to teach the class.

There is a high demand among Journalism majors for more education in the area of publication editing, and there are two highly qualified members of the Journalism faculty to teach an advanced editing class. While the Journalism program offers five classes in writing and reporting, there is only one editing class (JLS 232, Basic Editing) offered to students. Additionally, most jobs in the journalism field today are in the area of editing rather than purely reporting.

JLS 332 would help fill the gap in the Journalism curriculum as well as help better prepare Journalism majors for a successful career in publishing.

_action taken: approved as submitted 12/11/07 approved as modified_

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.
JLS 332: Advanced Editing
College of Social and Behavioral Sciences
School of Communication
Journalism Program

Instructors:
Fall 2008
Annette McGivney
Journalism Lecturer
Office hours: Tues./Thurs. 10:50-11:50 am; Wed. 10 am - noon, or by appointment.
Phone: 928-523-2646; (home) 928-774-2377
E-Mail: annette.mcgrivney@nau.edu

Spring 2008
Peter Friederici
Journalism Assistant Professor
Phone: 928-523-6378
E-Mail: Peter.Friederici@nau.edu

Prerequisites
Completion of JLS 232 (grade C or better) is required in order to enroll in this class. In addition, successful completion of JLS 130 is strongly recommended.

Course Description
In this class you will learn to take the practice of editing beyond the fundamentals explored in JLS 232. You will brush up on your copy-editing; learn how to assess and improve story structure, focus and voice; explore the creation of editorial packages using written and visual elements; gain an overview of editing and publication design software; and learn about the business of publishing periodicals in print and other media.

Student Learning Expectations and Outcomes
Most jobs in the journalism field today are in the area of editing rather than pure reporting. Even journalists who work as reporters benefit from training in story structure, voice and the overall management of periodicals. In JLS 332 you'll improve your practical grasp of these topics, and will be better prepared for an editorial position at a newspaper, magazine or other journalism-based media outlet. You will learn to better judge news value and assess the overall effectiveness of communication strategies in periodicals. In addition, by practicing good editorial judgment regarding others' writing, you will hone your own reporting and writing techniques.

Course Structure and Approach
JLS 332 is a hands-on lecture-lab course in which students learn by doing. Every class session will involve exercises in which you will practice editing, news judgment, management and other skills taught in the course. There will also be related take-home assignments, including writing exercises, assessing periodical coverage of current issues, and editing drafts of real-world magazine and newspaper articles.

Readings
The following two books are required:

Revised 8/06
The Associated Press Stylebook
There will also be additional selected readings posted on Vista throughout the semester.

Assessment of learning outcomes
You will be assessed on how well you master advanced editing techniques and styles in this course. This will be based on your performance on quizzes, weekly in-class exercises and homework exercises. There will also be a mid-term exam and a final editing project.

Grading
Your grade will be based primarily on your performance on a number of editing exercises, to be completed both in class and at home, as well as the mid-term exam and final project. Your final grade will also be based in part on your attendance and on participation in classroom activities and discussions.

Grade components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
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<tr>
<td>Quizzes</td>
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<tr>
<td>In-class exercises</td>
<td>150</td>
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<tr>
<td>Homework exercises</td>
<td>200</td>
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<tr>
<td>Midterm</td>
<td>200</td>
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<tr>
<td>Participation</td>
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<td>Final project</td>
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Grading Scale:

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</tr>
<tr>
<td>C</td>
<td>70 percent and above</td>
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<tr>
<td>D</td>
<td>60 percent and above</td>
</tr>
<tr>
<td>F</td>
<td>Below 60 percent</td>
</tr>
</tbody>
</table>

Attendance
You are required to attend class regularly and participate in class discussions. In-class work missed due to absence cannot be made up unless you have an excuse authorized by the university. If you are involved in student activities that will take you away from campus during the semester, alert me to your absence beforehand so that arrangements can be made to make up work no later than the following week. This same rule applies to work missed with an institutional or medical excuse.

Originality of Work
All work for JLS 332 must be original and must be completed, by you, specifically for this class during this semester. No duplicate work (work previously done for other classes) will be accepted. Students turning in duplicate work will receive a zero for that assignment and will be subject to sanctions for cheating. Any case of cheating or plagiarism will result in a grade of zero for the assignment or test, or a lowering of the final grade by one letter grade, or both. It can result in failure of the class at the instructor's discretion.

Validation

Revised 8/06
Once you are given back a graded assignment, it is your responsibility to keep that paper. If there is any question regarding your final grade, you will be asked to produce your papers for proof of submission and grade. Please keep a notebook or folder with all returned assignments.

**Common Courtesies**

We will maintain a professional atmosphere in the classroom. Please turn off all cell phones, pagers, beepers, etc. while in class; they may not be used in the classroom. For the sake of the computers, no snacks or drinks of any sort are allowed in the classroom. Computer monitors must be turned off unless we are using them for an in-class assignment.

**Evacuation Note**

In the event of an alarm, you must leave the building immediately by the nearest exit, and move away from the building. Do not use the elevators. Please help those who may need assistance in exiting.

**Course outline**

*Subject to change*

**Week 1**
Introduction to advanced editing

**Week 2**
Copy-editing review
Reading: *Fearless Editing*, ch. 1, 5

**Week 3**
The writer’s voice
Reading: *Fearless Editing*, ch. 4

**Week 4**
Story structure: what’s appropriate, when?
Reading: *Fearless Editing*, ch. 3

**Week 5**
Focusing stories
Reading: Handouts

**Week 6**
Designing editorial packages
Reading: *Fearless Editing*, ch. 2, 6

**Week 7**
Mid-term exam
Working with photos and images
Reading: *Fearless Editing*, ch. 7, 8

Revised 8/06
Week 8
Working with multimedia; editing for the Web
Reading: Fearless Editing, ch. 9, 10, 11

Week 9
Editing in the post-layout environment
Reading: Handouts

Week 10
Working with people (even writers)
Reading: Handouts

Week 11
Ethics and balance: calculating coverage
Reading: Fearless Editing, ch. 12

Week 12
Editing controversial stories and topics
Reading: Handouts

Week 13
The business of publishing
Reading: Handouts

Week 14
Putting it all together
Reading: Handouts

Finals Week
Final editing project due

Additional Attachments:
    Policies and Standards: JLS and PR Courses
    NAU Policy Statements

Revised 8/06
1. Is this course a Diversity or Liberal Studies Course? Liberal Studies ☒ Diversity ☐ Both ☐


3. College Arts & Letters

4. Academic Unit/Department English

5. Current course subject/catalog number ENG 130


World of Literature (3)
Explores what literature enables us to discover about others and ourselves by examining literature from diverse cultures and time periods with an emphasis on theme, style, and traditions. AHI

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

World of Literature (3)
Explores what literature enables us to discover about others and ourselves by examining literature from diverse cultures and time periods with an emphasis on theme, style, and traditions. AHI  Prerequisite: freshman or sophomore [fewer than 60 credits] status only.

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☐ No ☒

If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes ☐ No ☒

If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No ☒
If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☒

If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☐ or be revised ☐

If revised, how should it be revised? _____

Revised 9/06
**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

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<th>Current course subject/catalog number</th>
<th>Proposed course subject/catalog number</th>
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<tbody>
<tr>
<td>Current number of units/credits</td>
<td>Proposed number of units/credits</td>
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<tr>
<td>Current Course Fee yes ☐ no ☐</td>
<td>If subject or catalog number change</td>
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<td>Proposed Grading Option*</td>
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<tr>
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<td>Letter Grade ☐ Pass/Fail ☐ or Both ☐</td>
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<tr>
<td>Current Repeat for additional Units</td>
<td>Proposed Repeat for additional Units</td>
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<td>Proposed Max number of units</td>
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<tr>
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<td></td>
<td>Prerequisite: freshman or sophomore [fewer than 60 credits] status only.</td>
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<td>Current Co-requisite</td>
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<tr>
<td>Current Cross List with</td>
<td>Proposed Cross List with</td>
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</tbody>
</table>

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies ☐ Diversity ☐

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

**ENG 130 is an introductory course intended to serve the college as a freshman-level seminar. It is also the only literature course in English for which ENG 105 is not a prerequisite. In recent years, too many upperclassmen have registered for the class, which dilutes the integrity of the freshman experience for which the course was designed. The English Department offers many general courses such as ENG 230 (Introduction to Literature), which are appropriate for non-majors at the sophomore, junior, and senior levels.**

10. Approvals

[Signatures]

Department Chair/Unit Head (if appropriate)/ Date 10/18/07

Chair of college curriculum committee/ Date 11/6/07

Dean of college/ Date 11/6/07

For Committee use only

Revised 9/06
For University Curriculum Committee/Date

Action taken: approved as submitted 4/1/07 approved as modified

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: ________  Contact email: ________
Dept. Chair name: ________  Dept. Chair email: ________
College Contact name: ________  College Contact email: ________

1. This course is a  ☐ Single section  ☐ Multi-section
2. List names of faculty who may teach this course: ________
3. Section enrollment cap: ________

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-6.  
OR
If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.  
OR
If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 12 - 14.

NEW LIBERAL STUDIES COURSE
4. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☐ Science ☐ Social and Political Worlds ☐

5. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐ Effective Writing ☐ Critical Thinking ☐
   Quantitative Reasoning ☐ Scientific Inquiry ☐

6. Is this a topics course?  Yes ☐  No ☐
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY
7. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.

Revised 9/06
8. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

9. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? 

11. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
    If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? 

13. Does this proposal replace or modify an existing course or experience? yes □ no □
    If yes, which course(s)? 

14. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
    If no, please submit a course delete form for the ABC 400.

Revised 9/06
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College       Arts & Letters

2. Academic Unit  English

3. Academic Plan Name   Minor in English

4. Subplan (if applicable)?

5. Effective Date  FALL 2008

6. Is this proposal for a:
   (Please refer to Plan and Subplan definitions)
   □ New Plan
   □ Plan Change
   □ Plan Deletion
   □ New Subplan
   □ Subplan Change
   □ Subplan Deletion

7.

Revised 08/06
To complete this minor, take the following 21 units, with at least 12 units taken at NAU.

- 9 units of lower-division coursework, including at least 6 units of 200-level courses from at least three of the following four areas
  (Please note that you can only count one 100-level course toward this requirement.)
  Literature courses include ENG 130, 230, 231, 232, 241, 242, 243, 245, 251, 252, 253, and 261.
  Rhetoric courses include ENG 110, 210, and 211.
  Creative writing courses include ENG 270 and 271.
  Linguistics courses include ENG 121, 220, and 223.

- 6 units of ENG coursework at the 300 level

- 6 units of ENG coursework at the 400 level, with at least one designated seminar course
- 6 units of ENG coursework at the 300 level
- 6 units of ENG coursework at the 400 level, with at least one designated seminar course

Be aware that some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

Please be aware that you cannot count any grade below a C in an English course toward these minor requirements.

Click here for more information about English undergraduate courses and English faculty.

Before graduating, you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. English courses may be used to fulfill these requirements and minor requirements. Ethnic Diversity courses include ENG 245, ENG 247, ENG 345, and ENG 445C; Global Diversity courses include ENG 266 and ENG 351.
8. For undergraduate plans, will this requirement be a student individualized plan*?  ☒ no  ☐ yes  
A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor. 
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to: 
☐ a. verify satisfactory completion of a non course requirement. 
☒ b. indicate admission to a major.  
☐ c. will not be used.  
**A milestone is used to record noncourse requirements, such as the HRM 300-hour work experience requirement or admission to Business Major status.  
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


Learning outcomes have not changed; these courses are being taught and were designed to strategically enhance our minor and major.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. 

ENG 247 and ENG 272 were previously created and approved, but a plan change was not submitted. ENG 241 is newly deleted (accompanying request), so the updated plan should reflect this deletion. ENG 266 and ENG 467C, newly created courses, also need to be reflected in our minor plan. Our seven-year review suggested that student learning would be enhanced by the development of these courses (as previously mentioned in paperwork submitted for these new course proposals). 

Redundant and confusing language is also being eliminated for obvious reasons.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied? 

n/a

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? 

If so, attach supporting documentation from the affected departments/units and college dean.

n/a

14. Will present library holdings support this academic plan/subplan? 

n/a

Revised 08/06
Certifications

Department Chair/Univ. Cert. (if appropriate)  

Chair of college curriculum committee 

Dean of college 

For committee use only 

Action taken:  __ approved as submitted  __ approved as modified  12/11/07

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College CAL

2. Academic Unit/Department ASIAN STUDIES

3. Academic Plan Name Asian Studies Minor

4. Subplan (if applicable)?

5. Effective Date FALL 2008


7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:

To complete this minor, take the following 18 units:

- One gateway course, choose from: ASN 108, ARH 143, HIS 249, HIS 250, HIS 251, HIS 297 or REL 203 (3 units)

15 units selected from the following courses:

- ANT 438
- ARH 440C
- ASN 208
- CHI 101, 102, 201, and 202
- GGR 348 (when subject is Asia)
- HIS 249, 250, 251, 297, 312, 314, 325, 332, 421, 425, and 434
- HUM 261 and 362
- JPN 101, 102, 201, and 202
- POS 361, 370, and 472
- REL 150, 203, 206, 311, 331, 341, 351, 355, and 359

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted.

To complete this minor, take the following 18 units:

- One gateway course, choose from: ASN 108, ARH 143, HIS 249, HIS 250, HIS 251, HIS 297 or REL 203 (3 units)

15 units selected from the following courses:

- ANT 438
- ARB 101, 102, 201, 202
- ARH 143, 269, 270, 370, 380, 440C
- ASN 108, 199, 208, 298, 299, 497
- CHI 101, 102, 201, and 202
- GGR 348 (when subject is Asia)
- HIS 249, 250, 251, 297, 312, 314, 325, 331, 332, 421, 425, and 434
- HUM 261 and 362
- JPN 101, 102, 201, and 202
- POS 361, 370, and 472

Revised 09/07
8. For undergraduate plans, will this requirement be a student individualized plan? □ no □ yes

A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone be used to:

□ a. verify satisfactory completion of a non course requirement.
□ b. indicate admission to a major.
□ c. will not be used.

*A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


Students will demonstrate specific knowledge of the arts/religions/histories/cultures of Asian societies, depending on the particular course in which they enroll.

Students will be able to apply relevant and appropriate research and theories to specific cases to produce critical insight about Asia.

Students will be able to articulate the relevance of Asia to contemporary American life.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

ARH 143, 269, 270, 370, and 380 should have been included in the list of possible courses fulfilling requirements for the ASN minor when we introduced our plan changes last year, but were inadvertently omitted from the forms submitted by the program. ARH 143 and ASN 108 are approved as “gateway courses” for ASN but were left out of the list of courses from which students could choose 15 units to fulfill the ASN minor requirement. If they take another gateway course, students can use ASN 108 among the other 15 units. Similarly, ASN 198, 199, 298, 299, and 497 already exist with the ASN prefix, but are not listed among the courses that can be used to complete the minor in the catalog. We seek to remedy these errors with this change.

ARB 101, ARB 102, ARB 201, ARB 202 have been recently introduced to NAU. As an important Asian language, Arabic courses need to be added to the list of language courses that fulfill ASN minor requirements.


Professor Bryson who taught TH 351 (Asian Theatre) retired from NAU in fall 2007, and the department no longer offers the course, hence its deletion.

Revised 09/07
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied? Does not require any new faculty, space or equipment as these classes are already being taught through ARH.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? If so, attach supporting documentation from the affected departments/units and college dean.

It will not.

14. Will present library holdings support this academic plan/subplan? Yes they will.

Certifications

[Signature]

Department Chair/Unit Head (if appropriate) 10-23-07

[Signature]

Chair of college curriculum committee 10-6-07

[Signature]

Dean of college 11-6-07

For committee use only

[Signature]

For University Curriculum Committee

Action taken: __________ approved as submitted __________ approved as modified 11/11/07

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

Revised 09/07
UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☑

   If yes, route completed form to Liberal Studies.


   See effective dates schedule.

3. College CAL ☐

4. Academic Unit History

5. Course subject/catalog number HIS 467

   (Please add syllabus to the end of this form.)

7a. Date approved by UGC

   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with

   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Topics in Atlantic World History

   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Topics Atlantic World History

11. Catalog course description (max. 30 words, excluding requisites).

   Senior level seminar on political, social, cultural, diplomatic, gender, race, environmental history of the Atlantic World region.

12. Grading option: Letter grade ☑ Pass/Fail ☐ or Both ☐

   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☑ No ☐

14. May course be repeated for additional units? yes ☑ no ☐

   a. If yes, maximum units allowed? 9

   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes ☑ no ☐

15. Please check ONE of the following that most appropriately describes the course:

   Lecture w/o unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐

   Seminar ☑ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) Junior Status

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

   instructor consent ☐ department consent ☐ no consent ☐
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no ☒
   Name of new plan?
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes □ no ☒
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes □ no ☒
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no ☒
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   To reflect a new and growing historiography in which the history of the Americas, Europe and Africa and their interactions is viewed within an “Atlantic frame.”

24. Names of current faculty qualified to teach this course

   Heather Martel, Susan Deeds, new hire in British/Empire/World

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?____

26. Will present library holdings support this course? yes ☒ no □
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? 

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? 

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? 

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Date

Cyntia Kosar, Ph.D.
Department Chair (if appropriate)

Date

Chair of college curriculum committee

Dean of college

For Committees use only

For Liberal Studies Committee

Action taken: Approved as submitted 12/11/07 Approved as modified

For University Curriculum Committee

Action taken: Approved as submitted 12/11/07 Approved as modified

revised 8/06
The Colonization of North America, 1492-1776

Semester: TBA
Time: TBA
Credits: 3 units
Instructor: Heather Martel
Office: BS 208
Office Hours: TBA
Pre-Requisites: HIS Junior Status or Higher

Course Description
This advanced course on the colonization of North America will explore important debates and topics in the historiography with the goal of preparing future academics, teachers, researchers and history-tellers. There is no pre-requisite to the course. However, students should look to History 291 — the first half of the survey of American history to gain a sense of the general sweep of history in this period. In this course, students will be asked to think critically about how that historical narrative is constructed and to seek out different viewpoints in the history of the colonization of North America.

Student Learning Outcomes
1. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
2. Students will learn to interpret a number and variety of primary sources
3. Students will practice and refine their oral and written communication, analysis and argumentation skills

Course Structure
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. In the first part of the course, "Discoveries," students will study debates over the discovery of America before 1492 and examine the cultural dynamics of early European – American Indian contact in European travel narratives and visual representations. Part 2 will examine European efforts to instill "Colonial Order" through religious and legal institutions that disciplined members of the new societies formed by European colonists in North America. The third part, "Atlantic Slavery" will address the colonization of North America in the context of the Atlantic world by studying the institution of slavery, the trans-Atlantic passage and the exchange of commodified humans and their cultures. Fourth, students will look at 18th-century diplomatic, economic and warlike relations between American Indian communities and their European allies and enemies. Finally, Part 5 will address the formation of "New American Identities" and the build-up to the American Revolution as English colonists distanced themselves from their king and native land in order to declare independence.

revised 8/06
Books and Required Readings
There are five assigned books for the course as well as primary sources and articles available through VISTA. The following books can be purchased at Aradia Bookstore (located at 116 W. Cottage on the NAU side of the tracks just West of Beaver St, near the Beaver St. Brewery.):
Alvar Nunez Cabeza De Vaca, Cabeza De Vaca, and Cyclone Covey, Cabeza De Vaca's Adventures in the Unknown Interior of America (Zia Book, Albuquerque, N.M. : University of New Mexico Press, 1983, c1961)
Janet Moore Lindman and Michele Lise Tarter, A Centre of Wonders: The Body in Early America (Ithaca, N.Y. : Cornell University Press, 2001)
Helen Rountree, Pocahontas, Powhatan, Opechancanough : Three Indian Lives Changed by Jamestown (Charlottesville : University of Virginia Press, 2005)

Recommended Readings
Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline

<table>
<thead>
<tr>
<th>PART 1</th>
<th>DISCOVERIES</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td></td>
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<tr>
<td><strong>Mon</strong></td>
<td>Introduction: Colonial America: Traditions and New Approaches</td>
</tr>
<tr>
<td><strong>Wed</strong></td>
<td>Student Presentations: <strong>Who discovered America?</strong> Define the Bering Strait Land Bridge Theory. What other research has been done on the discovery of the Americas before 1492. Find 2 other theories and be prepared to describe the basic evidence for each theory. What points seem to be up for debate?</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td>1-2 typed, double spaced page write-up of your research for this presentations. Take an informal tone to describe your research, reading and questioning process for this assignment.</td>
</tr>
<tr>
<td><strong>Fri</strong></td>
<td>Discussion: “We are all immigrants”</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mon, 9/4</strong></td>
<td><strong>HOLIDAY</strong></td>
</tr>
<tr>
<td><strong>Wed</strong></td>
<td>Lecture: Contact: European Experiences of Discovery</td>
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<tr>
<td>Day</td>
<td>Discussion</td>
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<tr>
<td>Fri</td>
<td>Using Primary Sources&lt;br&gt;&quot;The Engravings of Le Moyne&quot; and &quot;The Narrative of Le Moyne&quot; from Charles E. Bennett, editor, <em>Settlement of Florida</em></td>
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**WEEK 3**

<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion</th>
<th>Reading</th>
<th>Quiz</th>
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<tbody>
<tr>
<td>Mon</td>
<td>From Sunrise or Sunset: Contact, Transformation and Diplomacy in the Southwest</td>
<td>Cabaza de Vaca, <em>Adventures in the Unknown Interior of America</em></td>
<td>Likely</td>
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<tr>
<td>Wed</td>
<td>Library Tour: <em>Early Travel Narratives</em>. Class will meet outside the Cline Library.</td>
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<table>
<thead>
<tr>
<th>Day</th>
<th>Student Presentations:</th>
<th></th>
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<tbody>
<tr>
<td>Fri</td>
<td><strong>European Travel Narratives:</strong> On Friday's Library Tour, each student will have chosen and studied the travel narrative of one early European explorer to North America. Students will lead discussion on interesting questions that arose for them during this research. Answer the basic ones yourself on-line, but come to class ready to present questions about your travel narrative that seem important in the study of first contact and the early exploration of North America.</td>
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<td></td>
<td><strong>Due:</strong> 1-2 typed, double spaced page write-up of your research for this presentations. Take an informal tone to describe your research, reading and questioning process for this assignment.</td>
<td></td>
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</table>

**WEEK 4**

<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion</th>
<th>Reading</th>
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</table>

**PART 2**

**COLONIAL ORDER**

**WEEK 5**

<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>The English Body in Contact&lt;br&gt;Trudy Eden, &quot;Food, Assimilation, and the Malleability of the Human Body&quot; in <em>Centre of Wonders</em></td>
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<td></td>
<td>Lecture: Colonizing Faith: Christian Imperialism in North America&lt;br&gt;Reading: Martha Finch, &quot;Civilized Bodies and the ‘Savage’ Environment of Early New Plymouth&quot; in <em>Centre of Wonders</em></td>
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<tr>
<td>Day</td>
<td>Discussion</td>
<td>Reading</td>
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</table>
| Wed  | Religious Translations  
| Fri  | “Colonial House” PBS  
**Paper One.** 5-7 typed, double-spaced pages on an important critical question that should be taken into consideration when **teaching and writing narratives of discovery and first contact.** You must use 3 readings assigned in class and refer to research you have done for both student presentations. In putting this paper together, you are challenged to discover a question that unifies the 3 readings and your research. Strive to find a question that truly interests you and is not easy to answer. Once you have introduced the question, write an educated, preliminary answer to this question. | |
| **WEEK 6** | Lecture: Literacy and Popular Belief in Early New England | |
| Mon  | Discussion:  
The Trial of Anne Hutchinson  
Reading: Transcript of the Trial of Anne Hutchinson | |
| Wed  | Lecture: Telling the Tale of the Salem Witch Craze | |
| Fri  |  | |
| **WEEK 7** | Discussion:  
| Mon  | Student Presentations:  
**Sources on the Witch Craze.** This student led discussion will focus on the documents students find online regarding the Salem Witch Craze and Trials. What kind of electronic websites are there? Find 3. What do they lead you to believe? Look at 3 primary sources and come to class with critical questions and ideas for how to tell this story.  
**Due:** 1-2 typed, double spaced page write-up of your research for this presentations. Take an informal tone to describe your research, reading and questioning process for this assignment. | |
| Wed  | Discussion:  
The Puritans and the Invention of Fornication  
| Fri  |  | |
| **WEEK 8** | Discussion:  
Gender, Abortion and Crime in Early America  
| Mon  | Discussion:  
Marriage and identity in 18th C America  
Reading: Martha Hodes, "Marriage: Nell Butler and Charles" in *White Women, Black Men: Illicit Sex in the 19th-Century South* (1997) | |

revised 8/06
### PART 3

**ATLANTIC SLAVERY**

| **WEEK 9**                      | **Fri** | Lecture: Slavery in the Atlantic World: Historical Approaches  
**Reading:** Ira Berlin, Chapters in Many Thousands Gone (2000) |
|--------------------------------|---------|------------------------------------------------------------------|
| **Mon**                        | Lecture: Competing Colonial Orders: Spain and France  
**Due:** Paper Two. 5-7 typed, double-spaced pages on an important critical question about the kinds of sources historians use when researching, teaching and writing narratives on colonial social order. You must use 3 readings assigned in class. In putting this paper together, you are challenged to discover a question that unifies the 3 readings. Strive to find a question that truly interests you and is not easy to answer. Once you have introduced the question, write an educated, preliminary answer to this question. |
**Reading:** Ira Berlin, Chapters in Many Thousands Gone (2000) |
| **Fri**                        | Discussion: Beyond the Plantation: Slavery and the African-American Experience  
**Reading:** Ira Berlin, Chapters in Many Thousands Gone (2000) |

<table>
<thead>
<tr>
<th><strong>WEEK 10</strong></th>
<th><strong>Mon</strong></th>
<th>Lecture: Trans-Atlantic Passage: Visual Images of the African Experience</th>
</tr>
</thead>
</table>
| **Wed**                        | **Due:** Exploring the Digital Archive on Slavery. Students will review these representations of slavery and the slave trade in the Atlantic World. Come to class ready to present important questions and observations about this historical record. Focus on one image in particular, what it tells you, what you found out about it, what questions you are left with.  
**1-2 typed, double spaced page write-up of your research for this presentations.** Take an informal tone to describe your research, reading and questioning process for this assignment. |
| **Fri**                        | Discussion: The Indian Slave Trade  
**Reading:** Alan Gallay, “Carolina, the Westo, and the Trade in Indian Slaves, 1670-1685” |

### PART 4

**WAR, DIPLOMACY & TRADE**

| **WEEK 11**                     | **Mon** | Discussion: Land  
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<tr>
<td><strong>Wed</strong></td>
<td>Lecture: The Middle Ground: Historical Approaches to War, Diplomacy and Trade between American Indians, Europeans and European Empires.</td>
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<tr>
<td><strong>Fri</strong></td>
<td><strong>HOLIDAY</strong></td>
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revised 8/06
# WEEK 12

<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri</td>
<td>Guest Lecturer</td>
<td>Andy Galley, <em>The French and Indian War: the Ending of Salutary Neglect</em></td>
</tr>
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# WEEK 13

<table>
<thead>
<tr>
<th>Day</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Individual Research and Review</td>
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<tr>
<td>Wed</td>
<td>Individual Research and Review</td>
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<tr>
<td>Fri</td>
<td>THANKSGIVING</td>
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# PART 5

## NEW AMERICAN IDENTITIES

### WEEK 14

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<thead>
<tr>
<th>Day</th>
<th>Lecture</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Lecture</td>
<td>Race in 18th C America Nancy Shoemaker, “Race” in <em>A Strange Likeness: Becoming Red and White in Eighteenth-Century America</em></td>
</tr>
<tr>
<td>Fri</td>
<td>Lecture</td>
<td>Material Culture, Class and the Consumer Revolution T.H. Breen, “Tale of the Hospitable Consumer” in <em>The Marketplace of Revolution</em></td>
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### WEEK 15

<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Discussion</td>
<td>Gender, Political Participation and Revolutionary Resistance T. H. Breen, “Strength out of Dependence: Strategies of Consumer Resistance in an Empire of Goods” in <em>The Marketplace of Revolution</em></td>
</tr>
<tr>
<td>Wed</td>
<td>Lecture</td>
<td>Declarations: Independence, Citizenship and the End of British Colonization</td>
</tr>
<tr>
<td>Fri</td>
<td>Student Presentations</td>
<td>Final Paper Ideas...The final paper will be 5-7 typed, double spaced pages in which you develop a question concerning cultural exchange and the formation of race, class, or gender identities in the context of American colonization. You must use 3 readings assigned in class. In putting this paper together, you are challenged to discover a question that unifies the 3 readings. Strive to find a question that truly interests you and is not easy to answer. Once you have introduced the question, write an educated, preliminary answer to this question.</td>
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### FINALS

<table>
<thead>
<tr>
<th>Day</th>
<th>Final Paper Due</th>
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Assessment of Student Learning Outcomes

Methods:

- Papers: Students will write and revise 3 5-7-page papers for the course. Prompts will be provided for each assignment. Each paper will be worth 20% of the final grade for a total of 60%.
- Student Presentations and Presentation Write-ups: Students will research and present on five topics over the course of the class for a total of 20% of the final grade.
- Class Participation: Participation in reading discussions be worth 20% of the final grade.

Timeline:
Please refer to the Course Outline above for paper and presentation deadlines.

Grading System

Grades will be based on participation and preparation (20%), student presentations and presentation write-ups (20%), and three 5-7 page essays (60%). Pop quizzes and extra credit assignments will be given throughout the semester and will count towards participation and preparation. In preparation for class discussion, students will be expected to have completed the reading and explored it further through on-line research. Students will be asked to use the writing center and may be asked to revise essay assignments. Roll will be taken each day.

Total points possible: 100 pts.
A=90 pts. (Completes all assignments, comes prepared, consistently participates, goes well above expectations, shows intellectual engagement and curiosity, makes original and creative contributions to class discussion and all assignments)
B=80 pts. (Completes all assignments, comes prepared, consistently participates, goes above expectations, shows intellectual engagement and curiosity)
C=70 pts. (Completes all assignments, occasionally participates, work satisfactory, rarely exceeds minimum expectations for passing the class)
D=60 pts. (Completes most assignments, barely at or below satisfactory, never exceeds minimum expectations for passing the class)
F=50 pts. and below

Course Policies:

1. Regular attendance is expected and necessary for success. Contact the instructor immediately if you face problems requiring you to miss class over an extended period.
2. The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is the student’s responsibility to familiarize her/himself with these matters as defined by the University. See the current NAU Student Handbook and Appendices for definitions and procedures. Plagiarism or any other form of cheating cannot be accepted. Any student participating in such activities will receive a final grade of F.
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The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
College of Arts and Letters  
Department of History  
HIS 467 – Topics in Atlantic World History  
Early Modern Atlantic Encounters

**Semester:** TBA  
**Time:** TBA  
**Credits:** 3 units  
**Instructor:** Heather Martel  
**Office:** BS 208  
**Office Hours:** TBA  
**Pre-Requisites:** HIS Junior Status or Higher

**Course Description**
This course will explore the dynamics of first contact between Africans, Native Americans and Europeans in the Early Modern Atlantic World. Throughout the course, students will engage critically with the framework of the Atlantic World in the study of early modern encounters. Through the study of cross-cultural encounters and the accompanying dynamics of power, diplomacy, politics, justice, trade, economics, students will gain a command of current debates in the field. In addition they will engage with theories of cultural resistance, persistence, assimilation, accommodation and hybridity in the historiography on the Atlantic World. Students will study, discuss and critique visual, filmic and textual representations of these encounters from sources published in the period and from turn of the 21st Century historiography, fiction, and film.

**Student Learning Outcomes**
4. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
5. Students will learn to interpret a number and variety of primary sources
6. Students will practice and refine their oral and written communication, analysis and argumentation skills

**Course Structure**
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. Students will first study the definition of the Atlantic World; secondly, they will study European - Native American Encounters; thirdly Atlantic Slavery; and finally, the role of pirates in these encounters and in the formation of eighteenth-century ideals of liberty.

revised 8/06
Books and Required Readings

There are five assigned books for the course as well as primary sources and articles available through VISTA. The following books can be purchased at Aradia Bookstore (located at 116 W. Cottage on the NAU side of the tracks just West of Beaver St, near the Beaver St. Brewery.):

- *Laudonnière, René Goulaine de.* *Three voyages.* Translated with an introd. and notes by Charles E. Bennett (University Press of Florida)

Recommended Readings

Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Defining the Atlantic World</th>
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<tbody>
<tr>
<td>Tues</td>
<td>Introduction:</td>
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<td>Course Goals, Readings and Expectations</td>
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<tr>
<td>Thurs</td>
<td>In Class Writing:</td>
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<tr>
<td></td>
<td>Reading:</td>
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<td></td>
<td>Defining the terms of the Atlantic Encounter Kupperman, Sweet and Jordan in <em>Envisioning an English Empire,</em> pp. xi -24 and 275-288.</td>
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<tr>
<th>Week 2</th>
<th>European - Native American Encounters</th>
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<tr>
<td>Tues</td>
<td>Readings:</td>
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<td></td>
<td>Griffin, Iwaniszew and Hadfield in <em>Envisioning an English Empire,</em> pp. 111-134 and 152-194.</td>
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<tr>
<td>Thurs</td>
<td>Readings:</td>
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<th>Week 3</th>
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<tr>
<td>Tues</td>
<td>Readings:</td>
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<td>Brian Sandberg &quot;Beyond Encounters&quot;, Patricia Lopes Don, &quot;Franciscans, Indian Sorcerers, and the Inquisition in New Spain,&quot; and H.E. Martel &quot;Hans Staden’s Captive Soul&quot; (Vista)</td>
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<td>Thurs</td>
<td>Film:</td>
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<td>&quot;How Tasty is My Little Frenchman&quot;</td>
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<th>Week 4</th>
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<tr>
<td>Tues</td>
<td>Images:</td>
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<tr>
<td></td>
<td>Theodor De Bry’s French in Florida</td>
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<td><em>Rene Laudonniere, Three Voyages</em></td>
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<tr>
<td>Thurs</td>
<td>Reading:</td>
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<td>Silverman, <em>Faith and Boundaries,</em> 1-120</td>
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<th>Week 5</th>
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<tr>
<td>Tues</td>
<td>Reading:</td>
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<td></td>
<td>Silverman, <em>Faith and Boundaries,</em> 121-284</td>
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<tr>
<td>Thurs</td>
<td>Paper One Discussion:</td>
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<td></td>
<td>European – Native American Encounters</td>
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<td></td>
<td>Introductions and Thesis Statements</td>
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<td>Week 6</td>
<td>Paper One</td>
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<tr>
<td>Tues</td>
<td>Paper One Due</td>
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<td><em>(please bring two copies)</em></td>
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<tr>
<td>Thurs</td>
<td>Paper One Returned</td>
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<tr>
<th>Week 7</th>
<th>Atlantic Slavery</th>
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<tr>
<td>Tues</td>
<td>Paper One Revision Due</td>
<td>Film: Amistad</td>
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<td>Reading: Sweet, <em>Recreating Africa</em>, pp. 1-86</td>
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<th>Week 8</th>
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<tbody>
<tr>
<td>Tues</td>
<td>Reading: Sweet, <em>Recreating Africa</em>, pp. 87-160</td>
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<th>Week 9</th>
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<tr>
<td>Thurs</td>
<td>Readings: Guasco in <em>Envisioning an English Empire</em>, pp. 236-253; Foote “To Better People Their Land” (Vista)</td>
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| Spring Break |                                    | | March 18-24 |

| Week 10 |                                    | | |
|---------|---------------------------------|-------------------------------------------------|
| Tues    | Reading: Northrup, *Africa’s Discovery of Europe* | Vaughan in *Envisioning an English Empire*, pp. 49-67 |
| Thurs   | Reading: Equiano, *Interesting Narrative* | |

| Week 11 |                                    | | |
|---------|---------------------------------|-------------------------------------------------|
| Tues    | Readings: Jordan, “First Impressions” (Vista); Hochschild, “The Traders Are Kidnapping Our People” (Vista) | |
| Thurs   | Paper Two Discussion: Encounters in Atlantic Slavery | |

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<tr>
<th>Week 12</th>
<th>Paper Two</th>
<th>Peer Review: Supporting Evidence</th>
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<tr>
<td>Tues</td>
<td>Paper Two Due</td>
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<tr>
<td>Thurs</td>
<td>Paper Two Returned</td>
<td>Writing Workshop</td>
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<tr>
<th>Week 13</th>
<th>Piracy and Identity in the Atlantic World</th>
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<tr>
<td>Tues</td>
<td>Paper Two Revision Due</td>
<td>Film: “Pirates of the Caribbean”</td>
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<td>Reading: Rediker, <em>Villains of All Nations</em>, pp.1-59</td>
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<td>Thurs</td>
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<th>Week 14</th>
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<tr>
<td>Tues</td>
<td>Reading: Rediker, <em>Villains of All Nations</em>, pp.60-126</td>
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<tr>
<td>Thurs</td>
<td>Reading: Rediker, <em>Villains of All Nations</em>, pp.127-176</td>
<td>Pirates, Sodomy and the Slave Trade</td>
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<tr>
<th>Week 15</th>
<th>Paper Three</th>
<th>Peer Review: Great Conclusions</th>
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<tbody>
<tr>
<td>Tues</td>
<td>Paper Three Due</td>
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Assessment of Student Learning Outcomes

Methods:
- Papers: Students will write and revise 3 7-page papers for the course. Prompts will be provided for each assignment. Each paper will be worth 25% of your grade.
- Class Participation: Reading discussions and peer editing will also be worth 25% or your grade.

Timeline:
Rough drafts of the papers will be due weeks 6, 12 and 15. These will be returned with grades and comments by the next scheduled day of seminar. Final papers will be due weeks 7, 13 and during finals.

Grading System
Grades will be based on participation and preparation (25%) and three 7 page essays (75%). Pop quizzes and extra credit assignments will be given throughout the semester and will count towards participation and preparation. In preparation for class discussion, students will be expected to have completed the reading and explored it further through on-line research. Students will be asked to use the writing center and may be asked to revise essay assignments.

Roll will be taken each day.
Total points possible: 100 pts.
A=90 pts. (Completes all assignments, comes prepared, consistently participates, goes well above expectations, shows intellectual engagement and curiosity, makes original and creative contributions to class discussion and all assignments)
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Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes □ No X
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College CAL 4. Academic Unit History

5. Course subject/catalog number HIS 468: Topics in US History
   (Please add syllabus to the end of this form.)

7. Co-convened with
   7a. Date approved by UGC
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Topics in the History of the United States

11. Catalog course description (max. 30 words, excluding requisites).

   Senior level Seminar on Topics in United States History. Focus may include political, social, cultural, diplomatic, gender, race, environmental history. May be repeated for up to 9 hours.

12. Grading option: Letter grade X Pass/Fail □ or Both □
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? X No □

14. May course be repeated for additional units? Yes X No □
   a. If yes, maximum units allowed? 9
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) Yes X No □

15. Please check ONE of the following that most appropriately describes the course:

   Lecture w/o unit embedded lab □ Lecture only □ Lab only □ Clinical □ Research □
   Seminar X Field Studies □ Independent Study □ Activity □ Supervision □

16. Prerequisites (must be completed before proposed course) HIS 291 or 292

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

   instructor consent □ department consent □ no consent □

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?  
   Name of new plan?  yes □ no x  
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes □ no x  
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

21. Will this course affect other academic plans, academic units, or enrollment? yes □ no x  
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no x  
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □  
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   Follows new history department articulation plan with 300 level courses being lecture based and 400 level courses devoted to topic based seminars.

   Past assessments of student learning suggested smaller discussion courses at the senior level would be better than lecture courses

24. Names of current faculty qualified to teach this course Amundson, Danielson, Morley, Ishii, Lubick, Meeks, Martel  

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? n/a

26. Will present library holdings support this course? yes x no □
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply?  

38. Do you intend to offer ABC 300 and ABC 300W? yes  no  
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply?  

40. Does this proposal replace or modify an existing course or experience? yes  no  
   If yes, which course(s)?  

41. Do you intend to offer ABC 400 and ABC 400C? yes  no  
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Cynthia Kosso  
Department Chair (if appropriate)  

Jeff Deight  
Chair of college curriculum committee  

Dean  
Dean of college  

10/23/07  
Date  

11/6/07  
Date  

For Committees use only

For Liberal Studies Committee  

Action taken: Approved as submitted  

11/11/07  
Approved as modified  

For University Curriculum Committee  

Action taken:  

11/11/07  
Approved as modified  

revised 8/06
College of Arts and Letters  
Department of History  

History 468: Topics in US History  
Atomic America: Nuclear Bombs and Power in American Society

Semester: TBA  
Time: TBA  
Credits: 3 units  
Instructor: Michael Amundson  
Office: BS 206  
Office Hours: TBA  
Pre-Requisites: HIS Junior Status or Higher

Course Description  
This course examines the history and culture of the atomic bomb and nuclear power in American society from 1945 to the present. This course will be cast broadly to include many subfields in history including diplomatic, environmental, military, history of science, cultural studies, politics, and popular culture. In many ways, this course will use a broad definition of atomic culture as a window on a number of major recent American history events including World War II, the Cold War, the arms race, the No-Nukes campaign, Native American History, the post-Cold War, and regional history. Although the emphasis of the readings will follow the major concerns including the atom in American thought, uranium mining in the Southwest, atomic testing in Nevada, nuclear bomb production in Colorado, and waste storage in New Mexico and Nevada, additional readings will include examinations of the bomb in film, comic books, and community studies.

As a senior level seminar, HIS 468 history 498 serves as a senior level seminar intended to introduce students to theoretical approaches to the study of US History by focusing on the individual topic of the Atomic Bomb. Students will have to read both broad historical context of the nuclear age as well as case studies of specific projects and regions. This course will ask students to reconcile the details of history with its broader contexts. As a seminar styled course, students will be required to carefully read and discuss monographs and articles, critically examine films and primary sources

Student Learning Outcomes
1. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians' interpretations;
   c. infer assumptions underlying those historians' interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
2. Students will learn to interpret a number and variety of primary sources
3. Students will practice and refine their oral and written communication, analysis and argumentation skills

Course Structure
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. The course will be

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structured thematically, examining the history of the atom from uranium mining to nuclear missiles, and from WWII to the 21st century.

Books and Required Readings
There are four assigned books for the course as well as primary sources and articles available through VISTA.


VISTA articles/chapters:
John Heresy, Hiroshima, 3-55
Ferenc Szasz, “Atomic Comic Books”
Michael Amundson, Yellowcake Towns, 17-35; 53-76
Michael Amundson, “Mining the Grand Canyon to Save it”
Simon Ortiz, poems from Woven Stone
Terry Tempest Williams, “The Clan of the One Breasted Women”
Barbara Kingsolver, “In the Belly of the Beast”
Eileen Welsome, Prologue to “The Plutonium Files”
Scott Zeman, Confronting the “Capitalist Bomb: The Neutron Bomb and American Culture”
Stewart Schwartz, introduction to Atomic Audit
Scott McCutcheon, introduction to Nuclear Reactions
Valerie Kuletz, introduction to The Tainted Desert
Peter Van Wyck, “The American Monument”

Recommended Readings
Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline
Tentative Schedule * denotes electronic reserve item

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro, Course Overview, Film: Atomic Cafe</td>
</tr>
</tbody>
</table>

2
The Atom in American Life, 1945-1980
Reading Discussion
Winkler, 1-108
*Heresy, Hiroshima, 3-55
film, Dr. Strangelove

3
The Atom in American Life, 1980-present
Reading Discussion
Winkler, 100-215

revised 8/06
*Szasz, "Atomic Comic Books"

4  
**Uranium Mining I**
Uranium pop culture films
Reading Discussion
Eichstaedt, 1-94
*Amundson, *Yellowcake Towns*, 17-35; 53-76

**Uranium Mining II**
Film, *The Four Corners: A National Sacrifice Area*
Eichstaedt, 95-195
*Amundson, "Mining the Grand Canyon to Save it"
*Ortiz, poems from *Woven Stone*

6  
**Individual meettings with professor**

7  
**First Paper due**

8  
**Atomic Testing I**
film, *Radio Bikini*
Reading Discussion
Titus, 1-86
*Williams, "The Clan of the One Breasted Women"

8  
**Atomic Testing II**
Titus, 86-170
*Kingsolver, "In the Belly of the Beast"

10  
**Producing Bombs I**
film, *The Bomb’s Lethal Legacy on Hanford*
Ackland, 1-127
*Welsome, Prologue to “The Plutonium Files”

11  
**Producing Bombs II**
film, *Secrets of a Bomb Factory on Rocky Flats*
Ackland, 127-251
*Zeman, Confronting the “Capitalist Bomb: The Neutron Bomb and American Culture”

12  
**Nuclear Waste**
film, *The WIPP Trail: nuclear waste controversy*
*Schwartz, introduction to Atomic Audit*
McCutcheson, introduction to *Nuclear Reactions*

13  
**The Environment**
film, *Deadly Deception: General Electric, nuclear weapons and our environment*
*Kuletz, introduction to The Tainted Desert*

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Assessment of Student Learning Outcomes
Methods:

Reading Notes: 10 pts each
Students must submit typed reading notes based on each week's assigned readings. Generally, students should count on 2-3 single spaced pages of notes for each 100 pages read. Students will be required to turn in a copy of these notes at the start of each week's class.

Papers: 100 pts each
There are two 10 page papers required based on readings, discussions, films, and primary sources. Students will receive guidelines from the instructor for each specific paper.

Seminar Activity: 10 pts each
This is a senior seminar. Students are expected to complete all required reading and actively participate in each week's discussion. This is more than attendance! If a student misses a week, the student must submit a 4-5 page analysis of that week's reading in lieu of participation. This "make-up" paper will be due one week after the absence.

Timeline:
Reading notes and discussion will be graded weekly. Thought papers will be due at the midterm and finals based on readings from each half of the course.

Grading System
Grading:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Notes 10 @ 10 pts</td>
<td>100</td>
</tr>
<tr>
<td>Seminar Activity 10 @ 10 pts</td>
<td>100</td>
</tr>
<tr>
<td>Papers 2 @ 100 pts</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
</table>

Grading: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below

Course Policies:
1. Regular attendance is expected and necessary for success. Contact the instructor immediately if you face problems requiring you to miss class over an extended period.
2. The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is the student's responsibility to familiarize her/himself with these matters as defined by the University. See the current NAU Student Handbook and Appendices for definitions and procedures. Plagiarism or any other form of cheating cannot be accepted. Any student participating in such activities will receive a final grade of F.
3. Students unable to take the exams at the regularly scheduled times must make special arrangements with the instructor. The instructor reserves the right to change or substitute material on the exams under these conditions.
4. Late work will NOT be accepted.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY
NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at http://www2.nau.edu/dss/.

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: http://www4.nau.edu/gvp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Bieck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY
The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

ACADEMIC CONTACT HOUR POLICY
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.
Semester: TBA
Time: TBA
Credits: 3
Instructor: Dr. Leilah Danielson
Office: LA 314
Office hours: TBA
Prerequisites: Sophomore status or higher

Course description
This course examines key themes in the history of American radicalism since 1880. We will look at populism and agrarian radicalism, socialism and communism, radicals in the labor movement, feminism, black radicalism, the New Left, and the origins and ethics of environmentalism.

Student Learning Outcomes
Through readings, films, discussions, and writing assignments, students will engage with and critically examine the major problems, themes, and debates in the history of the U.S. Left since the 1880s.

Course Structure
The course will be conducted in a seminar format. Students are expected to keep up with the reading and actively participate in the discussions.

Books and Required Readings
- E-reserve readings on Blackboard Vista

Recommended Readings

Course Outline
Week 1: Introduction to each other and to course

Week 2: The revolt of the “producers”
Week 3: The heyday of American Socialism
  o Salvatore, Eugene V. Debs

Week 4: The Immigrant Left and Working-Class Feminism
  o Glenn, Daughters of the Schielt

Week 5: World War I: Repression and Retreat
  o Randolph Bourne, "The Twilight of Idols" (primary source)
  o Film: Matewan

Week 6: Culture and the Old Left
  o Mike Gold, "Go Left, Young Writers!" (primary source)
  o comments by Harvey Teres, Andrew Hemingway, John Bodnar, Penny M. Von Eschen, Cary Wolfe, Terry Cooney, Alfred Kazin and response by Denning in Intellectual History Newsletter 19 (1997)

Week 7: Black Radicalism and the Decline of the Old Left
  o Von Eschen, Race against Empire
  o Film: Paul Robeson: Here I Stand

Week 8: Postwar and Cold War
  o Dwight MacDonald, "The Root is Man" (primary source)
  o C. Wright Mills, "The Decline of the Left" (primary source)

Week 9: The New Left and the 1960s
  o Rossinow, The Politics of Authenticity

Week 10: Radical Feminism and Women’s Liberation
  o Gerhard, Desiring Revolution

Week 11: Identity Politics and Postmodern Radicalisms
  o Rudolfo Anaya and Francisco Lomeli, eds., Aztlán: Essays on the Chicano Homeland, Introduction, and "El Plan Espiritual de Aztlán"

Week 12: Radicalism in an Age of Limits
  o selections from David Ehrenfeld, The Arrogance of Humanism (primary source)
  o Richard Rorty, selection from Achieving Our Country, 3-38 (primary source)
  o Robin D.G. Kelley, selection from Freedom Dreams, 1-12 (primary source)

Assessment of Student Learning Outcomes

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Students will be assessed by the quality of their participation in class discussions, three reader-
response papers, and two 5-7 essays. Specifically,

- **Participation**: Students will be assessed by whether they come to class having completed
  the assigned readings, how often they participate in class discussions, and the quality of
  that participation.

- **Three Response Papers**: Everyone is REQUIRED to do three 1-2 page response papers
  on a set of class readings over the course of the semester (due the day the readings are
  assigned). We will discuss the specifics of this assignment in more detail during our first
  two sessions.

- **Two 5-7-page Essays**: There will be two essay assignments for this course, one due in
  mid-semester and the other due at the end of the semester. We will discuss the specifics
  of this assignment in more detail during our first two sessions.

### Grading System

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Three Response Papers</td>
<td>5% each; 15% total</td>
</tr>
<tr>
<td>Two 5-7-page Essays</td>
<td>30% each; 60% total</td>
</tr>
</tbody>
</table>

### Course Policies

- **Retests/make-up Tests**: N/A

- **Attendance**: Attendance is mandatory, and your participation grade will be deducted by
  five percentage points for each absence.

- **Statement on plagiarism and cheating**: Please review the university’s Academic
  Integrity Code pasted below. Plagiarism is a very serious offense and can have very serious
  consequences for those found guilty. See me if you are having difficulty writing your papers.

### Classroom Management Statement

Membership in the academic community places a special obligation on all members to
preserve an atmosphere conducive to a safe and positive learning environment. Part of that
obligation implies the responsibility of each member of the NAU community to maintain an
environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt or
disrupt the delivery of education by faculty members or receipt of education by students, within
or outside the classroom. The determination of whether such interruption or disruption has
occurred has to be made by the faculty member at the time the behavior occurs. It becomes the
responsibility of the individual faculty member to maintain and enforce the standards of behavior
acceptable to preserving an atmosphere for teaching and learning in accordance with University
regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty
member as disruptive. Serious disruptions, as determined by the faculty member, may result in
immediate removal of the student from the instructional environment. Significant and/or
continued violations may result in an administrative withdrawal from the class. Additional
responses by the faculty member to disruptive behavior may include a range of actions from
discussing the disruptive behavior with the student to referral to the appropriate academic unit
and/or the Office of Student Life for administrative review, with a view to implement corrective
action up to and including suspension or expulsion.

revised 8/06
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Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College CAL

4. Academic Unit History

5. Course subject/catalog number HIS 484
   (Please add syllabus to the end of this form.)

6. Units 3

7. Co-convened with
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Topics in Gender and Sexuality
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Topics in Gender and Sexuality

11. Catalog course description (max. 30 words, excluding requisites).
   Senior level seminar on regional or comparative history and theory of gender and sexuality, including analysis of intersections with race, class, ethnicity, culture, geography, etc.

12. Grading option: Letter grade ☒ Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☒ No ☐

14. May course be repeated for additional units? Yes ☒ No ☐
   a. If yes, maximum units allowed? 9
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)

15. Please check ONE of the following that most appropriately describes the course:
   Lecture w/0 unit embedded lab ☐ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐
   Seminar ☒ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) Junior Status

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
   instructor consent ☐ department consent ☐ no consent ☐

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19. Is the course needed for a plan of study (major, minor, certificate)? yes ☐ no ☒

Name of new plan?

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☐ no ☒

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no ☒

If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no ☒

If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☒

Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

The HIS 295 survey is very popular with undergraduates, many of whom come from other disciplines to take the course. Advanced students in history, ethnic studies and women & gender studies have asked for 400 level history courses on women & gender and the history of sexuality. Students would like to follow up on what they learned in the survey or focus on a topic in greater depth while fulfilling upper division requirements towards their majors, especially in history. The topics course in the history of women will be deleted and replaced with this course in order to fit with the history department's new articulation, with small topics seminars being offered at the 400 level. In addition, faculty teaching the history of gender and sexuality in other regions will be able to offer seminars under this code as it is not limited to the US and may be taught regionally or comparatively.

Heather Martel, Cynthia Kosso, Leilah Danielson, Lindsay Wilson, Sanjam Ahluwalia
Jennifer Denetdale

24. Names of current faculty qualified to teach this course

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes ☒ no ☐
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply?  

38. Do you intend to offer ABC 300 and ABC 300W?  yes  ☐  no  ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply?  

40. Does this proposal replace or modify an existing course or experience?  yes  ☐  no  ☐
   If yes, which course(s)?  

41. Do you intend to offer ABC 400 and ABC 400C?  yes  ☐  no  ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

Cynthia Kosso  

Department Chair (if appropriate)  

10/23/07  

Chair of college curriculum committee  

11/6/07  

Dean of college  

11/6/07

For Committees use only

For Liberal Studies Committee

Date

Action taken:  

Approved as submitted  

12/11/07  

Approved as modified

For University Curriculum Committee

Date

Action taken:  

Approved as submitted  

12/11/01  

Approved as modified

revised 8/06
College of Arts and Letters  
Department of History  

**HIS 484 – Topics in Gender and Sexuality**  
**American Sexualities**

**Semester:** TBA  
**Time:** TBA  
**Credits:** 3 units  
**Instructor:** Heather Martel  
**Office:** BS 208  
**Office Hours:** TBA  
**Pre-Requisites:** HIS Junior Status or Higher

**Course Description**
In this writing course students will be asked to consider the history of sexuality in America from colonial America to the present. Students will view film, art, and popular media representations and read secondary and primary sources on the history of queer culture, inter-racial love, science and sexuality, the criminalization of desire, family values, and the role of gender, race and class in the history and definition of sexuality. With each source, we will consider three questions:

- How does the author, artist, or speaker define sexuality?
- How is sexuality defined in each historical context?
- How does sexuality have a history?

**Student Learning Outcomes**
1. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;
   b. identify points of conflict between various historians’ interpretations;
   c. infer assumptions underlying those historians’ interpretations of the problem;
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.
2. Students will learn to interpret a number and variety of primary sources
3. Students will practice and refine their oral and written communication, analysis and argumentation skills

**Course Structure**
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. The course will be structured chronologically, beginning with sexuality in colonial America and ending with current debates on gay marriage.
Books and Required Readings
There are five assigned books for the course as well as primary sources and articles available through VISTA. The following books can be purchased at Aradia Bookstore (located at 116 W. Cottage on the NAU side of the tracks just West of Beaver St, near the Beaver St. Brewery.):
- Richard Godbeer, Sexual Revolution in Early America (Baltimore, MD: Johns Hopkins University Press, 2002)
- Martha Hodes, White Women, Black Men: Illicit Sex in the Nineteenth-Century South (New Haven: Yale University Press, 1997)
- Peter Boag, Same Sex Affairs: Constructing and Controlling Homosexuality in the Pacific Northwest (Berkeley: University of California Press, 2003)
- Judith Stacey, In the Name of the Family: Rethinking Family Values in the Postmodern Age (Boston: Beacon Press, 1996)

Recommended Readings
Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>COLONIAL SEXUALITY</th>
<th>TOPIC OF THE DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td>Fri</td>
<td>Reading:</td>
<td>Godbeer, &quot;Introduction: Sex, Marriage, and Moral Order in Early America,&quot; pp. 1-18</td>
</tr>
<tr>
<td>WEEK 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Reading:</td>
<td>Godbeer, Chp. 3, &quot;Pregnant with the Seeds of All Sin&quot;: Regulating Illicit Sex in Puritan New England,&quot; pp. 84-118</td>
</tr>
<tr>
<td>Fri</td>
<td>Reading:</td>
<td>Godbeer,Chp. 4, &quot;Living in a State of Nature&quot;: Sex, Marriage, and Southern Degenerates,&quot; pp. 119-153</td>
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<td>WEEK 3</td>
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<tr>
<td>Mon</td>
<td>Reading:</td>
<td>Art: Visual Representations of American Indian Women</td>
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<tr>
<td>Wed</td>
<td>Reading:</td>
<td>Godbeer, Chp. 5, &quot;The Dangerous Allure of ‘Copper-Coloured Beauties’: Anglo-Indian Sexual Relations,&quot; pp. 154-189</td>
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<tr>
<th><strong>WEEK 4</strong></th>
<th><strong>WEEK 5</strong></th>
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<th><strong>WEEK 7</strong></th>
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<tr>
<td><strong>Mon</strong></td>
<td><strong>Mon</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Reading 1:</strong></td>
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<tr>
<td><strong>Paper One Due</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Hodes, Chp 3 and 4, “Bastardy: Polly Lane and Jim” and “Adultery: Dorothea Bourne and Edmond,” pp. 39-95</strong></td>
<td><strong>Hodes, Chp 8, “Murder: Black Men, White Women, and Lynching” pp. 176-208</strong></td>
<td><strong>Hansen, “No Kisses Like Yours” (ECR) AND Boag, Introduction, Chp 1 “Sex on the Road: Migratory Men and Youths in the Pacific Northwest’s Hingerlands” pp. 1-44</strong></td>
</tr>
<tr>
<td><strong>Wed</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Harriet Jacobs, Chp V-VII and X-XI in Incidents in the Life of a Slave Girl, pp. 27-42 and 53-62.</strong></td>
<td><strong>Film:</strong></td>
<td><strong>Reading:</strong></td>
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<tr>
<td><strong>Paper One Returned</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Clips from Birth of a Nation</strong></td>
<td><strong>Boag, Chp 2, “Sex in the City: Transient and Working Class Men and Youths in the Urban Northwest,” pp. 45-88</strong></td>
<td><strong>Boag, Chp 3, “Gay Identity and Community in Early Portland,” pp. 89-124</strong></td>
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<tr>
<td><strong>Fri</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Paper One Revision Due</strong></td>
<td><strong>Paper Two Due</strong></td>
<td><strong>Reading 2:</strong></td>
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<tr>
<td><strong>Paper One Revision Due</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Writing Workshop</strong></td>
<td><strong>(please bring two copies)</strong></td>
<td><strong>Boag, Chp 3, “Gay Identity and Community in Early Portland,” pp. 89-124</strong></td>
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<tr>
<td><strong>Fri</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Writing Workshop</strong></td>
<td><strong>Paper Two Due</strong></td>
<td><strong>Queer Culture</strong></td>
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<tr>
<td><strong>Writing Workshop</strong></td>
<td><strong>Paper Two Returned</strong></td>
<td><strong>Peer Editing: Supporting Evidence</strong></td>
<td><strong>Paper Two Revision Due</strong></td>
<td><strong>Reading:</strong></td>
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<tr>
<td><strong>Fri</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Writing Workshop</strong></td>
<td><strong>Film:</strong></td>
<td><strong>Reading:</strong></td>
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<td><strong>Paper One Revision Due</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>The Celluloid Closet</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Boag, Chp 3, “Gay Identity and Community in Early Portland,” pp. 89-124</strong></td>
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**Note:**
- Revised 8/06
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<tr>
<th>TIME LINE</th>
<th>TOPIC OF THE DAY</th>
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<td><strong>WEEK 9</strong></td>
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<tr>
<td><strong>BREAK</strong></td>
<td><strong>Spring Break No Classes!!!</strong></td>
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<td><strong>WEEK 10</strong></td>
<td><strong>Mon</strong></td>
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<td><strong>Fri</strong></td>
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<td><strong>WEEK 11</strong></td>
<td><strong>Race, Sex, Science</strong></td>
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<tr>
<td><strong>Mon</strong></td>
<td>Paper Three Returned</td>
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<td><strong>Fri</strong></td>
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<td>Week 13</td>
<td>Family Values</td>
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<tr>
<td>Mon</td>
<td>Paper Four Due (please bring two copies)</td>
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<tr>
<td>Fri</td>
<td>Reading:</td>
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<th>Week 14</th>
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<tr>
<td>Mon</td>
<td>Paper Four Revision Due</td>
<td>Discussion: Family Values</td>
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<tr>
<td>Wed</td>
<td>Reading:</td>
<td>Stacey, Chp. 5, &quot;Gay and Lesbian Families are Here; All Our Families are Queer; Let's Get Used to It!&quot; pp. 105-144</td>
</tr>
<tr>
<td>Fri</td>
<td>Reading 1: Dr. James Dobson, Dr. Dobson's Newsletter: April, 2004 &quot;In Defending Marriage — Take the Offensive!&quot; (ECR)</td>
<td>Reading 2: George Lakoff, &quot;What's in a Word?: Plenty if it's Marriage&quot; in Don't Think of An Elephant: Know Your Values and Frame the Debate, the Essential Guide for Progressives pp. 46-51 (ECR)</td>
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<tr>
<th>Week 15</th>
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<tr>
<td>Mon</td>
<td>Outline Paper For:</td>
<td>Writing Workshop</td>
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<tr>
<td>Wed</td>
<td>Paper Five Due (please bring two copies)</td>
<td>Peer Editing: Clean and Clear Sentence Structure</td>
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<tr>
<td>Fri</td>
<td>Paper Five Returned</td>
<td>Discussion: American Sexualities</td>
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**Assessment of Student Learning Outcomes**  
**Methods:**
- Students will write and revise five 4-page papers for the course. Each paper will be worth 15% of your grade.  
- Class participation in reading discussions and peer editing will be worth 25% or your grade.

**Timeline:**  
Rough drafts of the papers will be due weeks 4, 7, 10, 13 and 15. These will be returned with grades and comments by the next scheduled day of seminar. Final papers will be due weeks 4, 7, 11, 14 and during finals.

**Grading System**  
Grades will be based on participation and preparation (25%) and 5 4-page essays (75%).  
**Pop quizzes and extra credit assignments** will be given throughout the semester and will count.

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towards participation and preparation. In preparation for class discussion, students will be expected to have completed the reading and explored it further through on-line research. Students will be asked to use the writing center and may be asked to revise essay assignments. **Roll** will be taken each day.

Total points possible: 100 pts.

- **A=90 pts.** (Completes all assignments, comes prepared, consistently participates, goes well above expectations, shows intellectual engagement and curiosity, makes original and creative contributions to class discussion and all assignments)
- **B=80 pts.** (Completes all assignments, comes prepared, consistently participates, goes above expectations, shows intellectual engagement and curiosity)
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**Course Policies:**

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4. Late work will NOT be accepted.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

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You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [http://www4.nau.edu/diversity/swale.asp](http://www4.nau.edu/diversity/swale.asp). If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

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revised 8/06
College of Arts and Letters  
Department of History  

**HIS 484 – Topics in Gender and Sexuality**  
**Gender and Cross-Cultural Contact**

**Semester:** TBA  
**Time:** TBA  
**Credits:** 3 units  
**Instructor:** Heather Martel  
**Office:** BS 208  
**Office Hours:** TBA  
**Pre-Requisites:** HIS Junior Status or Higher

**Course Description**
In this course we will use feminist theory, post-colonial theory, queer theory, anti-racist criticism and historical analysis to explore historic roles and representations for women in American imperialism. We begin with the theory, then turn to an examination of these roles and representations, covering women in the European conquest of America, the Salem witch trials, slaves and slave owning women, inter-racial love and anti-miscegenation violence, African American women in the Civil Rights movement, gender and consumer culture, and women in the Vietnam War. Students will then research, present and write a paper on roles and representations for women in the U.S. invasion of Afghanistan and Iraq.

**Student Learning Outcomes**

4. Students will refine information literacy, critical thinking, and research skills. They find information, evaluate it, and synthesize it into new forms of knowledge. They are guided to:
   a. identify specific interpretations of a topic;  
   b. identify points of conflict between various historians’ interpretations;  
   c. infer assumptions underlying those historians’ interpretations of the problem;  
   d. and apply different assumptions to the same subject matter and generate alternate questions and possible conclusions.

5. Students will learn to interpret a number and variety of primary sources

6. Students will practice and refine their oral and written communication, analysis and argumentation skills

**Course Structure**
The seminar format encourages active learning and the development of a community of student-scholars through lively discussions, presentations, and debates. Students will come to class prepared to discuss assigned readings with their instructor and classmates. The first part of the course will be a review of theory and history of women and gender in cross-cultural encounters. The last weeks of the course will be devoted to individual research papers, presentations and peer review of those projects by the students.

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Books and Required Readings
There are five assigned books for the course as well as primary sources and articles available through VISTA. The following books can be purchased at Aradia Bookstore (located at 116 W. Cottage on the NAU side of the tracks just West of Beaver St, near the Beaver St. Brewery.):
- James Everett Seaver, A Narrative of the Life of Mary Jemison: The White Woman of Genesee
- Martha Hodes, White Women, Black Men. Illicit Sex in the Nineteenth-Century South
- JoAnn Robinson, The Montgomery Bus Boycott and the Women Who Started It
- Le Ly Hayslip, When Heaven and Earth Changed Places: A Vietnamese Woman’s Journey from War to Peace

Recommended Readings
Some readings may be recommended over the course of the class and when possible made available through VISTA.

Course Outline
WEEK 1
Tuesday
Introduction
Thurs
Theorizing Race

Read:

WEEK 2
Tuesday
Theorizing Gender
Read:
Thurs
Race, Gender, Sexuality and Empire
Lecture:
Contact: European Representations of Native American Women in First Encounters

WEEK 3
Tuesday
The Other
Read:
Edward Said, “The Scope of Orientalism” in Orientalism VISTA
Thurs
The Warrior/The Other Body
Read:

WEEK 4
Tuesday
The Traitor
Read:
Read:
Thurs: The Translator
Read:

Read:

WEEK 5
Tues: The Troublemaker/The Scapegoat
Read:

Thurs: Interpreting Primary Sources
Lecture:
The Primary Sources of the Salem Witch Trials

WEEK 6
Tues: The Captive/Convert
Read:
James Everett Seaver, A Narrative of the Life of Mary Jemison: The White Woman of Genesee. BOOK

Thurs: The Resistant Captive
Lecture:
Other White Women Captives in America

WEEK 7
Tues: The Lover/Transgressor
Read:
Martha Hodes, White Women, Black Men, Illicit Sex in the NineteenthCentury South (1999). BOOK

Thurs: The Slave owner/Sadist
Read:
Martha Hodes, White Women, Black Men, Illicit Sex in the NineteenthCentury South (1999). BOOK

WEEK 8
Tues: Woman on the Home front
Read:
Martha Hodes, White Women, Black Men, Illicit Sex in the NineteenthCentury South (1999). BOOK

Thurs: The Civilized/Savage
Read:

WEEK 9
Tues: The Activist
Read:
JoAnn Robinson, The Montgomery Bus Boycott and the Women Who Started It. BOOK

Thurs: Race, Gender, Music and Civil Rights
Listen to:
Billie Holiday, “Strange Fruit”
Sarah Vaughan, “Over the Rainbow”
Nina Simone, “I Wish I Knew How It Would Feel To Be Free,” “Feelin’ Good,” “Strange Fruit,” “Aint Got No/I Got Life,” “Four Women,” “Mississippi Goddam,” “Sunday in Savannah,” “Why (The King of Love is Dead),”

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WEEK 10
Tues Read:   Woman in War
        When Heaven and Earth Changed Places: A Vietnamese Woman’s Journey from War to Peace. BOOK
Thurs Read: The Peacemaker
        When Heaven and Earth Changed Places: A Vietnamese Woman’s Journey from War to Peace. BOOK

WEEK 11
Tues Review of Women’s Historical Roles in Cultural Contact
Thurs IN CLASS FINAL EXAM

WEEK 12
Tues Library Training
Thurs Student Led Discussions

WEEK 13
Tues Student Led Discussions
Due:   Bibliography and Outline
Thurs Thanksgiving

WEEK 14
Tues Student Led Discussions / Paper Revision Strategy Session
Due:   Rough Draft Due
Thurs Individual Meetings

WEEK 15
Tues Individual Meetings
Thurs Final Class Meeting and Discussion

FINALS WEEK – Paper Due

Assessment of Student Learning Outcomes
Methods:

Participation (20%) In addition to coming prepared to class and participating, you are required to submit 10 emails describing and reflecting on your contribution to class discussion on 10 separate days (each due before the next class).

Exam (30%) An In Class Final Exam will be given in Week 11
Research Paper: Research (10%)
               In-Class Presentation (10%) Present one primary source to class. Provide copies for classmates and lead analysis.
               Paper (30%)

Timeline:
Email reflections will be due weekly during the first 10 weeks of the class. Midterm grades will be based on evaluation of these emails and class participation. The Final Exam will be given Week 11, Student Discussions will be scheduled weeks 12-14. Rough Drafts will be due Week 14 and returned to students in individual meetings weeks 14-15. Final Papers will be due during finals week.
Grading System
Grades will be based on participation and preparation, including 10 2-page email reflections (20%), an in-class final exam (30%) and a Research Paper and Presentation (50%) In preparation for class discussion, students will be expected to have completed the reading and explored it further through on-line research. Students will be asked to use the writing center and may be asked to revise essay assignments. Roll will be taken each day.

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College of Arts and Letters  
HIS 484  
Topics in Gender and Sexuality  
Women and Gender in the Greco-Roman World  
Instructor: Cynthia Kosso  
Office: Liberal Arts Rm TBD  
Office Hours: TBA and by appointment.  
Class Meetings: MWF TBA  
E-mail address:  
Course prerequisites: No prerequisites, but HIS 335 and/or 336 and WST 191 highly recommended

Course Description: This course is designed to introduce you to the Classical sources, methodologies, and the current debates focusing on women and gender in antiquity. We will explore the representations of women and gender in Classical literature and art as well as the place of women in ancient Greek and Roman culture. By analyzing textual, visual and archaeological evidence we will also investigate the legal and social status of women in the ancient world with particular attention to issues of class and ethnicity. We also try to answer some of the following questions: What does it mean to be male, female, masculine, feminine, man, woman, boy, girl in Greco-Roman antiquity? How do these meanings change over time, i.e. how are the constructed and reconstructed? Ancient Greece and Rome have often been considered as the origins of Western attitudes toward women and gender. Thus, we will also explore the similarities and differences between ancient and contemporary notions of gender identity and the position of men and women in society from a theoretically informed point of view.

Student learning expectations:

In general this course is aimed at developing critical thinking skills, the ability to grasp ideas and viewpoints through different medias, the capacity to compare these ideas as well, and the ability to express (orally and in writing) points of views and observations. Furthermore, as we interpret the evidence available, through our modern ideologies, we will try to recognize the connections and differences between ancient and modern ideas (e.g. sexuality, freedom, etc.). The course should make the student aware of the "filters" through which we look at the ancient world, but also of how much the views and ideas of the past have shaped our life and perspectives. For Americans whose culture is, for the most, derived from the Western tradition, it is especially important to recognize the heritage of Greek and Roman attitudes toward women.

Course Structure and approach: This course is predominately seminar style in its format with some lecturing as needed.

Textbooks and required materials:  
- Ann Olga Koloski-Ostrow and Claire L. Lyons (eds), Naked Truths: Women, Sexuality and Gender in Classical Art and Archaeology  
- Fantham, Foley, Kamper, Pomeroy, and Shapiro Women in the Classical World  
- Lefkowitz and Fant, Women’s Life in Greece and Rome  
- Snyder, The Woman and the Lyre: Women Writers in Classical Greece and Rome  
- Xeroxed Course Packet (including selections from Michel Foucault, David M. Halperin, Helen King, Barbara F. McManus, Martha C. Nussbaum and Juha Sihvola, Robin Osborne, A. Richlin, Marilyn B. Skinner, J. Winkler and F. Zeitlin

Selections from the following ancient sources. Most of these can be found in translations on line and need not be purchased.

revised 8/06
Cicero. *Selected Political Speeches*. Penguin 0-14-044214-6

**Recommended optional materials/references (a bibliography is attached at the end of this syllabus)**

**Use of the Web and Web resources:** We are lucky to have Diotima, a web-site entirely devoted to the study of women in Antiquity. Diotima contains an updated bibliography about women and a wide range of information that can be used to enhance one's knowledge of the topic under study. See http://www.stoa.org/diotima/

**Course outline:**

The first two weeks are devoted to exploring the difficulties which confront whoever undertakes women's studies. Evidence about the status and life of women, authored by women, is scanty so we often have to rely on sources crafted by men. Throughout the course I will emphasize the problems inherent to the study of minorities and foreign cultures and the importance of application of methodologies and strategies that try to overcome these difficulties.

**Week one and two** Gender Theory
Selections from course pack.

**Part II. Greek Civilization**
Weeks 3-6: Defining Mediterranean norms: Homer and early Greek sexuality
Response paper one
Essay one
Week 8. Conflicting cultures: Sparta and Athens
Week 9. Sappho, Lyric Poets;
Response paper two
Week 10. Greek Tragedy
Response paper three
Week 11. Greek comedy
Panel presentations part one

**Part III. The Roman Republic and Empire**
Week 12. The early Republic; Twelve Tables and the Tales of Livy
Week 13. War and reconsideration of gender roles
Response paper four.
Week 14. The Roman Revolution: Cicero, *Pro Caelio*; Catullus, Poems;
Essay two
Week 15. the Augustan peace and social legislation/ impact on family, society and gender. Ovid, *Heroides; Metamorphose*

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Week 16. Augustan peace and social legislation/impact on family society and gender continued; and Epilogue: Petronius, Satyricon Juvenal, Satires 2, 6; Final project due

Course Requirements:

- **Response Papers**: 1 page discussions of your reactions to the assigned readings. These papers are designed to help you prepare for class discussions and to give you practice in analyzing primary sources before you have to tackle the final project. They will be graded on the depth to which you actively engage the readings and the level of thought you put into your reflections. **Due the day of each formal discussion.**

- **Short Essay**: 4-6 pages based on the assigned reading and class discussions. These essays provide an opportunity to examine the course material in more depth. A choice of topics will be handed out in advance or you can write on a topic of your choice after consultation with me. **Due ***.**

- **Panel Presentation**: Each person will be part of a group panel on one of the following topics:
  - Sappho
  - Greek Prostitution
  - Women & Greek Religion
  - Marriage & Women’s Sexuality in Ancient Rome
  - Elite Roman Women

  Each panel will give a presentation on the topic and then lead a discussion on it. The panel should not be a series of separate unconnected reviews, but should be a coherent, well-organized presentation and discussion centering on the topic at hand. The group will need to turn in an outline of their presentation detailing which areas will be covered and how the presentation will be divided among panel members along with a list of discussion questions. In addition, each person will turn in an article review from the list of recommended readings. I will be available for meetings with the group for two days prior to the panel presentation. Individual grades for the panels will be based on your article review, your ability to collaborate with your group (peer evaluations), the amount of effort you put into the panel, and the success of the panel and following discussion as a whole. Factors that will determine the success of the panel include: preparation and organization, how well the topic is covered, integration of individual discussions into the group presentation, visual aids, how well the group generates and facilitates discussion.

- **Final Project**: The final project is an exercise in recovering women’s history and trying to see life from the perspective of women in other cultures and time periods. Each person will choose a particular woman or specific problem in the history of sexuality during the Greco-Roman era antiquity and try to reconstruct either: an account of a woman’s life from her perspective; or an analysis of the issue in gender studies that you can illuminate in a research topic. More directions will be given during class. At a minimum this will involve:
  - Research on the particular woman and other women of her class and background. **OR**
  - Research on issues in reconstructing gender incorporating theoretical and contextual materials

On the last day of class, I will also ask you to submit a one or two page report summarizing what you accomplished, what you wished you had done but were not able to do, and what you learned from the experience.
- Deadlines:
  - *** - Topic Due
  - *** - Bibliography Due
  - *** - Draft Due
  - *** - Final Draft Due

- Class Participation: This includes coming to class prepared and participating actively in discussion. This will be a seminar course, and thus requires you to not only do the reading before class, but to contribute actively to discussion. Do not be shy. The success of the discussions will depend on each person contributing thoughtfully to the class. By the same token, we all bring different backgrounds and perspectives to the course - this is what makes class interesting. It is, therefore, crucial to the success of the course that everyone show respect and courtesy to everyone else in the class, and a willingness to help each other learn and approach the material from new perspectives.

Assessment of Student Learning Outcomes

Summary of assessment instruments: Rubrics for written and oral presentations will be handed out in class.
Effective oral participation and panel presentations.
Response papers and short essay assignments for assessment of understanding of cultural and economic relationships
Essay assignments and final paper to assess writing, thinking and reading effectiveness

Grading:

- 15% response papers
- 20% short essay
- 20% panel presentation
- 35% final project
- 10% class participation

Course policy

You are encouraged to rewrite your papers. Any rewrite of an assignment is due one week following the papers’ return to you. You may rewrite any paper (including maps and drafts) except exams.

In general grading of written assignments we will consider style, organization, and content. Please check for spelling (don’t just use your spell check, but also READ your own work), grammatical and organizational errors. I am delighted to read drafts in advance and will be happy to aid you in anyway I can to improve your writing skills.

Participation, Attendance and Academic Integrity: Though attendance is not mandatory, part of grade is from attendance and participation, and the short assignments and projects will be made available only in class, so attendance is certainly advisable.

Please see the NAU Code of Conduct for particulars about proper classroom behavior.

Plagiarism is not tolerated. See also the attached sheet on academic integrity, plagiarism and the Safe Working and Learning Environment Policy.
Late Submission, Make-up and Extra Credit Policy: Missed projects will be made-up only with a medical or legal certificate or by prior arrangement with the instructor. There are no extra credit projects, but all writing assignments may be rewritten and resubmitted.

University policies: The Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them will be attached to the syllabus.
Bibliography


Berggren B. and N. Marinatos, Greece and Gender. Papers from the Norwegian Institute at Athens (1995)


Boswell, John, Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century, Chicago (1980)


Cartledge, P. "Getting After Foucault: Two Postantique Responses to Postmodern Challenges," Gender and History 9.3 (1997) 615-619

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Clark, G. "Gendered Religions," *Gender and History* 9.3 (1997) 625-629


Dover, K. J. *Greek Homosexuality*: Harvard University Press (1978)


Edmunds L. and Shirley Werner, *Tools of the Trade for the Study of Roman Literature* [web link]

Edmunds, L. *Some Dictionaries of Literary Theory and Related Areas* [web link]


Gonfroy, Françoise, "Homosexualité et idéologie esclavagiste chez Cicéron," Dialogues d'histoire ancienne 4 (1978) 219-262

Gonfroy, Françoise, Un fait de civilisation méconnu: l'homosexualité masculine à Rome, Diss. Poitiers (1972)


Hallett J., "Heeding our Native Informants: The Uses of Latin Literary Texts in Recovering Elite Roman Attitudes toward Age, Gender and Social Status," Echos du monde classique 11 no. 3 (1992) 333-555


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Halperin, David. *One Hundred Years of Homosexuality and Other Essays on Greek Love*. New York: Routledge, 1990. Bryn Mawr review by Amy Richlin, pointing out its many fallacies, e.g.'The book is predicated on the Foucauldian belief that "homosexuality and heterosexuality ... are modern, Western, bourgeois productions. Nothing resembling them can be found in classical antiquity" (7). This is simply untrue, and can only be maintained by deliberately ignoring ample ancient evidence – which, however, both Foucault and his followers are quite willing to do.'

Halperin, David; Winkler, John; and Zeitlin, Froma (eds) *Before Sexuality: The Construction of Erotic Experience in the Ancient Greek World*. Princeton, NJ: Princeton University Press, 1990. John Boswell said of this: "Halperin criticises Christianity, Social Tolerance and Homosexuality harshly and at great length from a constructionist perspective while incorporating many of its findings almost verbatim ... and not credited".


Kampen, Natalie, "Omaphle and the Instability of Gender," in *Sexuality in Ancient Art: Near East, Egypt, Greece, and Italy* edited by N. Kampen: CUP (1996)/web link

Katz, Marilyn A. "Did the Women of Ancient Athens Attend the Theater in the Eighteenth Century?," *Classical Philology* 93 no. 2 (1998) 105ff..


King, Helen. "Reading the Female Body," *Gender and History* 9.3 (1997) 620-624


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Laquer, T. *Making Sex: Body and Gender from the Greeks to Freud,* Cambridge, MA (1989) / web link
Larmour, David H. J., Paul Allen Miller and Charles Platter, *Rethinking Sexuality: Foucault and Classical Antiquity,* Princeton: Princeton University Press (1997) [The essays include "Sinning The History of Sexuality" (the editors), "Taking the Sex Out of Sexuality: Foucault's Failed History" (Joel Black), "Incipient Philosophy" (Alain Vizier), "The Subject in Antiquity after Foucault" (Page duBois), "His Myth Which Is Not One: Construction of Discourse in Plato's Symposium" (Jeffrey S. Carne), "Foucault's History of Sexuality: A Useful Theory for Women?" (Amy Richlin), "Catullian Consciousness, the 'Care of the Self,' and the Force of the Negative in History" (Paul Allen Miller), "Reversals of Platonic Love in Petronius' Satyricon" (Daniel B. McGlathery), and an essay from Dislocating Masculinity (Lin Foxhall).]

Lerner, G. *The Creation of Patriarchy* (1986)
Lilja, Saara, "Homosexuality in Plautus' Plays," *Arctos* 16 (1982) 57-64
Loraux, N. *Mothers in Mourning, with the essay 'Of Amnesty and Its Opposite',* Ithaca: Cornell UP (1998)
Loraux, N. *Tragic Ways of Killing a Woman* (1987)
McClure, L. "Teaching a Course on Gender in the Classical World," *Classical Journal* 92 no. 3 (1997) 259-270


Patterson, Orlando, Freedom: Freedom in the Making of Western Culture: Basic Books (1992)


Petersen, L. H. "Divided Consciousness and Female Companionship: Reconstructing Female Subjectivity on Greek Vases," Arethusa 30.1 (1997) 35-74 / web link


Pomeroy, S. Goddesses, Whores, Wives and Slaves, New York (1975) / web link


Rabinowitz, N. S. and Lisa Auanger, Among Women: From the Homosocial to the Homoerotic in the Ancient World: University of Texas Press (2002) [Introduction (Nancy Sorkin Rabinowitz); Imag(in)ing a Women's World in Bronze Age Greece: The Frescoes from Xeste 3 at Akrotiri, Thera (Paul Rehak); Aphrodite Garlanded: Eros and Poetic Creativity in Sappho and Nossis (Marilyn B. Skinner); Subjects, Objects, and Erotic Symmetry in Sappho's Fragments (Ellen Greene); Excavating Female Homoeroticism in Ancient Greece: The Evidence from Attic Vase Painting (Nancy Sorkin Rabinowitz); Women in Relief: "Double Consciousness" in Classical Attic Tombstones (John G. Younger); Glimpses through a Window: An Approach to Roman Female Homoeroticism through Art Historical and Literary Evidence (Lisa Auanger); Ovid's Iphise and Iasithe: When Girls Won't Be Girls (Diane T. Pintabone); Lucian's "Leana and Clonarium": Voyeurism or a Challenge to Assumptions? (Shelley P. Haley); "Friendship and Physical Desire": The Discourse of Female Homoeroticism in Fifth-Century CE Egypt (Terry G. Wilfong) ]


Richlin, A. "Zeus and Metis: Foucault, Feminism, Classics," *Helios* 18.2 (1991b) 1-21


Sharrock, Alison "Re(ge)nedering Gender(ed) Studies," *Gender and History* 9.3 (1997) 603-614


Shaye J. D. Cohen, "Why Aren't Jewish Women Circumcised?," *Gender and History* 9.3 (1997) 560-578


Skinner, M. "Women and Language in Archaic Greece, or, Why is Sappho a Woman?," in *Feminist Theory and the Classics* edited by N. S. Rabinowitz and A. Richlin 125-144.

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Slater, P. *The Glory of Hera: Greek Mythology and the Greek Family*, Boston (1968)


Stehle, E. *Performance and Gender in Ancient Greece*, Princeton: Princeton University Press (1997) [Community Poetry; Women in Performance in the Community; Male Performers in the Community; Bardic Poetry; The Symposium; Sappho’s Circle] /web link


29
Derek Jarman's Sebastiane, and the Representation of Male Homosexuality Maria Wyke; 11. Sowing the Seeds of Violence: Rape, Women, and the Land Carol Dougherty [web link]


University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes □ No X
   If yes, route completed form to Liberal Studies.

   Spring 2008

3. College CENS 4. Academic Unit/Department Biological Sciences

5. Course subject/catalog number Bio 436 reactivated number

6. Units/Credit Hours 3

7. Long course title Developmental Plant Anatomy
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Plant Anatomy

9. Catalog course description (max. 30 words, excluding requisites).

The structure and function of major tissues and organs of seed plants, stressing the origin and differentiation of tissues and organs, i.e. a developmental approach with a strong evolutionary emphasis. The major focus is on angiosperms (flowering plants) with comparisons being made to gymnosperms.

10. Grading option:
    Letter grade x Pass/Fail □ or Both □
    (If both, the course may only be offered one way for each respective section.)

11. Co-convened with Bio 536 11a. Date approved by UGC
    (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes □ no x

   a. If yes, maximum units allowed?
   b. If yes, may course be repeated for additional units in the same term? yes □ no □
      (ex. PES 100)
14. Prerequisites (must be completed before proposed course) Bio 284

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?
   Name of plan?
   Yes [ ] No [x]
   Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide?
   Please list, if known, the institution and subject/catalog number of the course
   Yes [ ] No [ ] X

18. Names of current faculty qualified to teach this course: Poliak

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

   Offering Developmental Plant Anatomy at the undergraduate level will encourage juniors and seniors to enroll in a course that they may be reluctant to take at the 500 level. Expectations are less in a 400-level course but having graduate students interacting in the same classroom is expected to raise the overall level of awareness and expectation. Student-centered learning will occur through mentoring of undergrads by graduate students, especially in the laboratory.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____  Contact email: _____
Dept. Chair name: _____  Dept. Chair email: _____
College Contact name: _____  College Contact email: _____

20. This course is a  □ Single section  □ Multi-section

21. List names of faculty who may teach this course: _____

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □  Cultural Understanding □  Science □  Social and Political Worlds □

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □  Effective Writing □  Critical Thinking □
   Quantitative Reasoning □  Scientific Inquiry □

25. Is this a topics course?  Yes □  No □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number: _____

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.
   _____

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. 

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? 

31. Do you intend to offer ABC 300 and ABC 300W? yes □ no □ 
If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? 

33. Does this proposal replace or modify an existing course or experience? yes □ no □ 
   If yes, which course(s)? 

34. Do you intend to offer ABC 400 and ABC 400C? yes □ no □ 
   If no, please submit a course delete form for the ABC 400.

35. Approvals

   Approved by Maribeth Watwood 10-22-07
   Date

   Approved by Mildred</p>

   Chair of college curriculum committee
   Date

   Dean of college
   Date

   For Committees use only

   For Liberal Studies Committee
   Date

   Action taken: modified □ Approved as submitted
   Date 12/11/07 Approved as
Action taken:

Approved as submitted

Approved as modified
COLLEGE OF ENGINEERING AND NATURAL SCIENCES
DEPARTMENT OF BIOLOGICAL SCIENCES
BIOLOGY 436 SYLLABUS
DEVELOPMENTAL PLANT ANATOMY
SPRING 2007

Instructor: Dr. Peggy Pollak    Time: M, W, 12:40-1:30, W 1:40-4:30
Office: BS 109      Room: BS 313
Phone: 523-9492    Office hours: M 1:30 - 3:00
Email: peggy.pollak@nau.edu    Texts: Mauseth, Plant Anatomy
Credit hours: 3    Clock hours: 2 hrs lecture; 3 hrs lab

Course Prerequisites: Bio284 or equivalent

Course Description:
The primary objective of this course is to help the student become familiar with the structure and function of the major tissues and organs of seed plants. The approach taken is one which stresses the origin and differentiation of tissues and organs, i.e. a developmental approach with a strong evolutionary emphasis. The major focus is on angiosperms (flowering plants) with comparisons being made to gymnosperms after a thorough knowledge has been gained of angiosperms.

Student Learning Expectations:
At the end of the course the students should be able to recognize and interpret micro- and macroscopic plant structure, describe the processes and events that led to the ontogeny of mature plant organs (roots, stems, leaves, flowers) including all of their parts, and suggest reasonable evolutionary processes that might have selected for particular plant organs. Students will become adept at finding, reading, and interpreting the primary literature.

Course Structure:
A weekly schedule of the topics to be covered along with the schedule of examinations is attached. Two hours per week will be devoted to lecture with additional introductory lecture during lab as needed. The laboratory is 3 hours per week and will mostly involve light microscopy. A set of colored pencils will be useful for drawing during lecture and lab.

Textbook: (required)
Mauseth, Plant Anatomy,

Relevant journal articles: (required)
Student choice from the primary literature
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 13, 15</td>
<td>Introduction, Microtechnique, Cell Types</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22</td>
<td>Angiosperm Reproduction: The Flower, Microsporogenesis and Male Gamete Formation</td>
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<td>3</td>
<td>Jan. 27, 29</td>
<td>Megasporogenesis and Female Gamete Formation</td>
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<td>4</td>
<td>Feb. 3, 5</td>
<td>Embryogenesis and Seed Development</td>
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<td>5</td>
<td>Feb. 10, 12</td>
<td>Seedling Development: The Stem Apex</td>
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<td></td>
<td></td>
<td>Written Exam #1 (W, Feb. 12)</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 17, 19</td>
<td>Meristems, Vascular Differentiation</td>
</tr>
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<td>7</td>
<td>Feb. 24, 26</td>
<td>Monocot Stems, Primary Growth</td>
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<td></td>
<td></td>
<td>Mid-Term Practical Exam (W, Feb. 26)</td>
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<tr>
<td>8</td>
<td>March 3, 5</td>
<td>Dicot Stems, Primary Growth</td>
</tr>
<tr>
<td>9</td>
<td>March 10, 12</td>
<td>Dicot Stems, Secondary Growth</td>
</tr>
<tr>
<td>10</td>
<td>March 17, 19</td>
<td>No classes, Spring Break</td>
</tr>
<tr>
<td>11</td>
<td>March 24, 26</td>
<td>Periderm, Gymnosperm Stems</td>
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<tr>
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<td></td>
<td>Written Exam #2 (W, March 26)</td>
</tr>
<tr>
<td>12</td>
<td>March 31, April 2</td>
<td>Wood: Angiosperms</td>
</tr>
<tr>
<td>13</td>
<td>April 7, 9</td>
<td>Wood: Gymnosperms</td>
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<tr>
<td>14</td>
<td>April 14, 16</td>
<td>The Root Apex: Monocot Roots, Dicot Roots</td>
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<tr>
<td>15</td>
<td>April 21, 23</td>
<td>Gymnosperm Roots, The Leaf, Presentations</td>
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<td></td>
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<td>Papers Due (W, April 23)</td>
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<tr>
<td>16</td>
<td>April 28, 30</td>
<td>The Leaf, Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Practical Exam (W, April 30)</td>
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Assessment:
**Two written exams** will be administered during class periods. They will generally be essay type and will be comprehensive. **Two practical exams**, given during the lab period, will be short answers that show recognition of structures and knowledge of their origin, probable fate, and function(s). A **term paper** is due two weeks before the beginning of finals week. The **final** will be given during finals week. It will also be mostly essay and will be comprehensive.

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Credit</th>
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<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>Mid-term exams (2) 100 pts each</td>
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<tr>
<td>B</td>
<td>70-84</td>
<td>Lab practicals (2) 100 pts each</td>
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<tr>
<td>C</td>
<td>60-69</td>
<td>Term paper 50 pts</td>
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<td>D</td>
<td>50-59</td>
<td><strong>Final</strong> 100 pts</td>
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<tr>
<td>F</td>
<td>&lt;50</td>
<td>Total available 550</td>
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</table>

Course Policies:

**Make-up exams.** All examinations must be taken at the scheduled times unless illness, serious family concerns, or official university activities prevent this. If at all possible, the student must make arrangements for a make-up examination **BEFORE** the scheduled exam.

**Attendance.** The student is responsible for obtaining all information given during class including notices, details on examinations, handouts, return of examinations, and course content. The most effective way to do this is to attend all classes. If you must miss a class, be sure to get the notes from another student who did attend class.

University policies:

**SAFE ENVIRONMENT POLICY**

NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website [http://www4.nau.edu/diversity/swale.asp](http://www4.nau.edu/diversity/swale.asp). If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the
attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www4.nau.edu/opp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

ACADEMIC INTEGRITY
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The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

Important Dates for the Spring Semester 2007:

January 13...............................Classes begin
January 20...............................MLK Holiday (no class)
January 27...............................Last day to add
February 7...............................Deadline for Drop/Delete
March 14...............................Deadline for Drop with W
March 17-21..............................Spring Break (enjoy yourselves)
May 5 (12:30-2:30)....................Final Exam
TERM PAPERS
for
PLANT ANATOMY, BIO 436

All students receiving credit for this course are required to prepare a written report based upon a primary research paper within the field of plant anatomy. The topic, chosen in consultation with the instructor, may be in any area of plant anatomy and should emphasize what is being done by current research workers. See current plant journals for the proper format for citations.

I have a number of scientific journals as well as reprints that will be available on a check out basis. Additional references can be found on the database of Cline library as well as such journals as American Journal of Botany, Botanical Gazette, Annals of Botany, Phytomorphology, Planta, Canadian Journal of Botany, Protoplasma, Journal of Cell Science, Plant Cell, etc., in our library.

The summary should be minimum of 2 typewritten pages (double spaced). The organization of the report is flexible but would usually include the following headings: Summary, Introduction, Materials and Methods, Observations or Results, Discussion and Conclusion, Literature Cited.

Some examples of topics that have been reported on in the past are: “The role of auxin in the regeneration of xylem in Coleus spp.” “The control of vascular cambium activity in herbaceous stems” “Recent advances in the culturing of apical meristems” “Vascularization in some species of cacti” “The relationship between vascular bundles and intercalary meristems” “Morphological and anatomical adaptations of flowers to their pollinators.”

The reports are due two weeks before the beginning of final exam week. The report will be kept by me for course records. The report will count for 100 points or 1/6 of the course grade. Realize that it can take up to two weeks to get references through inter-library loan, so be sure to start early on your term paper.
1. New course effective with what term and year? (i.e., Fall 2008): Fall 2008
2. College: CENS
3. Department: Biological Sciences
4. Course Subject/Catalog Number: BIO 536
5. Current catalog title, course description, and units:
   BIO 536 Developmental Plant Anatomy (3). Cells, tissues, and organs of seed plants, emphasizing correlations between structure and function. 2 hrs. lecture, 3 hrs. lab. Prerequisite: BIO 284 or equivalent.
6. If co-convened or cross-listed, identify course: Bio 436
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
7. Is the course x elective or □ required
   If required, for which plan?
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
8. Will this change affect other courses or other academic units?
   □ Yes x No
   If Yes, letters of support from each department affected must accompany this form.
9. For the following, please complete only those fields for which information is changing
9.a. Proposed course subject/catalog number:
9.b. Proposed Units:
9.c. Is there a current fee that must be attached to this proposed change?
   □ Yes □ No
   If Yes, please attach a Justification for Instructional Fees form and indicate the new course change.
9.d. Proposed to co-convene with BIO 436 Date Approved by UGC:
9.e. Proposed to cross-list with Date Approved by UGC:
9.f. Proposed Long Course Title:
9.g. Proposed Short Course Title (30-character/space maximum):
9.h. Proposed Catalog Course Description (60-word maximum):
9.i. **Proposed** Grading Option: [ ] Letter Grade  [ ] Pass/Fail  [ ] Both
   (If both, the course may be offered one way for each respective section.)

9.j. May **proposed** course change be repeated for *additional* units?
   [ ] Yes  [ ] No

   If Yes, maximum units that may be repeated:

9.k. Please check **ONE** of the following that most accurately describes the format of the course:
   [ ] Lecture Only  [ ] Seminar
   [ ] Lab Only  [ ] Field Studies
   [ ] Lecture and Lab Combined  [ ] Independent Study
   [ ] Clinical  [ ] Activity
   [ ] Research  [ ] Supervision

9.l. If the course will be delivered electronically, check **ONE** of the following:
   [ ] Web
   [ ] ITV
   [ ] Other (hybrid, for example). Please explain:

10. Prerequisites: (must be completed *before* taking proposed course): **Bio 284**

11. Corequisites: (must be completed *with* proposed course):

   Justification for course change:

   The *change to co-convening Bio 536 and 436* will provide an enriched learning opportunity for both graduate students and undergrads as grad students interact with and mentor undergrads. Each graduate student will teach a class on a topic on which they have become expert by researching and writing a paper using the primary literature. Grad students will also be expected to help undergrads in the laboratory to identify plant tissues and explain their structure and functions.

   We have chosen to co-convene instead of offering only Bio 436 because graduate students may take only a limited number of 400-level courses and we would hate to see anyone deterred from taking Plant Anatomy because it wouldn’t count in their program. In addition, offering it at the 500-level allows us to demand more from our graduate students.

   The workload for graduate students is heavier than for the undergrads. Graduate students have the potential to earn 750 points throughout the semester while undergrads only have 550, more than a 30% increase. Grad students are expected to read, comprehend, summarize and present results from 5 recent papers while undergrads will only write a written report on one.

   Performance expectations for graduate students are higher than for undergrads. While they all take the same essay exams and lab practical exams, the grading scale for graduate students is more demanding than for undergrads.
14. Approvals

Approved by: Man. Beth Watwood 10-22-07

Department Chair (if appropriate) 13

Chair of college curriculum committee 11/15/07

Dean of College 16 Nov 07

For University Graduate Committee use only

Approved: ____________________________ Date____________________
Instructor: Dr. Peggy Pollak  
Office: BS 109  
Phone: 523-9492  
Email: peggy.pollak@nau.edu  
Credit hours: 3

Time: M, W, 12:40-1:30, W 1:40-4:30  
Office hours: M 1:30 - 3:00  
Texts: Mauseth, Plant Anatomy  
Clock hours: 2 hrs lecture; 3 hrs lab

Course Prerequisites: Bio284 or equivalent

Course Description: 
The primary objective of this course is to help the student become familiar with the structure and function of the major tissues and organs of seed plants. The approach taken is one which stresses the origin and differentiation of tissues and organs, i.e. a developmental approach with a strong evolutionary emphasis. The major focus is on angiosperms (flowering plants) with comparisons being made to gymnosperms after a thorough knowledge has been gained of angiosperms.

Student Learning Expectations: 
At the end of the course the students should be able to recognize and interpret micro- and macroscopic plant structure, describe the processes and events that led to the ontogeny of mature plant organs (roots, stems, leaves, flowers) including all of their parts, and suggest reasonable evolutionary processes that might have selected for particular plant organs. Students will become adept at finding, reading, and interpreting the primary literature.

Course Structure: 
A weekly schedule of the topics to be covered along with the schedule of examinations is attached. Two hours per week will be devoted to lecture with additional introductory lecture during lab as needed. The laboratory is 3 hours per week and will mostly involve light microscopy. A set of colored pencils will be useful for drawing during lecture and lab.

Textbook: (required)  
Mauseth, Plant Anatomy,

Relevant journal articles: (required)  
Student choice from the primary literature
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 13, 15</td>
<td>Introduction, Microtechnique, Cell Types</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22</td>
<td>Angiosperm Reproduction: The Flower, Microsporogenesis and Male Gamete Formation</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 27, 29</td>
<td>Megasporogenesis and Female Gamete Formation</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 3, 5</td>
<td>Embryogeny and Seed Development</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 10, 12</td>
<td>Seedling Development: The Stem Apex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Exam #1 (W, Feb. 12)</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 17, 19</td>
<td>Meristems, Vascular Differentiation</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 24, 26</td>
<td>Monocot Stems, Primary Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Term Practical Exam (W, Feb. 26)</td>
</tr>
<tr>
<td>8</td>
<td>March 3, 5</td>
<td>Dicot Stems, Primary Growth</td>
</tr>
<tr>
<td>9</td>
<td>March 10, 12</td>
<td>Dicot Stems, Secondary Growth</td>
</tr>
<tr>
<td>10</td>
<td>March 17, 19</td>
<td>No classes, Spring Break</td>
</tr>
<tr>
<td>11</td>
<td>March 24, 26</td>
<td>Periderm, Gymnosperm Stems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Exam #2 (W, March 26)</td>
</tr>
<tr>
<td>12</td>
<td>March 31, April 2</td>
<td>Wood: Angiosperms</td>
</tr>
<tr>
<td>13</td>
<td>April 7, 9</td>
<td>Wood: Gymnosperms</td>
</tr>
<tr>
<td>14</td>
<td>April 14, 16</td>
<td>The Root Apex: Monocot Roots, Dicot Roots</td>
</tr>
<tr>
<td>15</td>
<td>April 21, 23</td>
<td>Gymnosperm Roots, The Leaf, Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Papers Due (W, April 23)</td>
</tr>
<tr>
<td>16</td>
<td>April 28, 30</td>
<td>The Leaf, Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Practical Exam (W, April 30)</td>
</tr>
</tbody>
</table>
Assessment:
Two written exams will be administered during class periods. They will generally be essay type and will be comprehensive. Two practical exams, given during the lab period, will be short answers that show recognition of structures and knowledge of their origin, probable fate, and function(s). A term paper and an oral presentation on the term paper will be given to the class. The final will be given during finals week. It will also be mostly essay and will be comprehensive.

Grading: All points will be totaled at the end of the semester and grades will be determined on a straight percentage basis as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Mid-term exams (2)</td>
<td>100 pts each</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Lab practicals (2)</td>
<td>100 pts each</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Term paper</td>
<td>150 pts</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Oral presentation</td>
<td>150 pts</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>Final</td>
<td>100 pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total available</td>
<td>800</td>
</tr>
</tbody>
</table>

Course Policies:
Make-up exams. All examinations must be taken at the scheduled times unless illness, serious family concerns, or official university activities prevent this. If at all possible, the student must make arrangements for a make-up examination BEFORE the scheduled exam.

Attendance. The student is responsible for obtaining all information given during class including notices, details on examinations, handouts, return of examinations, and course content. The most effective way to do this is to attend all classes. If you must miss a class, be sure to get the notes from another student who did attend class.

University policies:

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://www4.nau.edu/diversity/swale.asp. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to
register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3122).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

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for
PLANT ANATOMY, BIO 536

All students receiving credit for this course are required to prepare a written report based upon primary research papers within the field of plant anatomy. The topic, chosen in consultation with the instructor, may be in any area of plant anatomy and should emphasize what is being done by current research workers. At least five papers published since 1995 must be used in the body of the paper and properly cited. See current plant journals for the proper format for citations.

I have a number of scientific journals as well as reprints that will be available on a check out basis. Additional references can be found on the database of Cline library as well as such journals as American Journal of Botany, Botanical Gazette, Annals of Botany, Phytomorphology, Planta, Canadian Journal of Botany, Protoplasma, Journal of Cell Science, Plant Cell, etc., in our library.

Although the length of the report is flexible, I expect a minimum of 10 typewritten pages (double spaced). The organization of the report is also flexible but would usually include the following headings: Summary, Introduction, Materials and Methods, Observations or Results, Discussion and Conclusion, Literature Cited.

Some examples of topics that have been reported on in the past are: “The role of auxin in the regeneration of xylem in Coleus spp.” “The control of vascular cambium activity in herbaceous stems:” “Recent advances in the culturing of apical meristems:” “Vascularization in some species of cacti:” “The relationship between vascular bundles and intercalary meristems:” “Morphological and anatomical adaptations of flowers to their pollinators.”

The due date for the report will be scheduled in consultation with the instructor and will coincide with presentation of related topics. The report will be kept by me for course records. The report will count for 100 points or 1/7 of the course grade. Realize that it can take up to two weeks to get references through inter-library loan, so be sure to start early on your term paper.

A formal oral presentation of the results of the term paper shall be given to the class according to a schedule. It should be a minimum of 20 and a maximum of 40 minutes long. The use of visual aides is encouraged and I will provide guidance on what and how to use them. Following the presentation will be a question and answer period. The grade for the presentation will be based on content, how it is presented, and professionalism.
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College CENS

3. Academic Plan Name Biotechnology Certificate

5. Effective Date FALL 2008

6. Is this proposal for a:
   □ New Plan
   □ New Subplan
   □ Plan Change
   □ Subplan Change
   □ Plan Deletion
   □ Subplan Deletion

7. Please list certificate in both Chemistry and Biochemistry and Biological Sciences.

   [Signature]

   Speed out in Biology and link from Chemistry to the Biology presentation.

   [Signature]

Revised 08/06
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog: [http://www.gsu.edu/aac/AcademicCatalog/academiccatalog.html](http://www.gsu.edu/aac/AcademicCatalog/academiccatalog.html)

Be sure you include all catalog text that pertains to this plan change.

For New Plans, leave this column blank.

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

For this program, which includes completion of an internship, a student must:

- Be accepted into the biotechnology certificate program between the sophomore and junior year.
- Contact the Biology Office for details.

Students must complete:

- 2 units of either BIO 408 or CHM 408C
- 3 units of either BIO 485 or CHM 485C
- 3 units of either STA 270 or STA 275
- 3 units of CHM 320

Complete at least 12 hours of coursework from the following series of courses, chosen with their advisor's approval:

- ACC 205 (3 units)
- BIO 344 (3 units)
- BIO 349L (3 units)
- BIO 369 (4 units)
- BIO 375 (3 units)
- BIO 376 (4 units)
- BIO 401C (4 units)
- BIO 409 (3 units)
- BIO 440 (3 units)
- BIO 471 (3 units)
- BIO 488C (3 units)
- CENE 435 (3 units)
- CENE 440 (3 units)
- CHM 360 (3 units)
- CHM 425 (3 units)
- CHM 440 (3 units)
- POS 345 (3 units)
- POS 359 (3 units)

With at least two courses being either from:

- BIO 344, BIO 349L, BIO 375, BIO 401C, BIO 440, BIO 488C, CHM 360, CHM 425

Or two courses being from:

- BIO 369, BIO 376, BIO 409, BIO 471, CENE 435, CENE 440, CHM 440

8. For undergraduate plans, will this requirement be a student individualized plan? ☒ no ☐ yes

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

☐ a. verify satisfactory completion of a non course requirement.
☐ b. indicate admission to a major.

Revised 08/06
c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


The learning outcomes for this certificate are: 1) Students will develop the necessary skills to collect, interpret and critically analyze scientific data; 2) Students will develop a basic knowledge of the biotechnology community and the various positions within that environment. An external advisory board is being established to assess the outcomes of this program and to provide guidance on the future development of this program.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

It is recognized regionally, nationally and internationally that the broad field of biotechnology holds a myriad of opportunities for professionals with appropriate training. A certificate program in this area will provide NAU students with a convenient and rigorous mechanism to expand their understanding of the key fundamental topics upon which the complete scaffold of biotechnology builds. Completion of the program requirements will earn the actual certificate, which will enhance students' credentials as they enter the workforce or pursue further educational opportunities in the STEM disciplines. Development of this program is directly in line with the Arizona Biosciences roadmap, the Northern Arizona roadmap and the development of the new technology incubator in Flagstaff. The implementation of the certificate will serve to attract students to NAU and to the greater Flagstaff area.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

Yes

If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

[Signature]

Marjanna W. Natwood
Department Chair/Unit Head (if applicable) Date

[Signature] 11-15-07

Chair of college curriculum committee Date

[Signature] 16 Nov 07

Dean of College Date

For committee use only

[Signature] 17/11/07

For University Curriculum Committee Date

Action taken: approved as submitted 11/17/07 approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

Revised 08/06
Copies of emails indicating support of this certificate from the effected departments:

Matt,

As Chair of the Department of Chemistry and Biochemistry, I support the proposed Biotechnology certificate, which includes the following courses offered by chemistry: CHM 320, CHM 360, CHM 425, and CHM 440. Please let me know if you need additional information.

Brandon

---------------------------------
Brandon Cruickshank, Ph.D.
Professor and Chair
Box 5698
Department of Chemistry and Biochemistry
Northern Arizona University
Flagstaff, AZ 86011-5698
(928)523-9602
Fax: (928)523-8111
---------------------------------

Matt,

Per our phone conversation today, we (the CENE) welcome the inclusion of CENE 435 and 440 as electives in your new biotechnology certificate program.

Deb

Debra Larson, PhD, PE
Professor and Chair
Department of Civil and Environmental Engineering
Box 15600
Engineering Building, 15600 S.McConnell Drive Northern Arizona University
Flagstaff, AZ 86011
Phone: (928)523-1757
Fax: (928) 523-2300
Debra.Larson@nau.edu
http://www.cens.nau.edu/Academic/CENE/
Maribeth,

Based upon our conversation and my understanding that the annual additional enrollment in Acc 205 resulting from the biotech certificate proposal is expected to be negligible I am happy to support the proposal and the inclusion of Acc 205 as one of the options in the certificate program.

Marc

Marc C. Chopin, PhD
Associate Dean
The W. A. Franke College of Business
Ph 928 523 7348
Fax 928 523 7331

On behalf of the Department of Political Science, let me offer my support for the development of the certificate program in Biotechnology. The department is happy to be included in the proposed curriculum, and we do have capacity in these two classes -- POS 345 Environmental Law and POS 359 Environmental Policy. We look forward to working with you, and with the students in this program.

Good luck,

David Schlosberg, Professor and Chair
Department of Political Science
Northern Arizona University
Flagstaff, AZ 86011-5036

Phone: 928-523-0339
http://www.nau.edu/pos
Date: 29 October 2007
To: Matthew Gage, Assistant Professor, Department of Chemistry and Biochemistry
From: Janet McShane, Chair, Department of Mathematics and Statistics
Subject: Letter of Support for the Certificate Program in Biotechnology

The Department of Mathematics & Statistics supports the inclusion of STA 270 or STA 275 as a requirement for the Certificate Program in Biotechnology. Both of these courses would give students the necessary statistical background to tackle problems in the area of biotechnology. Since they are anticipating 10-20 students per year and we currently offer approximately 17 sections of STA 270 and one section of STA 275 annually, the department could accommodate these additional students.
Dear colleagues,

This memo is to accompany a proposal for a certificate program in biotechnology. We are very excited about this certificate and think that it will be valuable to many students. Please contact me if you have any questions.

Best wishes,
Maribeth Watwood
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Fax: (928) 523-2300
Debra.Larson@nau.edu
http://www.cens.nau.edu/Academic/CENE/

Maribeth,

Based upon our conversation and my understanding that the annual additional enrollment in Acc 205 resulting from the biotech certificate proposal is expected to be negligible I am happy to support the proposal and the inclusion of Acc 205 as one of the options in the certificate program.

Marc

Marc C. Chopin, PhD
Associate Dean
The W. A. Franke College of Business
Ph 928 523 7348
Fax 928 523 7331

On behalf of the Department of Political Science, let me offer my support for the development of the certificate program in Biotechnology. The department is happy to be included in the proposed curriculum, and we do have capacity in these two classes -- POS 345 Environmental Law and POS 359 Environmental Policy. We look forward to working with you, and with the students in this program.

Good luck,

David Schlosberg, Professor and Chair
Date: 29 October 2007
To: Matthew Gage, Assistant Professor, Department of Chemistry and Biochemistry
From: Janet McShane, Chair, Department of Mathematics and Statistics
Subject: Letter of Support for the Certificate Program in Biotechnology

The Department of Mathematics & Statistics supports the inclusion of STA 270 or STA 275 as a requirement for the Certificate Program in Biotechnology. Both of these courses would give students the necessary statistical background to tackle problems in the area of biotechnology. Since they are anticipating 10-20 students per year and we currently offer approximately 17 sections of STA 270 and one section of STA 275 annually, the department could accommodate these additional students.
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation?  Yes X  No □
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College  CENS  4. Academic Unit  GLG

5. Course subject/catalog number  GLG 202  6. Units 3
   (Please add syllabus to the end of this form.)

7. Co-convened with □
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with □
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Dinosaurs
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Dinosaurs

11. Catalog course description (max. 30 words, excluding requisites).

A review of dinosaur evolution, their taxonomy, ecology, and physiology, and how basic scientific techniques are used to understand them.

12. Grading option: Letter grade X  Pass/Fail □  or Both □
    (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course?  Yes □  No X

14. May course be repeated for additional units?  yes □  no X
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)  yes □  no □

15. Please check ONE of the following that most appropriately describes the course:
   Lecture w/0 unit embedded lab □  Lecture only X  Lab only □  Clinical □  Research □
   Seminar □  Field Studies □  Independent Study □  Activity □  Supervision □

16. Prerequisites (must be completed before proposed course)  3 hrs. GLG

17. Corequisites (must be completed with proposed course)  none

18. If course has no prerequisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
   instructor consent □
   department consent □
   no consent X

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no □ X
   Name of new plan?
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes X no □
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:
   GLG 201 Ancient Life. There is about a 5% duplication.

Please attach letters of support from each department whose course is listed above.

GLG 201: see letter from the Geology Department Undergraduate Committee
21. Will this course affect other academic plans, academic units, or enrollment? yes □ no X
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no X
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student
    learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

COURSE RATIONALE: The primary goal of this course is to teach basic scientific methods using the theme of
dinosaur paleontology. The expectation is that dinosaurs will provide a tempting book for undergraduate non-
science majors who may already be enthused about dinosaurs but perhaps need some encouragement to learn basic
science. The study of dinosaurs requires both science literacy, fundamental knowledge about facts in science, and
scientific literacy, which is the ability to apply scientific methods in everyday life. Consequently facets of geology,
biology, ecology, chemistry, physics, and mathematics are needed and these are woven throughout this course.
Students will leave this course with a basic knowledge of dinosaurs and their world but also with an understanding
of how scientists have developed that knowledge and the ability to use those same methods in their own lives.

PRIOR COURSE OFFERING: This course was taught by Elliott as GLG 199 during spring semester 2007. The
course was well received by the students (course rating 4.7, instructor rating 5.0). Student comments included “This
is a great course for NAU given its location.” and “Very informative with up-to-date studies and opinions
portrayed.”

OVERLAPPING CONTENT: This course overlaps by about 5% with GLG 201 Ancient Life, also usually taught by
Elliott. This is a survey course that covers the origin and development of life through time and, as vertebrates are a
main theme of the course, dinosaurs are the subject of several lectures. No other NAU course is devoted to this topic
however.

24. Names of current faculty qualified to teach this course David K. Elliott, James I. Mead

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes X no □
If the course being submitted for approval is **NOT** a **LIBERAL STUDIES** course, please go to step 41.

**LIBERAL STUDIES ONLY**

Contact name: **David K. Elliott**  
Dept. Chair name: **Mary R. Reid**  
College Contact name: **Laura Huenneke**  
Contact email: **David.Elliott@nau.edu**  
Dept. Chair email: **Mary.Reid@nau.edu**  
College Contact email: **Laura.Huenneke@nau.edu**

27. This course is a  
   ✔ Single section  
   ☐ Multi-section

28. List names of faculty who may teach this course: **David K. Elliott, James L. Mead**

29. Section enrollment cap: **100**

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-32.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 36-37.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 38-40.

**NEW LIBERAL STUDIES COURSE**

30. Distribution Block (check one): **If a topics course, must apply to ALL sections.**
   
   Aesthetic and Humanistic Inquiry  ☐  Cultural Understanding  ☐  Science X  Social and Political Worlds  ☐

31. Skills (check two): **If a topics course, must apply to ALL sections.**
   
   Effective Oral Communication  ☐  Effective Writing  X  Critical Thinking  ☐
   Quantitative Reasoning  ☐  Scientific Reasoning  X

32. Is this a topics course?  
   Yes  ☐  No  X

   If YES, please complete questions 34-36.  
   If NO, please go to question 42.

**TOPICS COURSE ONLY**

33. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number.  

34. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number.

35. Please attach an example of a **Topic Syllabus** offered under this course number.

**GO TO question 41**

**NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)**

36. To which degree programs offered by your department/academic unit does this proposal apply?  

37. Do you intend to offer ABC 300 and ABC 300W?  
   Yes  ☐  no  ☐

**revised 8/06**
If no, please submit a course delete form for the ABC 300.

GO TO question 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? 

37. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? 

40. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

41. Approvals

Mary R. Reid 10-29-07
Department Chair (if appropriate)

Verna L. Kibler 11-13-07
Chair of college curriculum committee

G. Marie Harnotte 16 Nov 07
Dean of college

For Committees use only

For Liberal Studies Committee

Action taken:  
Approved as submitted ☒  Approved as modified

For University Curriculum Committee

Action taken:  
Approved as submitted ☒  Approved as modified

revised 8/06
Instructor: Dr. DAVID K. ELLIOTT, Bld. 13, Rm. 305. (3-7188); David.Elliott@nau.edu

Course Prerequisites: none 3 hrs. GLG

Course description: Scientists in many disciplines are working to understand dinosaur behavior, ecology, and evolutionary diversity, and the reasons for their extinction. This course will review what is known about dinosaurs and assess the scientific techniques used to reach that knowledge. It will also cover the ancient life and environments of the Mesozoic Era of Earth history (245-65 million years ago). Special attention will be given to the origin, evolution, and extinction of the dinosaurs, interpretations of their life habits and possible warm-bloodedness, and the close evolutionary relationship between birds and dinosaurs. This will provide an objective understanding of the processes of evolution and extinction.

Liberal Studies Information
Mission of Liberal Studies: The Mission of the Liberal Studies Program is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish this mission Northern Arizona University provides a Liberal Studies Program that challenges students to gain a deeper understanding of the natural environment and the world’s peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.

Distribution block: This liberal studies course is in the Science distribution block. This course exposes students to one of the greatest evolutionary success stories of all time and to the interdisciplinary endeavors that seek to understand the cause of that success and the significance of the dinosaurs’ extinction. A critical understanding of these topics will prepare students to respond to issues that relate to our own relationship to the environment.

Essential skills: Students will learn essential skills in Scientific Reasoning. To appreciate the success story of dinosaurs students will learn about the interactions between organisms and the environment through time. They will also understand the drastic effects of changes in that environment to the organisms that inhabit it.

Student learning expectations: Following this course students will be able to: Explain the ways in which organisms adapt to changing environments and overcome problems of scale. Identify the basic processes that interact in Earth’s systems. Critically analyze the complex information about extinctions and their causes. Understand how the scientific method is used to answer complex scientific questions.


Course outline
Week 1 Fossils, Taphonomy; Preparation Ch. 1
Week 2 Dating methods; Plate Tectonics; Ch. 2
Week 3 Continental position and climate in

revised 8/06
Week 4  Classification; Evolution  Ch. 2
Week 5  Vertebrate relationships  Ch. 4
Week 6  Origins and the rise of dinosaurs  Ch. 4 & 5
         Ornithischia:
Week 7  Stegosaurus & Ankylosaurs  Ch. 6 & 7
Week 8  Pachycephalosaurs & Ceratopsians  Ch. 8 & 9
Week 9  Ornithopods  Ch. 10
         Saurischia:
Week 10 Sauropods, the problems of size  Ch. 11
Week 11  Theropods, carnivore lifestyles  Ch. 12
Week 12  The origin of birds  Ch. 13
Week 13  Flight; Bird development; Pterosaurs  Ch. 14
Week 14  Dinosaur thermoregulation  Ch. 15
Week 15  Dinosaur extinctions  Ch. 17

Assessment of student learning outcomes:
Methods: Students' ability to use critical thinking will be assessed through take-home exercises, quizzes and exams. These will include analysis of biostratigraphic, taxonomic, and biomechanical problems. Their ability to write effectively will be assessed through written answers related to the assigned readings and a written term project which they will complete as a draft and then rewrite after review.
Timeline: quizzes will be given approximately weekly and a non-cumulative exam will be given every five weeks.
Grading: The final letter grade will be as follows:
90%=A; 80%=B; 65%=C; 55%=D. It will be calculated as follows:
10 quizzes @ 10pt each  100
5 homework exercises @ 20 pts each  100
3 exams at 100pt each  300
Semester project  100

Course policy: Attendance at lectures is expected and it is also expected that the required material will be read. All homework must be handed in on time and no material will be accepted after the due date. There will be no makeup exams unless by prior arrangement.

University policies: No form of plagiarism or cheating will be tolerated. All written assignments must be done individually and any duplicated or slightly modified reports or essays will be rejected with loss of credit. NAU policies regarding Safe Working Environment, Students with Disabilities, Institutional Review Boards, Academic Integrity, and Academic Contact Hour Policy are available on the web at http://www4.nau.edu/geology/policystatement.html.
October 15, 2007

To: Dr. David Elliott

From: Department of Geology Undergraduate Committee

Subject: Approval of GLG 202 (Dinosaurs)

The Undergraduate Committee met on October 15\textsuperscript{th} and discussed your request to create a new three credit course entitled ‘Dinosaurs’ for the liberal studies Science block. A vote was taken and the committee wholeheartedly supports the addition of this course to our curriculum as soon as possible.

\begin{center}
\textbf{Dr. David S. Brumbaugh, Committee Chair} \hspace{1cm} \textbf{Dr. Thomas Hoiseh, committee member}
\end{center}

\begin{center}
\textbf{Dr. David Best, committee member}
\end{center}
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes □ No ◐
   (If yes, route completed form to Liberal Studies.)

   (See effective dates schedule.)

3. College Engineering and Natural Sciences

4. Academic Unit Mathematics and Statistics

5. Course subject/catalog number MAT 405
   (Please add syllabus to the end of this form.)

6. Units 3

7. Co-convened with --
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with --
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Secondary Teaching Methods I
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)
     Secondary Teaching Methods I

11. Catalog course description (max. 30 words, excluding requisites).
     Issues and methods associated with teaching mathematics in grades seven through twelve with an emphasis on geometry. This course is a requisite to the Mathematics emphasis in the Master of Education- Secondary Education (certification) degree. Credits earned in this course are not applicable to any undergraduate degree program.

12. Grading option: Letter grade ◐ Pass/Fail □ or Both □
    (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes □ No ◐

14. May course be repeated for additional units? yes □ no ◐
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes □ no □

15. Please check ONE of the following that most appropriately describes the course:

- Lecture w/0 unit embedded lab ☒
- Lecture only □
- Lab only □
- Clinical □
- Research □
- Seminar □
- Field Studies □
- Independent Study □
- Activity □
- Supervision □

16. Prerequisites (must be completed before proposed course) (Instructor Consent)

17. Corequisites (must be completed with proposed course)

18. If course has no prerequisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

- Instructor consent ☒
- Department consent □
- No consent □
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☐ no ☐ ☒
   Name of new plan?
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☒ no ☐
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:
   This course is one of two on-line secondary mathematics teaching methods courses. The content of these courses are based on material covered in the on-campus courses MAT 301, MAT 401, and MAT 402. Estimated percentage of duplication = 80%
   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no ☐
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no ☒
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).
   The proposed courses are intended for placebound students aiming to fulfill the Mathematics emphasis of the M.Ed. Secondary Education (Certification) and post-certification programs. Such students are required to take at least mathematics teaching methods courses.
   While MAT 301, 401 and 402 are available on the Mountain Campus, they include components such as visiting local schools and tutoring middle and/or high school students on campus which cannot carry across to distance learning students. So new courses are proposed to satisfy the needs of such students.

24. Names of current faculty qualified to teach this course  Terry Crites, Shannon Guerrero, Jeffrey Hovermill

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? No

26. Will present library holdings support this course? yes ☒ no ☐

31. Approvals

[Signatures and dates]

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[Signature]

For Liberal Studies Committee

[Signature]

revised 8/06
Copy and paste syllabus here.

College of Engineering and Natural Sciences
Department of Mathematics and Statistics

MAT 405: Secondary Teaching Methods I
3 hours
Fall 2008

Instructor
Dr. Terry Crites

Contact Information

My office is on the NAU campus in Flagstaff in the Adel Mathematics. The best way to contact me is through the Vista email system. In case of an emergency, you may call me Monday through Friday at (928) 523-6883, which is my office phone number, or use my NAU email address Terry.Crites@nau.edu. You may fax materials to me at (929) 523-5847. The fax machine is located in a central location in the departmental office. So be sure and put my name on the coversheet of your faxes.

Course Prerequisites
Instructor Consent. Students should be aiming to fulfill the Mathematics emphasis of the M.Ed. Secondary Education (Certification) or be pursuing post-certification programs. This course is not available to undergraduate Mountain Campus students.
Course Description

To support the professional development of prospective teachers in making professional teaching decisions, this course will examine the philosophy, assumptions, and content of the National Council of Teachers of Mathematics’s Principles and Standards for School Mathematics, as well as the Arizona Academic K-12 Standards (Mathematics). Other specific topics include problem solving, making mathematical connections, technology use, assessment, cooperative learning, and content and pedagogical trends and issues that are related to the teaching of geometry in the grades 7-12 mathematics classroom.

Student Learning Outcomes

- Demonstrate an understanding of the philosophy, assumptions, and content of the NCTM Standards, as well as the positions of mathematicians and mathematics educators opposed to these standards.
- Discuss different trends in the mathematics education curriculum, such as problem solving, connections, technology use, assessment, and cooperative learning.
- Demonstrate an understanding of how different students learn mathematics, including procedural and conceptual knowledge in mathematics.
- Find resources and information about the mathematics education profession in journals and publications on the internet.
- Demonstrate knowledge of the use of manipulatives and technology in teaching geometry.
- Demonstrate proficiency in preparing and presenting lessons on relevant school mathematics.

Course Structure

The course consists of seven modules.
Module 1: Overview
Course introduction, objectives, expectations, timeline, assignment due dates, and using the Vista system
Module 2: Communication
Communication Standard, asking questions in the classroom, and motivating students
Module 3: Problem Solving
Problem Solving Standard, Polya’s four-step problem-solving plan, assessing problem solving, cooperative learning, questioning and listening skills, and choosing good mathematical tasks
Module 4: Representation
Representation Standard, worthwhile mathematical tasks, and lesson plans
Module 5: Connections
Connection Standard and developing meaning for arithmetic operations
Module 6: Reasoning & Proof
Reasoning & Proof Standard and the role of proof and mathematical reasoning in the curriculum
Module 7: Geometry

revised 8/06
Geometry Standard and the van Hiele model of geometry learning

Textbook and Required Materials

Assessment of Student Learning Outcomes
Your numeric grade for this class will be determined by your performance on the following components:

Homework 30%
Participation in Discussions 5%
Video Assignments 10%
Exams 35%
Final Exam 20%

Grading Policies
Your letter grade for this class will be determined using the following scale:
A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%
The lower bound for each grade will not be set higher than what is listed above. However, it may be set lower depending on the class average and distribution.

Course Policies and Expectations

Discussions
• In this course, the discussion assignments take the role of classroom discussions in a face-to-face class. It is your opportunity to form, express, and clarify your thoughts by communicating with your fellow students.
• Approach each discussion as if it were a question posed in the class. Feel free to discuss your fellow classmates’ postings, just as you would in a face-to-face class.

Warm-Ups
• Each module begins with a warm-up problem, which you are expected to complete. The purpose of the warm-up problem is to focus your attention on a particular area of mathematical content and pedagogy.
• You do not have to submit a solution for the warm-up problem. A solution and a discussion about the solution are provided. However, you should make a good-faith effort to solve the problem before consulting the solution.

Homework
• Homework assignments are your opportunity to explore or re-acquaint yourself with various areas of mathematical content and pedagogy. You may not be able to complete every homework
assignment, but please do your best. You should not spend hours and hours on a single
homework problem.
• It is permissible to collaborate with or get hints from your classmates (or me) as you complete
the assigned homework. However, it is not permissible to just copy someone else’s work. (In
fact, doing so is plagiarism.) I will set up discussion areas within the Vista system where
you can talk to your classmates about the homework.

Exams
• The three midterm exams and the final exam will cover material found in the assigned readings
and homework.
• The exams must be written under the supervision of a proctor. It is your responsibility to
identify a proctor to whom I can send the exams.

Video Assignments
• Most modules have a video assignment. The videos are portions of a classroom lesson on a
particular mathematical concept.
• You will be asked to view each video and respond to a series of questions related to that video.
• You may or may not be able to address every question. Complete as many as you are able, as
these assignments will be liberally graded. You may use the discussion boards to discuss
questions you are uncertain of with your classmates.

General Expectations
• You are expected to read the course modules. This information plays the role of the lecture in a
face-to-face class.
• You are expected to thoroughly read the syllabus and become familiar with the course
structure, assignments, expectations, and due dates.
• You are expected to complete all reading, writing, and homework assignments by their
respective due dates.
• Although this is a web-based class, you are not alone. You are expected to take advantage of
your classmates’ knowledge and experience as appropriate.
• I am flexible as to how you submit your work. You may use the Vista system, send me Word
documents as email attachments, do your work in longhand and fax it to me, etc. I do not want
the technology and distance to impede your learning.

Late work is only accepted in exceptional circumstances. Students must stay on track with the
assigned schedule because of the discussions.

Please see NAU Academic Policies and Academic Dishonesty Policies
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation?   Yes ☐ No ☒
   
   If yes, route completed form to Liberal Studies.

   
   See effective dates schedule.

3. College    Engineering and Natural Sciences

4. Academic Unit    Mathematics and Statistics

5. Course subject/catalog number    MAT 406
   (Please add syllabus to the end of this form.)

6. Units    3

7. Co-convened with    
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with    
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title    Secondary Teaching Methods II
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)    Secondary Teaching Methods II

11. Catalog course description (max. 30 words, excluding requisites).

   Issues and methods associated with teaching mathematics in grades seven through twelve with an emphasis on algebra, probability and statistics. This course is a requisite to the Mathematics emphasis in the Master of Education- Secondary Education (certification) degree. Credits earned in this course are not applicable to any undergraduate degree program.

12. Grading option:    Letter grade ☒ Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course?   Yes ☐ No ☒

14. May course be repeated for additional units?   yes ☐ no ☒

   a. If yes, maximum units allowed?    
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)   yes ☐ no ☒

15. Please check ONE of the following that most appropriately describes the course:

   Lecture w/0 unit embedded lab ☒ Lecture only ☐ Lab only ☐ Clinical ☐ Research ☐

   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course)

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

   instructor consent ☒    department consent ☐ no consent ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?
   Name of new plan?
   Yes □ No

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? Yes □ No
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

   This course is one of two on-line secondary mathematics teaching methods courses. The content of these courses are
   based on material covered in the on-campus courses MAT 301, MAT 401, and MAT 402. Estimated percentage of
duplication = 80%

   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? Yes □ No
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)?
   Yes □ No
   If yes, does it require listing in the Course Equivalency Guide? Yes □ No
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student
   learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   The proposed courses are intended for placebound students aiming to fulfill the Mathematics emphasis of the M.Ed.
   Secondary Education (Certification) and post-certification programs. Such students are required to take at least two
   mathematics teaching methods courses.

   While MAT 301, 401 and 402 are available on the Mountain Campus, they include components such as visiting local schools
   and tutoring middle and/or high school students on campus which cannot carry across to distance learning students. So new
   courses are proposed to satisfy the needs of such students.

24. Names of current faculty qualified to teach this course
   Terry Crites, Shannon Guerrero, Jeffrey Hovermill

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? No

26. Will present library holdings support this course? Yes □ No □

41. Approvals

   Janet M. McShane
   Date 13 Nov 2007
   Department Chair (if appropriate)

   Chair of college curriculum committee
   Date 11/3/07

   Dean of college
   Date 16 Nov 07

For Committees use only

For Liberal Studies Committee

revised 8/06 3
Copy and paste syllabus here.

College of Engineering and Natural Sciences
Department of Mathematics and Statistics

MAT 406: Secondary Teaching Methods II
3 hours
Fall 2008

Instructor
Dr. Jeffrey Hovermill Shamatha

Contact Information
My office is on the NAU campus in Flagstaff in the Adel Mathematics Building, room 173. The
best way to contact me is through the Vista email system. In case of an emergency, you may call
me Monday through Friday at (928) 523-6897, which is my office phone number, or use my
NAU email address Jeff.Shamatha@nau.edu. You may fax materials to me at (929) 523-5847.
The fax machine is located in a central location in the departmental office. So be sure and put my
name on the coversheet of your faxes.

Course Prerequisites
Instructor Consent. Students should be aiming to fulfill the Mathematics emphasis of the M.Ed.
Secondary Education (Certification) or be pursuing post-certification programs. This course is
not available to undergraduate Mountain Campus students.
Course Description
To support the professional development of prospective teachers in making professional teaching decisions, this course will examine the philosophy, assumptions, and content of the National Council of Teachers of Mathematics’s *Principles and Standards for School Mathematics*, as well as the *Arizona Academic K-12 Standards (Mathematics)*. Specifically, this course will focus on the NCTM *Principles* of Teaching, Learning, Curriculum, Assessment, Technology, and Equity and the mathematics content strands of Algebra and Data Analysis and Probability.

Student Learning Outcomes
- Analyze, select, adapt, and implement curriculum materials and pedagogical tools related to the teaching and learning of algebra, probability, and statistics.
- Demonstrate knowledge of the use of manipulatives and technology in teaching algebra, probability, and statistics.
- Properly design an experiment and then collect and analyze data related to that experiment.
- Demonstrate proficiency in preparing and presenting lessons on relevant school mathematics.

Course Structure
The course consists of eight modules.

Module 1
Course introduction, objectives, expectations, timeline, assignment due dates, and using the *Vista* system. ADE Algebra standards, NCTM Algebra strand topic: Represent and analyze mathematical situations and structures using algebraic symbols

Module 2:
Learning Principle, Algebra strand topic: Understand patterns, relations, and functions

Module 3:
Equity Principle, Algebra strand topic: Analyze change in various contexts

Module 4:
Curriculum Principle, Algebra strand topic: Use mathematical models to represent and understand quantitative relationships

Module 5:
Assessment Principle, Data Analysis and Probability strand topic: understand and apply basic concepts of probability.

Module 6:
Technology Principle, Data Analysis and Probability strand topic: formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

Module 7:
Teaching Principle, Data Analysis and Probability strand topic: select and use appropriate statistical methods to analyze data

Module 8:
ADE Data Analysis and Probability standards and NCTM Data Analysis and Probability strand topic: develop and evaluate inferences and predictions that are based on data

revised 8/06
Textbook and Required Materials

*Principles and Standards for School Mathematics* (2000). National Council of Teachers of Mathematics. ISBN 0-87353-480-8. It is recommended that you purchase a student membership to the National Council of Teachers of Mathematics. This is less expensive than purchasing the NCTM PSSM and provides free online electronic access to the PSSM and has many other benefits as well. You can register at http://my.nctm.org/eBusiness/student.aspx

It is also highly recommended that each of you purchase and read *Empowering the Beginning Teacher of Mathematics* from NCTM. It is a very good book for new and experienced teachers. NCTM members receive discounts on all purchases.

You should plan on referring to whatever additional resources are necessary for you to review the mathematics content within this course.

Assessment of Student Learning Outcomes

Basis for evaluation

Your numeric grade for this class will be determined by your performance on the following components:

**Weekly Module Pedagogy Homework 32%** (8 modules @ 4% each)
**Weekly Module Content Homework 24%** (8 modules @ 3% each)
**Weekly Module Discussion 9%** (9 modules @ 1% each)
**Final Exam 25%**

Description of Weekly Module Pedagogy Homework

Each module, you will be expected to write a 4-6 page, double-spaced paper, that demonstrates that you have read, thought about, and understand the NCTM Principle and Content Standard for the week. This paper must address both the mathematics content and the pedagogical issues that were covered during the week. You must completely address these four areas in each paper (in separate sections or as one narrative) to receive full credit:

(1) What were the main ideas? If possible, communicate the main ideas by citing original materials and also by putting them into your own words as you would explain them to someone else. Be sure to include at least a paragraph or two for each part of the weekly assignment. This will usually include an NCTM Principle and NCTM Content Strand readings and one other resource.

(2) Why do you and/or the authors feel these ideas are important? (cite if possible)

(3) What do you remember about these ideas from your experience as a student?

(4) How will these ideas inform your teaching? Give specific examples that you would like to try to take advantage of and use. How? Why? What other questions, comments, and/or concerns do you have about incorporating this content and pedagogy into your teaching?

Description of Weekly Module Content Homework

Each module, you will be expected to complete a set of 6th - 12th grade mathematics problems related to the NCTM content strand of the week. You should type up and email in your solutions and work or write them legibly and scan and send or fax them to me.

Description of Weekly Module Discussion Assignment

Each module, you will be expected to post an original, multi-paragraph, substantive WebCT
Discussion response related to what you thought about and learned during the weekly assignment. This should be no more than selecting essential comments from your weekly homework and posting them into the discussion area. To make it substantive and help foster peer interaction please be explicit about why you chose to post what you did. Why was that the most important idea(s) of the week to/for you? What questions, comments, concerns do you have? This original contribution should be posted by midnight on Saturday. By midnight on Monday, you must post a multi-paragraph, substantive response to at least one classmate. What about what they said stimulated your continued reflection? Why? What would you like to add to their posting to continue your own and the classes’ thoughts about that topic?

Assessment Due Dates

Weekly content and pedagogy papers are due to me each week my midnight on Monday if emailed, 4:30 p.m. on Monday if faxed. Satisfactory arrangements must be made (prior to 7/1) to take the Final Exam with a proctor at an NAU branch campus during the week of 7/29 - 8/3.

Grading System

Your letter grade for this class will be determined using the following scale:
A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: Below 60%

Course Policy

Late work is only accepted in exceptional circumstances. Students must stay on track with the assigned schedule because of the discussions.

Please see NAU Academic Policies and Academic Dishonesty Policies
### University Curriculum Committee
#### Proposal for new Academic Plan, Plan change, or Plan Deletion

<table>
<thead>
<tr>
<th>1. College</th>
<th>Engineering and Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Academic Unit/Department</td>
<td>Mathematics and Statistics</td>
</tr>
<tr>
<td>3. Academic Plan Name</td>
<td>Minor Mathematics Secondary Education</td>
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<tr>
<td>4. Subplan (if applicable)?</td>
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<tr>
<td>5. Effective Date</td>
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<td>6. Is this proposal for a:</td>
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<td>☐ Subplan Deletion</td>
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</tbody>
</table>

7. **For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:**

   (http://www4.nau.edu/aio/AcademicCatalog/catalogcate/ogs.htm)

   *Be sure you include all catalog text that pertains to this plan change*

---

7. **Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)*

---

7. **For New Plans, leave this column blank.**

   To complete this minor, you take the following 20 units:

   - MAT 136, 137, and 320W (11 units)
   - three of MAT 226, 301, 365, 401, and 402 plus STA 270 or 275 (9 units)

   Please note that you must have a grade of C or better in each mathematics or statistics course that you use to fulfill the requirements of this minor.

---

To complete this minor, you take the following 20 units:

- MAT 136, 137, **301** and 320W (14 units)
- two of MAT 226, 365, 401, and 402 plus STA 270 or 275 (6 units)

Please note that you must have a grade of C or better in each mathematics or statistics course that you use to fulfill the requirements of this minor.

---

8. **For undergraduate plans, will this requirement be a student individualized plan***?  ☑ no  ☐ yes

   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.*

   **If yes,** the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

---

Revised 09/07
9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   □ b. indicate admission to a major.
   X c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

Currently the Minor in Mathematics Secondary Education does not require a course in mathematics education! The change is simply to require the first of our three mathematics education courses. This is removed as an elective choice, reducing such electives from 9 to 6 hours.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? No
   If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan? Yes

Certifications

Janet M. McShane 13 Nov 2007
Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee

Dean of college

For committee use only

For University Curriculum Committee Date

Action taken: □ approved as submitted □ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

Revised 09/07
<table>
<thead>
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<th>1. College</th>
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<td>2. Academic Unit/Department</td>
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<td></td>
<td>☐ Subplan Change</td>
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</table>

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog (2006-07): (http://www.nau.edu/academicCatalog/academiccatalogs.html)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

To earn this degree, complete at least 125 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements
  Be aware that you may not use courses with an ME prefix to satisfy these liberal studies requirements.
- at least 60 units of engineering core requirements
- at least 46 units of mechanical engineering requirements
- elective courses, if needed, to reach an overall total of at least 125 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Also note that you can't have more than two grades of D in your engineering and computer science courses.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the

Engineering Core Requirements
These 60 units provide you with the foundation for later advanced studies in your major field as well as basic understanding of other fields in engineering.
- mathematics and science courses: CHM 151 and 151L, MAT 136, 137, 238, and 239; and PHY 161, 161L, and 262 (27 units)
- computer science and engineering courses:
CENE 225 and 251, CS 122, EE 188, 188L, EGR 186, 286; ME 180, 252, and 291 (27 units)
• ME 476C and 486C, which together meet NAU’s senior capstone requirement (6 units)

Mechanical Engineering Requirements
These 46 units include courses designed to give you an overview of mechanical engineering plus depth in the field and breadth in related fields.

Take the following 28 units, which provide an overview of the two branches of mechanical engineering—solid mechanics and thermal and fluid sciences—and give you background for further specialization:
• MAT 362 and CENE 253 and 253L (7 units)
• ENG 302W or 305W with your advisor’s approval, either of which meets NAU’s junior writing requirement (3 units)
• ME 340, 350, 386, 392, 395, and 495 (18 units) (ME 495 includes a lab component)
For mechanical engineering depth, you select 9 units from either the courses listed here or from other 300- or 400-level engineering courses with approval from your advisor and department. We encourage you to gain expertise in one of the two primary branches of mechanical engineering, by means of these groupings:
• mechanical design: EE 458, ME 381, 454, 455, 467, and 484
• fluid and thermal sciences: ME 441, 442, 451, and 454
To gain breadth in fields related to mechanical engineering, you also select 9 units of upper-division courses in engineering, natural sciences, business, or mathematics. You must get your advisor’s approval for these courses.

General Electives
Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 125 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren’t used to meet major, minor, or liberal studies requirements.)

8. For undergraduate plans, will this requirement be a student individualized plan? ☐ no ☐ yes
* A Student Individualized Plan is an academic requirement that varies by student, such as the 16-unit BA/LS focus, for which coursework requirements are established by the student in consultation with the advisor.
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student’s individual requirements for the degree audit system.

Revised 09/07
9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   □ b. indicate admission to a major.
   □ c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

   (a) an ability to apply knowledge of mathematics, science and engineering;
   (b) an ability to communicate effectively;
   (c) a knowledge of chemistry and calculus-based physics with depth in physics;
   (d) an ability to identify, formulate and solve engineering problems;
   (e) have essential skills in writing, critical reading, critical thinking and creative thought;
   (f) an ability to apply advanced mathematics through multivariate calculus and differential equations;
   (g) an ability to function on design teams and multidisciplinary teams;
   (h) an ability to design a system, component, or process to meet desired needs;
   (i) a recognition of the need for and an ability to engage in life-long learning;
   (j) an understanding of professional and ethical responsibility;
   (k) an ability to design and conduct experiments as well as to analyze and interpret data;
   (l) an ability to use the techniques, skills and modern engineering tools, such as computers, necessary for engineering practice;
   (m) an ability to lead a team-based engineering activity
   (n) an ability to work professionally in both thermal and mechanical systems areas, including the design and realization of such systems;
   (o) the broad education necessary to understand the impact of engineering solutions in a global/societal context;
   (p) familiarity with statistics and linear algebra; and
   (q) a knowledge of contemporary issues as related to the mechanical engineering profession, including engineering economic issues.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.
    The new liberal studies requirements adds 3 additional hours in the non-science blocks which cannot be accommodated by double dipping as there is no additional flexibility in the program of study. The students now will need a minimum of 128 credit hours (as distinct from the 125 credit hours required previously) to qualify for the degree of Bachelor of Science in Mechanical Engineering.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
    No additional faculty, space, or equipment are required at this stage.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? NO
    If so, attach supporting documentation from the affected departments/units and college dean.
    N/A

14. Will present library holdings support this academic plan/subplan?
    YES

Revised 09/07
Certifications

Department Chair/Unit Head (if appropriate) [Signature] [Date] 11/19/07

Chair of college curriculum committee [Signature] [Date] 11/19/07

Dean of college [Signature] [Date] 11/19/07

For committee use only [Signature] [Date] 11/19/07

For University Curriculum Committee [Signature] [Date] 11/19/07

Action taken: approved as submitted 11/19/07 approved as modified 11/11/07

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

Revised 09/07
# Bachelor of Science in Engineering
## Mechanical Engineering
### 2008-2009 Undergraduate Catalog
### Degree Progression Plan

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ME 180 Computer Aided Design</td>
<td>MAT 137 Calculus II (FNRO)</td>
</tr>
<tr>
<td></td>
<td>EGR 186 Introduction to Engineering Design</td>
<td>ENG 105 Critical Reading and Writing (FNRO)</td>
</tr>
<tr>
<td></td>
<td>MAT 136 Calculus I (SCI: SAS)</td>
<td>CHM 151 General Chemistry I (SCI: SAS)</td>
</tr>
<tr>
<td></td>
<td>PHY 161 University Physics I and Lab (SCI: LAB)</td>
<td>CHM 151L General Chemistry I Lab</td>
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<tr>
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<td>PHY 161L University Physics I Lab (SCI: LAB)</td>
<td>PHY 262 University Physics II (SCI: SAS)</td>
</tr>
<tr>
<td></td>
<td>LS Liberal Studies</td>
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<tr>
<td></td>
<td>FYE 101 First Year Experience</td>
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<tr>
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<td>Total units 17</td>
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<table>
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<tr>
<th>Sophomore Year</th>
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<th>4th term</th>
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<tbody>
<tr>
<td></td>
<td>EGR 286 Engineering Design: Process</td>
<td>ME 252 Applied Mechanics: Dynamics</td>
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<tr>
<td></td>
<td>EE 188 Electrical Engineering I</td>
<td>CENE 223 Mechanics of Materials</td>
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<td>EE 188L Electrical Engineering I Lab</td>
<td>CENE 233L Mechanics of Materials Lab</td>
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<tr>
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<td>CENE 251 Applied Mechanics: Statics</td>
<td>ME 291 Thermodynamics</td>
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<tr>
<td></td>
<td>MAT 238 Calculus III</td>
<td>MAT 239 Differential Equations</td>
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<td>LS/DIV Liberal Studies/Diversity *</td>
<td>LS Liberal Studies</td>
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<td></td>
<td>Total units 17</td>
<td>Total units 16</td>
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<table>
<thead>
<tr>
<th>Junior Year</th>
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<tbody>
<tr>
<td></td>
<td>ME 340 Materials Science</td>
<td>ME 386 Machine Design</td>
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<tr>
<td></td>
<td>ME 392 Thermodynamics II</td>
<td>ME 350 Heat Transfer</td>
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<tr>
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<td>ME 395 Fluid Mechanics</td>
<td>MAT 362 Numerical Methods</td>
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<tr>
<td></td>
<td>CENE 225 Engineering Analysis</td>
<td>ENG 302W or ENG 305W Technical Writing or Writing in Disciplinary Communities</td>
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<td></td>
<td>CS 122 Intro to Programming (SCI: SAS)</td>
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<td>Total units 15</td>
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<table>
<thead>
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<th>Senior Year</th>
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<th>8th term</th>
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<tr>
<td></td>
<td>ME 476C Mechanical Engineering Design I</td>
<td>ME 486C Mechanical Engineering Design II</td>
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<td></td>
<td>ME 495 Thermal Laboratory</td>
<td>DE Depth Elective **</td>
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<tr>
<td></td>
<td>DE Depth Elective **</td>
<td>BE Breadth Elective **</td>
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<td>BE Breadth Elective **</td>
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</tr>
<tr>
<td></td>
<td>Total units 18</td>
<td>Total units 15</td>
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</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 9th term.

Liberal Studies Distribution blocks

<table>
<thead>
<tr>
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<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
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<tr>
<td>AHII (6 units)</td>
<td>SPW (6 units)</td>
<td>CU (6 units)</td>
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<td>PHY 262</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CHM 151</td>
</tr>
</tbody>
</table>
PROGRAM INFORMATION

A minimum of 128 units are required for this degree.

You can not have more than two grades of D in your engineering and computer science courses.

* Take a Liberal Studies course that also satisfies a Diversity requirement.

**Depth electives include 9 units from the following lists or 300-400 level engineering courses with approval from your advisor. It is encouraged that you select course from only one of the two areas.
- Mechanical design: EE 458, ME 381, ME 454, ME 455, ME 467 or ME 484
- Fluid & thermal sciences: ME 441, ME 442, ME 444, ME 451 or ME 454

*** Breadth electives include 9 additional units of upper-division courses in engineering, natural sciences, business or mathematics as approved by your academic advisor.

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
  - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic) The diversity requirement may be fulfilled in any part of the program of study. http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: http://www.nau.edu/comp/placement.html

CONTACT INFORMATION

Engineering Programs
Building 69, Room 122A
Phone: 928-523-5251
Department Chair: Peter Vadasz
Phone: 928-523-5843
Email: Peter.Vadasz@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering and Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
Email: Debbie.Wildermuth@nau.edu
UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College CENS

2. Academic Unit Physics/Astronomy

3. Academic Plan Name BSED Physical Science: Secondary Education

4. Subplan (if applicable)

5. Effective Date FALL 2008

6. Is this proposal for a:
   □ New Plan
   □ New Subplan
   √ Plan Change
   □ Subplan Change
   □ Plan Deletion
   □ Subplan Deletion

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
   (http://www.nau.edu/ao/AcademicCatalog/academiccatalog.htm)
   Be sure you include all catalog text that pertains to this plan change.

   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.
   (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

For New Plans, leave this column blank.

BSED Physical Science: Secondary Education

This degree prepares you to teach physical science at the secondary or middle-school level. However, if you wish to obtain certification in the following areas, we encourage you to do the following:

- For primary certification in middle-school general science, take 4 additional units of life science electives to satisfy state requirements.

- For primary certification in high-school physics, enroll in the B.S.Ed. in physics degree program.

- For primary certification in high-school chemistry or earth science, enroll in the B.S.Ed. degree plans offered through NAU's chemistry or geology departments.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies

Revised 08/06

BSED Physical Science: Secondary Education

This degree prepares you to teach general science at the secondary or middle school level. For certification in high school physics, chemistry, biology or earth science, enroll in one of the content specific B.S.Ed. degree plans.

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies
requirements. Be aware that you may not use courses with a PHS prefix to satisfy these liberal studies requirements.

- at least 60 units of major requirements
- at least 31 units of teacher-preparation requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU’s diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Additionally, you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Also be aware that, for the B.S.Ed. degree, you must have the following:

- a grade of at least B for the English foundation requirement (ENG 105 or equivalent) (If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)

- a grade of at least C for the mathematics foundation requirement (generally MAT 110,
foundation requirement (generally MAT 110, 114, 125, or 155)

MAJOR REQUIREMENTS
Complete the following 60 units:

- PHY 111, 111L, 112, 112L, and 264 (11 units)
- AST 180 and 181 or 182 (4 units)
- CHM 151, 151L, 152, 152L, 230, and 320 or 360 (15 units)
- GGR 461 (4 units)
- GLG 101 and 103 (4 units)
- BIO 181:181L and 182 (8 units)
- MAT 136 (4 units)
- SCI 461 (3 units)
- any course that meets NAU's junior writing requirement (3 units)

- SCI 308 (1 unit)
- SCI 460C, which meets NAU's senior capstone requirement (3 units)

TEACHER-PREPARATION REQUIREMENTS
Complete 31 units of professional courses offered by the College of Education to qualify for certification to teach physical science in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education. You should also receive advisement from the College of Education for this part of your academic plan.

Please note that, for this major, you substitute SCI 308 for ECI 308. You should also receive advisement from the College of Education for this part of your academic plan.

GENERAL ELECTIVES
Additional coursework is required, if, after you have met the previously described requirements, you have

114, 125, or 155

MAJOR REQUIREMENTS
Complete the following 58 units:

- **PHS 101/101L** (4 units)
- PHY 111, 111L, 112, 112L, and 264 (11 units)
- **AST 183/184L or AST 180/181** (4 units)
- CHM 151, 151L, 152, 152L (9 units)
- GGR 461 (4 units)
- GLG 101 and 103 (4 units)
- BIO 181:181L, 182, **326, 326LW and 340** (15 units)

- SCI 461 (3 units)

- SCI 308 (1) Teacher-Preparation Requirements
- SCI 460C, which meets NAU's senior capstone requirement (3 units)

TEACHER-PREPARATION REQUIREMENTS
Complete 31 units of professional courses offered by the College of Education to qualify for certification to teach physical science in Arizona and most other states.

Click here for more information about Teacher Preparation in Secondary Education. You should also receive advisement from the College of Education for this part of your academic plan.

Please note that, for this major, you substitute SCI 308 for ECI 308. You should also receive advisement from the College of Education for this part of your academic plan.

GENERAL ELECTIVES
Additional coursework is required, if, after you have met the previously described requirements, you have not yet

Revised 08/06
not yet completed a total of 120 units of credit.
You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)
completed a total of 120 units of credit. You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. The following elective courses are strongly recommended for this major:

GLG304, PHI359, CHM230, CHM320

We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

8. For undergraduate plans, will this requirement be a student individualized plan*?  ☑ no  ☐ yes

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

☑ a. verify satisfactory completion of a non course requirement.
☑ b. indicate admission to a major.
☐ c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>How/Where is outcome learned?</th>
<th>Evidence/Indicator(s) of Learning</th>
<th>Collection method(s) for each source of evidence</th>
<th>Analysis method(s) for each source of evidence</th>
<th>Feedback Procedures (Faculty, staff &amp; students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Knowledge</td>
<td>All content related courses</td>
<td>Arizona Educator Proficiency Assessment, Hour exams, Final Exams</td>
<td>Force Concept Inventory (FCI), pre and post test in PHY 111, State of Arizona provides assessment statistics</td>
<td>Pre and post test compared internally and externally, Assessment Comm scores using rubric, Statistics for each area of AEPS</td>
<td>Assessment Comm reports to faculty; Student focus group involved</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>PHY 262L, PHY 264</td>
<td>Ability to carry out lab experiments</td>
<td>Lab reports from 262L</td>
<td>Assessment Comm analyzes technical aspects using rubric</td>
<td>Same process</td>
</tr>
<tr>
<td>Pedagogical Techniques</td>
<td>SCI 460C, SCI 461, ECI495C</td>
<td>Develop general teaching skills, Assessment of student learning in</td>
<td>Final assessment during student teaching compiled by university</td>
<td>Student is assessed on a number of criteria in ECI495C final assessment, Written comments</td>
<td>Same process</td>
</tr>
</tbody>
</table>

Revised 08/06
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The department's primary plan for education majors is our BSED Physics. While this is by far our most popular education major, we have found that there are some students who seek to earn a middle school general science certification have gravitated to our BSED Physical Science major since NAU has no other middle school oriented science course plan. The State of Arizona currently discourages middle school science education majors to specialize in only life science or only physical science. Rather, the Arizona DOE now encourages students seeking middle school science certification to opt for a "general science" certification that requires a minimum of 12 hours in both life and physical science. We have therefore altered our physical science major to meet the all requirements for a general science certification to better suit the certification needs of our students. Our proposed plan still emphasizes physical science with 36 hours, but now includes 15 hours of life science.

<table>
<thead>
<tr>
<th>Change Summary</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added PHS101</td>
<td>We have found that students with a 111/112 background lack sufficient foundation in physics concepts. PHS101 fills this gap.</td>
</tr>
<tr>
<td>Added AST183/184L alternative as the preferred astronomy course</td>
<td>This is a better course for teachers in that it deals with astronomy from a multidisciplinary approach. We have already made this change for our BSED Physics program.</td>
</tr>
<tr>
<td>Cut Chem 230 and Chem 320 or 360 (6 units)</td>
<td>The general science emphasis does not need so much chemistry. In place of these two courses, we have put in two additional biology courses to meet the general science certification requirements.</td>
</tr>
<tr>
<td>Cut MAT 136 (4 units)</td>
<td>This requirement is no longer justified in light of changes in Arizona Department of Education certification requirements. In place of this course we have included PHS101. Note that even though we do not explicitly include a math requirement, MAT125 is still implicitly required since it is a prereq for PHY111.</td>
</tr>
<tr>
<td>Changed generic Junior writing course requirement to content specific 300w course (BIO 326LW)</td>
<td>Students will benefit from a content specific writing intensive course as opposed to a generic writing requirement that could be taken from any department on campus. Furthermore, this course will be a part of our new assessment plan.</td>
</tr>
<tr>
<td>Added two additional biology courses (6 units) BIO 326 Ecology (cross listed with ENV326) BIO 340 Genetics and Evolution</td>
<td>Students earning certification in General Science must have a minimum of 12 hours in life sciences. In order to meet this requirement, we have added two additional courses that cover material relevant to middle school science teaching standards.</td>
</tr>
<tr>
<td>Modified title</td>
<td>Since the degree plan is geared toward teaching general</td>
</tr>
</tbody>
</table>
12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
No

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? If so, attach supporting documentation from the affected departments/units and college dean. attached

14. Will present library holdings support this academic plan/subplan? yes

Certifications

[Signatures and dates]

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For committee use only

[Signature and date]

For University Curriculum Committee

Action taken: □ approved as submitted □ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
### Bachelor of Science in Education in Physical Science (I-STEP)
2008-2009 Undergraduate Catalog
Degree Progression Plan

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; term</th>
<th>Freshman Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 101 Physical Science in Everyday Life (SCI: SAS)</td>
<td>PHS 101L Physical Science Lab</td>
<td>PHY 111 General Physics I (SCI: SAS)</td>
</tr>
<tr>
<td>CHM 151 General Chemistry I (SCI: LAB)</td>
<td>CHM 151L General Chemistry Lab (SCI: LAB)</td>
<td>CHM 152 General Chemistry II (SCI: SAS)</td>
</tr>
<tr>
<td>PHY 103 First Year Seminar</td>
<td>LAS Liberal Studies</td>
<td>ENG 105 Critical Reading &amp; Writing (FRNQ)</td>
</tr>
<tr>
<td>MAT 125 Pre-Calculus (FNRQ)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong> 14</td>
<td><strong>Total units</strong> 15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3&lt;sup&gt;rd&lt;/sup&gt; term</th>
<th>Sophomore Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 112 General Physics II (SCI: SAS)</td>
<td>PHY 112L General Physics II Lab</td>
<td>BIO 182 Unity of Life II</td>
</tr>
<tr>
<td>BIO 181 Unity of Life (SCI: SAS)</td>
<td>BIO 181L Unity of Life Lab</td>
<td>AST 180 or 183 Introduction to Astronomy or Life in the Universe (SCI: SAS)</td>
</tr>
<tr>
<td>EDF 200 Introduction to Education</td>
<td>LS Liberal Studies</td>
<td>POS 220 Federal &amp; AZ Constitution *</td>
</tr>
<tr>
<td>LS/DIV Liberal Studies/Diversity ***</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong> 17</td>
<td><strong>Total units</strong> 17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>Junior Year</th>
<th>6&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 326 Ecology</td>
<td>PHY 264 Electronics for Science Students</td>
<td>BIO 326LW Ecology Lab</td>
</tr>
<tr>
<td>GGR 461 Fundamentals of Weather &amp; Climate</td>
<td>GE General Elective **</td>
<td>LS Liberal Studies</td>
</tr>
<tr>
<td>Apply to teacher education program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units</strong> 15</td>
<td><strong>Total units</strong> 15</td>
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<table>
<thead>
<tr>
<th>7&lt;sup&gt;th&lt;/sup&gt; term</th>
<th>Senior Year</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total units</strong> 16</td>
<td><strong>Total units</strong> 12</td>
<td></td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7<sup>th</sup> term in preparation for graduation.
- Many courses have prerequisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7<sup>th</sup> term.
### Bachelor of Science in Education in Physical Science: Secondary Education 2008-2009 Undergraduate Catalog Degree Progression Plan

#### Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>Units</th>
<th>2nd term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 111 General Physics I (SCI: SAS)</td>
<td>3</td>
<td>PHY 112 General Physics II (SCI: SAS)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 111L General Physics I Lab</td>
<td>1</td>
<td>PHY 112L General Physics II Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 151 General Chemistry I (SCI: LAB)</td>
<td>4</td>
<td>CHM 152 General Chemistry II (SCI: SAS)</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151L General Chemistry Lab (SCI: LAB)</td>
<td>1</td>
<td>CHM 152L General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103 First Year Seminar</td>
<td>1</td>
<td>ENG 105 Critical Reading &amp; Writing (FRNQ)</td>
<td>4</td>
</tr>
<tr>
<td>MAT 125 Pre-Calculus (FNRQ)</td>
<td>4</td>
<td>LS Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>Total units 14</td>
<td></td>
<td>Total units 15</td>
<td></td>
</tr>
</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>3rd term</th>
<th>Units</th>
<th>4th term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 101 Physical Science in Everyday Life (SCI: SAS)</td>
<td>3</td>
<td>BIO 182 Unity of Life II</td>
<td>4</td>
</tr>
<tr>
<td>PHS 101L Physical Science Lab</td>
<td>1</td>
<td>AST 180 or 183 Introduction to Astronomy or Life in the Universe (SCI: SAS)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 181 Unity of Life (SCI: SAS)</td>
<td>3</td>
<td>AST 181 or 184L Astronomy or Life in the Universe Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 181L Unity of Life Lab</td>
<td>1</td>
<td>EPS 325 Ed-Psychology in Middle &amp; High School</td>
<td>3</td>
</tr>
<tr>
<td>EDF 200 Introduction to Education</td>
<td>3</td>
<td>POS 220 Federal &amp; AZ Constitution *</td>
<td>3</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
<td>LS Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LS/DIV Liberal Studies/Diversity ***</td>
<td>3</td>
<td>Total units 17</td>
<td></td>
</tr>
</tbody>
</table>

#### Junior Year

<table>
<thead>
<tr>
<th>5th term</th>
<th>Units</th>
<th>6th term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 326 Ecology</td>
<td>3</td>
<td>PHY 264 Electronics for Science Students</td>
<td>3</td>
</tr>
<tr>
<td>BIO 326LW Ecology Lab</td>
<td>1</td>
<td>BIO 340 Genetics &amp; Evolution</td>
<td>3</td>
</tr>
<tr>
<td>GLG 101 Physical Geology (SCI: SAS)</td>
<td>3</td>
<td>SCI 460C Secondary Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>GLG 103 Physical Geology Lab</td>
<td>1</td>
<td>ECI 322 Secondary School Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>GGR 461 Fundamentals of Weather and Climate</td>
<td>4</td>
<td>SCI 308 Secondary Science Teaching Practicum</td>
<td>1</td>
</tr>
<tr>
<td>LS Liberal Studies</td>
<td>3</td>
<td>GE General Elective **</td>
<td>2</td>
</tr>
<tr>
<td>Total units 15</td>
<td></td>
<td>Total units 17</td>
<td></td>
</tr>
</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>Units</th>
<th>8th term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BME 437 SEI Methods in Secondary Schools</td>
<td>3</td>
<td>ECI 495C Supervised Teaching</td>
<td>12</td>
</tr>
<tr>
<td>ECI 465 Evaluation of Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECI 450 High School Teaching Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCI 461 Secondary Science Techniques</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS/DIV Liberal Studies/Diversity ***</td>
<td>3</td>
<td>Total units 13</td>
<td></td>
</tr>
<tr>
<td>Total units 13</td>
<td></td>
<td>Total units 12</td>
<td></td>
</tr>
</tbody>
</table>

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.

Revised 10/30/07
Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHM 151/L</td>
<td>PHY 111</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 112</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM INFORMATION**

A minimum of 120 units are required for this degree.
I-STEP is a one-term integrated secondary teacher education plan completed during term 7

* POS 220 or (POS 110 & 241) are not required courses, but will satisfy the Arizona certification requirement for federal and Arizona constitution. You may meet this requirement by demonstrating proficiency on a special exam.
** GLG 304, PHI 359, CHM 230 or CHM 320 are recommended for the general elective
*** Take a Liberal Studies course that also satisfies a Diversity requirement.

For primary certification in middle-school general science, take 4 additional units of life science electives to satisfy state requirements.

To be accepted into the teacher education program for following criteria must be satisfied:

- Completed 45 units of coursework which includes:
  - ENG 101 & 102 or ENG 105 with a minimum cumulative English GPA of 3.0
  - If after completing the English above, you fail below a 3.0, you have two options
    - Repeat ENG 101, 102 or 105 to raise your GPA to 3.0. However if you earned a C in ENG 105, you must utilize the second option
    - Complete one or more of the following courses to replace the grade in ENG 101, 102 or 105 and raise the cumulative GPA to 3.0 – ENG 210, ENG 211, ENG 220, ENG 270, ENG 302 or ENG 310
  - MAT 125, MAT 136 or acceptable equivalent with a minimum grade of C.
  - Completion of at least three units of content major work.
  - A minimum grade point average of 2.5 in all content major course work.
  - Declared a major.
- Completed EDF 200 or equivalent with a minimum grade of C
- Copy of fingerprint clearance card OR verification of application for fingerprint card
- Verification of application to NAU
- Completion of one of the following: cumulative 2.5 GPA in liberal studies courses or cumulative 2.5 GPA in all courses
- Recommendation form
- Evidence of completion of a teacher education orientation

You must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate.

**GENERAL INFORMATION**

- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourselist.htm](http://www4.nau.edu/aio/Articulation/LScourselist.htm)
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic): The diversity requirement may be fulfilled in any part of the program of study. [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU

**CONTACT INFORMATION**

Department of Physics and Astronomy
Building 19, Room 209
Phone: 928-523-2661
Department Chair: David Cornelson
Phone: 928-523-7641
EMAIL: David.Cornelson@nau.edu

Debbie Wildermuth
Academic Services Coordinator
College of Engineering and Natural Sciences
Building 21, Room 102
Phone: 928-523-3842
EMAIL: Debbie.Wildermuth@nau.edu
Liberal Studies Distribution blocks

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CHM 151/L</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PHY 111</td>
<td>PHY 112</td>
</tr>
</tbody>
</table>

**PROGRAM INFORMATION**

A minimum of 120 units are required for this degree. I-STEP is a one-term integrated secondary teacher education plan completed during term 7

* POS 220 or (POS 110 & 241) are not required courses, but will satisfy the Arizona certification requirement for federal and Arizona constitution. You may meet this requirement by demonstrating proficiency on a special exam.

** GLG 304, PHI 359, CHM 230 or CHM 320 are recommended for the general elective

*** Take a Liberal Studies course that also satisfies a Diversity requirement.

To be accepted into the teacher education program for following criteria must be satisfied:

- Completed 45 units of coursework which includes:
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  - If after completing the English above, you fall below a 3.0, you have two options
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  - Completion of at least three units of content major work
  - A minimum grade point average of 2.5 in all content major course work.
  - Declared a major.
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- Copy of fingerprint clearance card OR verification of application for fingerprint card
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- Recommendation form
- Evidence of completion of a teacher education orientation

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**GENERAL INFORMATION**

- Honors students complete different requirements to meet NAU’s liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
  - 35 units of liberal studies courses: [http://www4.nau.edu/aio/Articulation/LScourseslist.htm](http://www4.nau.edu/aio/Articulation/LScourseslist.htm)
  - 6 units of diversity courses (3 units in Global & 3 units in Ethnic): The diversity requirement may be fulfilled in any part of the program of study. [http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm](http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm)
  - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU

**CONTACT INFORMATION**

Department of Physics and Astronomy  
Building 19, Room 209  
Phone: 928-523-2661
Department Chair: David Cornelison  
Phone: 928-523-7641  
EMAIL: David.Cornelison@nau.edu

Debbie Wildermuth  
Academic Services Coordinator  
College of Engineering and Natural Sciences  
Building 21, Room 102  
Phone: 928-523-3842  
EMAIL: Debbie.Wildermuth@nau.edu
Subject: Re: We are changing our BSED Physical Science plan to include more biology
From: mark.james@nau.edu
Date: Tue, 30 Oct 2007 12:21:51 -0700
To: Barry.Lutz@nau.edu

Barry

Here is the email of support from Maribeth

Mark

Subject: Re: We are changing our BSED Physical Science plan to include more biology
From: Maribeth.Watwood@nau.edu
Date: Mon, 15 Oct 2007 19:41:07 -0700
To: mark.james@nau.edu

Sorry for the delayed reply - I was in Phoenix all day today. This will not be a problem for us, and we wish you the very best with this plan. Be

mark.james wrote:
> Maribeth
>
> The Department of Physics and Astronomy would like to change its BSED Physical Science plan (attached) to include two additional biology courses.
>
> Thanks
> Mark
Subject: Chemistry approval email
From: mark james <mark.james@nau.edu>
Date: Tue, 30 Oct 2007 12:20:39 -0700
To: Barry L Lutz <Barry.Lutz@nau.edu>

Barry

Here is Brandon's email

Mark

Subject: 
From: "Brandon Cruickshank" <brandon.cruickshank@nau.edu>
Date: Fri, 26 Oct 2007 11:12:09 -0700
To: <mark.james@NAU.EDU>

Mark,

The Department of Chemistry and Biochemistry approves the changes made to the BSED Physical Science Degree, General Emphasis. The specific changes that impact the Department of Chemistry are deleting CHM 230 and CHM 320 or CHM 360 from the major requirements. We approve these changes as they meet the needs of students seeking that degree.

Brandon

Brandon Cruickshank, Ph.D.
Professor and Chair
Box 5698
Department of Chemistry and Biochemistry
Northern Arizona University
Flagstaff, AZ 86011-5698
(928)523-9602
Fax: (928)523-8111

------------------------------
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐  No XXX
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College CBA  4. Academic Unit School of Hotel and Restaurant Management

5. Course subject/catalog number HA 407
   (Please add syllabus to the end of this form.)

7. Co-convened with N/A
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

7a. Date approved by UGC N/A

8. Cross-listed with N/A
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Meeting, Event, Convention Mgt

11. Catalog course description (max. 30 words, excluding requisites).
   Class looks at diverse topics including; space requirements, guest safety/security, sound and lighting, entrance/exit
   management, themeing, feasibility, budgeting, venues, vendor agreements, contracts, insurance, etc.

12. Grading option: Letter grade XX Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☐  No XXX

14. May course be repeated for additional units? yes ☐  no XX
   a. If yes, maximum units allowed?
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes ☐  no ☐

15. Please check ONE of the following that most appropriately describes the course:

   Lecture w/0 unit embedded lab ☐  Lecture only XX ☐  Lab only ☐  Clinical ☐  Research ☐
   Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐

    Completion of all HA100- and HA200-level courses, junior status.

16. Prerequisites (must be completed before proposed course)

17. Corequisites (must be completed with proposed course) None.

18. If course has no prerequisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

   instructor consent ☐  department consent ☐  no consent ☐

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?
   yes ☐ no XX
Name of new plan?
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college?
   yes ☐ No XX
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:
   Very little duplication with existing courses. Approximately 5% duplication with HA 400 Hospitality Sales Management.
   Course has been designed as an elective to provide meetings, events, and conventions management education to interested
   students. Course was designed to parallel construction and opening of NAU Conference Center.

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment?
   yes ☐ no XX
If yes, explain in justification and provide support documenting the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)?
   yes ☐ no XX
If yes, does it require listing in the Course Equivalency Guide?
   yes ☐ no ☐
Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved
   university format).

   A look at some of the nation's top hospitality programs illustrates the need for a course in Meetings, Events, and Conventions
   Management (MEC). The MEC industry is an exciting, energetic, and fast-growing area of study in the field
   of hospitality management. It requires a specialized curriculum, one which has been identified and developed by other
   programs nation-wide. The following hospitality programs are generally considered some of the finest schools in America
   and several are peer-institutions for NAU's School of HRM. Here is a look at the opportunities these programs offer with
   regard to MEC Management:
   • University of Nevada, Las Vegas; William F. Harrah College of Hotel Administration.
     • Offers an entire major program in the field of meetings and events management.
   • Cornell University; School of Hotel Administration.
     • Offers a course entitled; ADM 404—Catering and Special Events Management.
   • Michigan State University's Eli Broad College of Business; The School of Hospitality Business.
     • Offers a course entitled; HR 380—Meeting and Event Planning Management.
   • Florida International University; School of Hospitality and Tourism Management.
     • Offers courses entitled; HFT 3741—Planning Meetings and Conventions. HFT 4754—Exposition and
       Events Management. HFT 6756—Convention and Meeting Management.
   • San Diego State University's College of Professional Studies and Fine Arts; Hospitality and Tourism
     Management.
     • Offers an entire emphasis in Attractions, Events, and Conventions Management.
   • Cal Poly Pomona; Collins School of Hospitality Management (through their College of the Extended
     University).
     • Offers an entire Events Management Certificate Program. They offer a certificate in Corporate
       Events and Meetings as well.
   • New Mexico State University's College of Agriculture and Home Economics; Hotel, Restaurant and Tourism
     Management.
     • Offers courses entitled; HRTM 441 Hotel Conference Services Management. HRTM 443 Festival
       and Event Planning. HRTM 442 Trade Shows and National Conventions. HRTM 444 Meetings
       and Conventions.

Syllabus attached.

24. Names of current faculty qualified to teach this course
   Dr. Gary Vallen, Dr. Rich McNeill, Dr. Richard Howey

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? Nothing needed.

26. Will present library holdings support this course? yes XX no ☐
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*
   - Environmental Consciousness  □  Technology and Its Impact  □  Valuing the Diversity of Human Experience  □

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*
   - Aesthetic and Humanistic Inquiry  □  Cultural Understanding  □  Lab Science  □
   - Science/Applied Science  □  Social and Political Worlds  □

32. Skills (check two): *If a topics course, must apply to ALL sections.*
   - Creative Thinking  □  Critical Reading  □  Effective Oral Communication  □  Effective Writing  □  Critical Thinking  □
   - Ethical Reasoning  □  Quantitative/Spatial Analysis  □  Scientific Inquiry  □  Use of Technology  □

33. Is this a topics course?  Yes □  No □
   - If YES, please complete questions 34-36.  If NO, please go to question 42.

**TOPICS COURSE ONLY**

34. Identify the **Student Learning Outcomes** that will be found in **ALL** topic syllabi offered under this course number: _____

35. Explain by what method(s) Student Learning Outcomes will be **assessed** in **ALL** topic syllabi offered under this course number: _____

36. Please attach an example of a Topic Syllabus offered under this course number.

**GO TO question 42**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? __________

38. Do you intend to offer ABC 300 and ABC 300W?  yes □  no □

   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? __________

40. Does this proposal replace or modify an existing course or experience? yes □  no □

   If yes, which course(s)? __________

41. Do you intend to offer ABC 400 and ABC 400C?  yes □  no □

   If no, please submit a course delete form for the ABC 400.

42. Approvals

   [Signatures and dates]

   Department Chair (if appropriate)  Date

   Chair of college curriculum committee  Date

   Dean of college  Date

For Committees use only

______________________________  Date

For Liberal Studies Committee  Date

Action taken:  ________________________________ Approved as submitted  12/11/07 Approved as modified

______________________________  Date

For University Curriculum Committee  Date

Action taken:  ________________________________ Approved as submitted  12/11/07 Approved as modified
Northern Arizona University
Franke College of Business
School of Hotel and Restaurant Management
Meetings and Events Management
HA 407

Times: Tuesday/Thursday 11:10am-12:25pm; Room 108—3 Credits

Syllabus: Spring Semester, 2008

Instructor: Professor Gary Vallen, Ed.D.

Office: Number 10 in School of HRM

Phone: Office: (928) 523-1702
       Messages: (928) 523-2845
       Cell: (928) 853-8748

Office Hours: Office hours are by appointment only through the professor (a sign-in schedule
or bulletin board is posted in front of office door). Always check for availability, as the professor
may have meetings, seminars, consultations, or other appointments scheduled during regular office
hours. Regularly scheduled hours are listed below, other hours available by special request:

   Monday: Hours available by appointment with professor
   Tuesday: 1:30pm to 5:30pm
   Wednesday: Hours available by appointment with professor
   Thursday: 1:30pm to 5:30pm
   Friday: Hours available by appointment with professor

Text: Required reading: Professional Event Coordination by Julia Rutherford Silvers; CSEP.

Suggested additional texts available to supplement course reading materials:

   • Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and
     Expositions by Leonard Hoyle, Jr. Published by John Wiley and Sons. Hoboken, New

   • Art of the Event: Complete Guide to Designing and Decorating Special Events by James
     Monroe. Published by John Wiley and Sons. Hoboken, New Jersey: Year 2006. ISBN #0-
     471-42686-5.

   • Event Entertainment and Production by Mark Sonder. Published by John Wiley and Sons.

   • Event Sponsorship by Bruce Skinner and Vladimir Rukavina. Published by John Wiley and
Also, a set of outside readings, assignments, and worksheets is provided by the professor on a purchased class package basis. Please visit Staples across from WalMart and ask for the HA 499; Meetings and Events Management packet.

**Course Structure/Approach:** Students are required to be prepared and professional in their academic demeanor. The majority of instruction will be accomplished through lectures, readings, video presentations, discussions, and group projects. The structure of the class is flexible, and students are encouraged to take an active part in all areas.

The attached outline is designed as a rough guide to each week’s activities. Changes, additions, and deletions to this outline are customary. Such changes will be announced as early as possible and are at the discretion of the instructor.

Students attending this course agree to the following general principles. Other requirements and policies will be discussed as the class evolves. However, generally, students are expected to:

- Read chapters prior to the class dates in which we discuss them.
- Read assigned supplemental readings or handouts prior to the class date in which we discuss them.
- Come to class each day prepared to engage in class discussion. Discussions will focus on reading materials. Students should make appropriate notes during their readings, bring such materials with them each day, and actively involve themselves in the discussion at-hand.
- Preparation and participation weigh heavily in determining final semester grades.
- Disruptive behavior, including (but not limited to); cell phone rings, personal computing or text-messaging, chatting with neighbors, etc. will be considered when assigning final semester grades.
- Assignments are due on the dates they are due (either as stated in the Syllabus or as stated by the professor). Late assignments are simply not accepted (except by professor permission where extenuating circumstances exist or when the student has arranged such in advance of the due date).
- There are no contingencies for missing a quiz or an exam. Missed exams or quizzes are counted as zero and are averaged accordingly into the student’s final semester grade. Again, the only exception is with professor permission where extenuating circumstances exist or when the student has arranged such in advance of the due date.

**Course Description:** This course looks at the scope of potential special events; their purpose (celebration, education, marketing, reunion, fundraising, etc.) and their increasing popularity. The class focuses on generally accepted strategies designed to attract attendees, increase sponsorships, and utilize public relations vehicles for maximizing exposure with minimal media advertising costs.

The class starts with development of the event plan, including a look at such diverse topical areas as; calculating space requirements, soundscaping, visual cues, guest safety and security, exit and entrance management, parking, décor, and theme sets. The class will then expand on the original event theme by developing a feasibility study for the event; budget requirements (including a range of revenue streams from areas as wide as sponsorships to t-shirt sales); venue amenities and size requirements; etc. A PERT-chart-type timeline will be developed with key success factors identified by importance, date, etc. Additional materials and resources will be developed around the project.
at-hand, including; vendor agreements, catering menus, insurance certifications, Internet presence, sample incident report, and end-of-event attendee evaluations.

Events will encompass conventions and expositions as well as meetings and meeting planning. The class will allow students to self-select into an area of special interest.

**Student Learning Expectations and Outcomes:** After satisfactorily completing this course, the student will have a strong working knowledge in creating, promoting, managing, hosting, and evaluating a special event, meeting, and convention. The student will have hands-on experience with developing event-specific materials, brain-storming, and completing each in a series of successive steps from event inception to fruition. Student knowledge will include; the ability to develop an event plan (including purpose, objectives, themes, sound and sight, etc.), the skills to evaluate the feasibility and potential profitability of such a plan, an understanding of the importance of designing guest safety and security into the original plan, and a sense of the basic rules associated with attendee numbers, venue size, costs and potential revenue streams of common event amenities. The student will be able to prepare documents related to; client compacts, vendor agreements, catering menus, insurance certificates, incident reports, and attendee evaluations.

**Assessment of Student Learning Outcomes:** The class grading criteria is listed below, indentifying the graded weight of each assessment. Listed here are some of the ways student outcomes will be assessed:

- Student’s working knowledge in creating, promoting, managing, hosting, and evaluating a special event, meeting, and/or convention will be assessed through the semester project. The student’s grade for this project will be determined across several criteria, including; event mentor assessment, faculty assessment from attendance at event, class peer grading of oral presentation, and the term project report.
- Student’s knowledge with regard to ability to develop an event plan (including purpose, objectives, themes, sound and sight, etc.), skills to evaluate the feasibility and potential profitability of such a plan, understanding of guest safety and security, and rules of thumb associated with attendee numbers, venue size, costs and potential revenue streams of common event amenities will be assessed through in-class assignments, quizzes, and exams.
- Student’s ability to prepare documents related to; client compacts, vendor agreements, catering menus, insurance certificates, incident reports, and attendee evaluations will be assessed through term project report.

**Plagiarism:** There is absolutely no excuse for cheating, plagiarizing, or "borrowing" another's material. Such actions will not be tolerated. The professor understands that groups sometimes work together. Still, each individual student is to contribute their share and hand in their own work when appropriate.

It is understood that in developing the semester project and other assignments, a student must generally tap into experts from the field. This is acceptable provided that the student cite reference sources and give appropriate credit for ideas, quotations, or findings. Failure to cite a source is unprofessional and wholly unacceptable.
Prerequisites: The official prerequisites for HA 499 are completion (or concurrent enrollment) of all HA-100 and HA-200 lower division HRM classes.

Attendance Policy: As of December, 2004, the School of HRM established a very clear attendance policy. All faculty in the School of HRM are obligated to abide by this policy.

In essence, the policy works as follows:
- This policy is for a three-credit Tuesday/Thursday class.
- The policy differs based on the number of credits the class is worth and the number of times the class actually meets per week.
- Each student is provided two free absences without penalty.
- Free absences can be for any reason. However, Institutional Excuses count as free absences. Therefore, students are advised to “spend” their free absences carefully.
- Each absence beyond the first two counts against the student’s grade at the rate of 2.5% of the entire course grade. In other words, six absences would count as follows:
  - The first two have no penalty associated with them.
  - The following four would be charged against the student at the rate of 2.5% each. In other words, an entire 10% (or one full letter grade) would be charged against the student’s final point score.
  - That seems fair, when you realize that 6 absences equates to three entire weeks of school!
- Institutional Excuses are the only exception. A student with three Institutional Excuses, for example, would have no points charged for the excused absences. However, any absences beyond the Institutionally Excused absences would immediately impact the student’s grade.
  - In other words, a student with three Institutionally Excused absences and one non-excused absence would be charged 2.5% for the one non-excused absence. The Institutionally Excused absences would have no bearing on the student’s final semester grade.

It is this professor’s policy that Institutionally Excused absences must be declared within a timely fashion (generally one or two class periods preceding or following the excused date.) Also, students who fail to show for scheduled appointments (or fail to cancel at least two hours in advance) will be charged an absence. Students who arrive late to class (after role has been taken) must see the professor immediately after that class to change their absence into a late. The professor’s policy is that every three lates equate to one absence!

Please know this class attendance policy. It is a fair policy if you plan to attend class regularly. If you do not plan to attend class regularly, consider dropping the class.

Class Project: The class project is an integral part of this Meetings and Events Management class. The projects will evolve as a function of weekly class topical areas. In an “ideal” situation, the group projects on which students will be working will be actual projects with which our class is assisting a non-profit organization, festival, convention, or similar special event. If so, it is possible a number of students will work on separate or common phases of the same project. If class dates do not coincide with a real event (one willing to work with our class), then students will likely create a hypothetical event of their own choosing. Should they be creating a hypothetical event, then student groups will each be working on distinct events.
Class project sectional topics will include; initial event creation and brainstorming; development of a casual "plan" including purpose, objectives, themes, sound and sight, etc.; steps towards an informal marketing plan; a feasibility analysis and related budget; a look at event décor, themes, sight/sound, menus, etc.; and a notebook containing some of the key documents (client compacts, vendor agreements, catering menus, etc.) critical to such an event.

Teams will be selected and additional detail regarding this project will be discussed in the first several weeks of the semester.

**Reading Assignments:** All chapters should be read prior to the dates established on the weekly outline. Students gain far more insight to the lecture material after having read the appropriate text chapter.

Students are required to purchase or have ready access to the textbook as well as the set of outside readings, assignments, and worksheets available at Staples. This book of readings is designed to parallel text chapters. Each text chapter has one associated readings article which covers a unique aspect of the text and lecture material. These readings should also be completed prior to the topic dates established on the weekly outline.

Finally, non-required supplemental reading is also available to interested students through the following four related textbooks. Again, these are suggested and not required readings:


**Assignments:** All assigned homework (either oral or written) is generally due on the following class period (unless the professor instructs otherwise). All written assignments are to be computer-printed, double-spaced, stapled, proof-read, and handed in on 8 1/2" by 11" paper. Use only black ink. Do not utilize any covers, folders, envelopes, etc. You may use a cover page. All pages must be stapled prior to hand-in.

A total of 5 written assignments are required throughout the semester. Each assignment is worth 1 percent of the total class grade and develops a variety of skills. Assignments are discussed and distributed one or more class periods in advance of the date they are due. Late assignments are not accepted.
Grading Criteria:

Class Project (outline, notebook, and oral presentation) 30%
Short Individual Assignments (total of 5 for the semester) 05%
Assistance With Another Group Project 05%
Quizzes (total of 2 or 3 for the semester) 15%
Midterm Exam 15%
Final Exam 15%
Discussion/Participation/Attendance 15%

100% **

Grading Scale:

- Overall class percentage 90% to 100% equates to “A” grade.
- Overall class percentage 80% to 89% equates to “B” grade.
- Overall class percentage 70% to 79% equates to “C” grade.
- Overall class percentage 60% to 69% equates to “D” grade.
- Overall class percentage 59% or lower equates to “F” grade.

- NOTE: Percentages round up or down per standard accounting practices. 0.5% or higher rounds upwards and 0.49% or lower rounds down.

** Extra Credit:

Extra credit may be available throughout the semester. The professor’s policy with regard to extra credit is that it supplements class materials in an experiential manner. Therefore, reading another article and writing an assessment of that article is generally not accepted acceptable extra credit. Working (paid or unpaid) at an actual special event or festival MAY be considered an experiential approach, and may be worthy of extra credit. The professor remains open to any ideas a student might have with regard to experiential extra credit.

Extra credit is generally provided at 1 percent of the student’s grade. For example, working an 8-hour function would be valued at 1 percent of the student’s grade. Extra credit must always be discussed in advance with the professor, and an informal agreement must be reached before the student should proceed with the work. Students who ask for extra credit after work has been performed will be denied. All extra credit requests must be submitted prior to reading week. Maximum extra credit allowed will be up to 3% per student.

Session Outline:
See Session Outline attached on separate pages.

Attachments:
See attachments on separate pages, including:
- NAU's Safe Working and Learning Environment policy
- NAU's Students With Disabilities policy
- NAU's Institutional Review Board policy
- NAU's Academic Integrity policy

revised 8/06
# Session Outline:

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<th>WEEK:</th>
<th>TOPICAL DISCUSSION:</th>
<th>TEXT CHAPTER:</th>
<th>SUPPLEMENTAL READING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>Welcome and Introduction.</td>
<td>Goldblatt Chapter 1 and Chapter 2</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Taking a Gamble.”</td>
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<tr>
<td>Week #2</td>
<td>Developing the Festival or Event Plan.</td>
<td>Goldblatt Chapter 3</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Festival Challenge.”</td>
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<td>Week #3</td>
<td>Managing Time and Human Resources.</td>
<td>Goldblatt Chapter 4</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Preparation Anyone?”</td>
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<td>Week #4</td>
<td>Financial Analysis and Budgeting.</td>
<td>Goldblatt Chapter 5</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Hot-Headed Hostess.”</td>
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<td>Week #5</td>
<td>Continued--Financial Analysis/Budgeting</td>
<td>Goldblatt Chapter 5</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Show Me the Money.”</td>
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<td>• Term Project—Part One Due.</td>
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<tr>
<td>Week #6</td>
<td>Leading the Festival or Event.</td>
<td>Goldblatt Chapter 6</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “We are Sold-Out.”</td>
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<td>Week #7</td>
<td>Managing Vendor Contracts.</td>
<td>Goldblatt Chapter 7</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Trials of Trade Show.”</td>
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<td>• Mid-Term Exam this week.</td>
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<td>Week #8</td>
<td>On-Site Management.</td>
<td>Goldblatt Chapter 8</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Attend the Gala.”</td>
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<td>• Term Project—Part Two Due.</td>
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<td>Week #9</td>
<td>Principles of Design.</td>
<td>Monroe Chapter 1 (not required)</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Unhappy Tournament.”</td>
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<td>Week #10</td>
<td>Venue.</td>
<td>Monroe Chapter 3 (not required)</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Good Luck Grads.”</td>
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<td>Week #11</td>
<td>Advertising, Public Relations, Promotions, and Sponsorship.</td>
<td>Goldblatt Chapter 10</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Political Campaign...”</td>
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<tr>
<td></td>
<td>• Term Project—Part Three Due.</td>
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<tr>
<td>Week #12</td>
<td>Electronic Event Marketing Strategies.</td>
<td>Hoyle Chapter 3 (not required)</td>
<td>Read article and other textbooks assigned.</td>
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<td></td>
<td>• Case Study; “Better Follow-Up.”</td>
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<tr>
<td>Week #13</td>
<td>Keys to Successful Sponsorship Sales.</td>
<td>Skinr/Rkvn Chapter 8 (not required)</td>
<td>Read article and other textbooks assigned.</td>
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<td>• Case Study; “Cut Ribbon and Heal.”</td>
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<td>Week #14</td>
<td>Post Production—Evaluating Success.</td>
<td>Goldblatt Appendix 14</td>
<td>Read article and other textbooks assigned.</td>
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<tr>
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<td>• Term Project—Part Four Due.</td>
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<tr>
<td>Week #15</td>
<td>Reading Week.</td>
<td>None assigned.</td>
<td>None assigned.</td>
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<td>• Term Project Wrap-Up.</td>
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<td>• Review.</td>
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<td>Week #16</td>
<td>Final Exam Week.</td>
<td>All Chapters.</td>
<td>All Articles and Supplemental Readings.</td>
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<td></td>
<td>• Final held Thursday; 7:30 to 9:30am.</td>
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</table>

revised 8/06
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No x
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College  Franke College of Business  4. Academic Unit  HRM

4. Course subject/catalog number  HA 410  6. Units  3
   (Please add syllabus to the end of this form.)

7. Co-convened with  na  7a. Date approved by UGC
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with  na
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Managing Customer Service
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Managing Customer Service

11. Catalog course description (max. 30 words, excluding requisites).

   Provides strategies and tactics for managing service expectations and experiences in hospitality environments.

12. Grading option:  Letter grade  x  Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☐ No x

14. May course be repeated for additional units?  yes ☐ no x
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)  yes ☐ no ☐

15. Please check ONE of the following that most appropriately describes the course:
    Lecture w/0 unit embedded lab ☐ Lecture only x Lab only ☐ Clinical ☐ Research ☐
    Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course)  None

17. Corequisites (must be completed with proposed course)  None

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐ department consent ☐ no consent x

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)?  yes  no  x
   Name of new plan?

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college?  yes  no  x
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment?  yes  no  x
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)?  yes  no  x
   If yes, does it require listing in the Course Equivalency Guide?  yes  no  x
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   Managing Customer Service has been offered as a pilot course over the past two years. Demand for the course has been strong, with enrollment as high as 60 students. Student evaluations of the course have been very positive. While customer service is of paramount importance in sustaining profitability, many hospitality businesses continue to struggle with delivering consistent, quality service because it is often treated as a static, isolated event rather than as a function of the total business enterprise. This course is unique because it positions customer service as an outcome of the total system. Students gain an understanding of how various organizational elements (e.g., hiring, marketing, training, support systems, physical plant, human resource practices, supervision, policies and procedures, technology systems, etc.) work together to promote the successful delivery of customer service.

   Dr. Galen Collins, Dr. Matt Casado, Dr. Jon Hales, Dr. Gary Vallen, Dr. Paul Wiener, and Dr. Christine Lynn.

24. Names of current faculty qualified to teach this course

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?  na

26. Will present library holdings support this course?  yes  x  no
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____  Contact email: _____
Dept. Chair name: _____  Dept. Chair email: _____
College Contact name: _____  College Contact email: _____

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness □  Technology and Its Impact □  Valuing the Diversity of Human Experience □

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □  Cultural Understanding □  Lab Science □
   Science/Applied Science □  Social and Political Worlds □

32. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking □  Critical Reading □  Effective Oral Communication □  Effective Writing □  Critical Thinking □
   Ethical Reasoning □  Quantitative/Spatial Analysis □  Scientific Inquiry □  Use of Technology □

33. Is this a topics course?  Yes □  No □
   If YES, please complete questions 34-36.   If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply?  

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐  
If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply?  

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐  
If yes, which course(s)?  

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐  
If no, please submit a course delete form for the ABC 400.

42. Approvals

[Signatures and dates]

For Committees use only

[Blank]

For Liberal Studies Committee

Action taken: Approved as submitted 12/11/07 Approved as modified

For University Curriculum Committee

Action taken: Approved as submitted 12/11/07 Approved as modified

revised 8/06
HA 410 Managing Customer Service
SYLLABUS

General Information

- **Academic Unit**: W.A. Franke College of Business, School of Hotel and Restaurant
- **Course Title**: HA 410, Managing Customer Service
- **Course Offered**: Spring, Fall, and/or Summer Semesters
- **Course Credits**: Three
- **Instructor**: Galen Collins, Ph.D.
- **Office address**: Building 33A
- **Office hours**: 10:00 AM – Noon & 2:00 – 5:00 PM
- **Course Prerequisites**: None

Course description

The purpose of this course is to provide strategies and tactics for managing service expectations and experiences. Delivering consistent, quality service requires the reeducation of customers about service and the role of service professionals and new approaches in the design, staffing, marketing, and management of the service system. You will learn how to create a positive customer service climate that harnesses the natural talents of service professionals. This course offers unique and useful guidance on the hiring, training, supporting, retention, and empowerment of service professionals.

Course Outcomes

- To define customer service terminology, concepts, and principles.
- To identify the factors that are widening the gap between expected and actual or perceived service experiences and how they are affecting the delivery of customer service.
- To differentiate between emotional and informational responsiveness.
- To describe the elements of an effective service professional philosophy.
- To understand how various organizational elements work together to promote the successful delivery of customer service.
- To identify the planning steps and actions required for improving a service system.
- To explain the strategies and tactics required for aligning customer expectations with service performance and for improving customer and employee retention and satisfaction.
- To select the appropriate evaluation tools for hiring service professionals and assessing their natural talents.
- To judge the effectiveness of a service system.
Course Approach

- This course cultivates the following skills: critical and creative thinking, problem solving, emotional intelligence, analysis, synthesis, and evaluation.
- Problems, questions, issues, experiences, and opportunities serve as the source of motivation for learners in this class.
- The course is assignment centered rather than text or lecture oriented.
- Learning is strengthened when students formulate and justify their ideas in writing.
- Learning is strengthened when students reflect on observations made in various customer service environments and relate these observations to course content and themes.
- The goals, methods, and evaluative components of this course emphasize applying course content rather than simply acquiring it.

Required Textbook


Course outline

1. Customer Service (Weeks 1 and 2)
   - Definition
   - History
   - American Customer Satisfaction
   - Customer Service Behaviors
   - Culture and Customer Service

2. Service Professionals (Weeks 3 and 4)
   - Customer Responsiveness: Emotional and Informational
   - Service Professional Philosophy
     - Belief 1: Effective service professionals require emotional intelligence skills
     - Belief 2: Systems do not foster relationships, people do
     - Belief 3: Attracting, retaining and motivating service professionals requires a positive and fun work environment
     - Belief 4: Low employee turnover is possible and necessary for delivering reliable and quality customer service
     - Belief 5: Emotional and financial investments in service professionals help a business maximize its return on investment
   - Service Professionals Speak Out
     - Customer demands and expectations
     - Customer emotions and behaviors
     - Dealing with customers and stress
     - Stories about incidents with customers
3. **Customer Service Action Plan** (Weeks 5 and 6)
   - **Action Plan steps**
     - **Step 1:** Assess service system
     - **Step 2:** Establish customer service benchmarks and measure performance
     - **Step 3:** Identify and implement strategic actions for achieving desired outcomes
     - **Step 4:** Manage change
     - **Step 5:** Promote action
     - **Step 6:** Lead
   - The Resilient Organization
     - *Embracing reality*
     - *Making meaning in difficult times*
     - *Improvising*

4. **Manage Service Expectations and Experiences** (Weeks 7, 8, and 9)
   - **Reliability**
     - *If a response is promised, it must happen according to the specifications directly or indirectly communicated to the customer*
     - *The service guarantee should be specific and void of puffery*
     - *Service professionals must be properly trained*
   - **Responsiveness**
     - *Empower service professionals to perform tasks and make decisions*
     - *Provide customers with specific times for service accomplishments*
     - *Establish service standards for routine and recurring tasks*
     - *Educate customers on the best methods for accessing service information or handling service requests*
   - **Assurance**
     - *Always tell customers the truth*
     - *Carefully change business rules*
     - *Be a good corporate citizen*
     - *Establish credibility*
   - **Empathy**
     - *Build emotional muscle*
     - *Prepare for complainers*
     - *Treat everyone with respect*
   - **Tangibles**
     - *Provide realistic and accurate physical images and descriptions in all communication mediums*
     - *Create comfortable customer service areas*

5. **Build Employee Allegiance** (Weeks 10, 11, and 12)
   - **Be the Employer of Choice**
   - **Leverage Employee Strengths**
   - **Make the Job More Rewarding**
     - *Skill variety*
     - *Task identity*
     - *Task significance*
     - *Autonomy*
     - *Feedback*
   - **Promote Team Cohesion**
   - **Set Realistic Employee Expectations**
   - **Make New Employees Feel Welcome**
     - *During the first day*
     - *During the first week*
     - *During the first three months*
Encourage Informal Employee Gatherings
The Customer is Not Always Right
Design Usable Customer Service Delivery Systems
  Reducing eye fatigue
  Avoiding unnatural body positions
  Creating a productive work environment

6. **Hire the Right Employees and Leverage their Natural Talents** (Weeks 13 and 14)
   Systemize the Hiring Process
   Select Appropriate Evaluation Criteria and Tools
     Skills and knowledge
     Natural tendency to act
     Personality
   Quality Assurance Teams and the Kolbe Concept
   Dealing with Change

7. **DAILY CUSTOMER SERVICE JOURNAL** (Week 15)

**Assessment of Student Learning Outcomes**

**Written Assignments:** 120 points. There are six written assignments worth 20 points each. Each assignment will require you to respond to several questions based on reading material presented in each chapter. You will be required to relate course content to real-world situations.

**Customer Service Journal:** 100 points. The purpose of this exercise is to enhance your self-awareness and understanding of customer service issues and principles. For one month, record your observations and reflections about customer services experiences. Write about experiences as a service provider and as a customer. Observe various customer service environments. This will enrich your learning experience.

Use the 28 pages found in chapter seven to record your activities, reactions and responses to various encounters. Each page lists a suggested activity. At the end of this exercise, complete a four- to six-page paper summarizing your findings and how this information could make you a better service professional and manager.

Kolb’s experiential learning model provides a structure for understanding the value of the customer service journal (Kok, 1996). Kolb suggests that learning entails personal involvement in a specific experience (concrete experience); reflecting on that experience (reflective observation); drawing logical conclusions from that experience (abstract conceptualization); and using those conclusions to guide decisions and actions (active experimentation).

**Quizzes:** 120 points. There will be six quizzes. Quizzes consist of true/false, multiple-choice, and/or short-answer questions. Quizzes typically have between 10 and 20 questions on them.

**Midterm:** 120 points. The midterm will have the same format as quizzes, but will be approximately two to three times longer in the number of questions asked.

**Final:** 240 points. The final examination will have the same format as the mid-term examination and will cover material from the entire course. The final examination will consist of 100 questions.
Grading System

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<tr>
<td>Customer Service Journal</td>
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<tr>
<td>Quizzes (6)</td>
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<td>17.14</td>
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<tr>
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<tr>
<td>Final</td>
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<td>34.29</td>
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<td>C</td>
<td>490-559</td>
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<tr>
<td>D</td>
<td>420-489</td>
</tr>
<tr>
<td>F</td>
<td>0-419</td>
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Course Policies

**Attendance:** Attendance is required and will be formally taken at the beginning of each class meeting. Students are required to inform the professor in advance if they will not be in attendance. The HRM Attendance Policy allows two free absences with no penalty for classes that meet twice a week and three absences for classes that meet three times per week. For every additional absence, 5% of the total points will be subtracted from the student's final points in the course for classes that meet twice a week and 2.5% for classes that meet three times per week.

**Makeup Work and Tests:** Make-up work may be accepted with prior consent of the professor only and must be completed within one week of the absence for credit. Makeup tests may be given only in the event of an unavoidable and documented absence.

**Academic Integrity:** Students are responsible to inform themselves of university policies regarding Academic Integrity. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s Student Handbook.

**Tardiness:** Students may enter if the lecture has already started; however, it is expected that the student will take the first seat quietly. Excessive tardiness will be penalized. Leaving class early requires the professor's permission.

**University Policies:** Please read the attached policies concerning the following: Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity.
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No x
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College Franke College of Business
   4. Academic Unit HRM

5. Course subject/catalog number HA415 (Please add syllabus to the end of this form.)

6. Units 3

7. Co-convened with na 7a. Date approved by UGC
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with na
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Hospitality Industry Revenue Management
    (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Revenue Management

11. Catalog course description (max. 30 words, excluding requisites).
    Presents revenue management concepts and the systems utilized to maximize revenues and profits in resorts, corporate, and convention hotels.

12. Grading option: Letter grade x Pass/Fail ☐ or Both ☐
    (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☐ No x

14. May course be repeated for additional units? yes ☐ no x
    a. If yes, maximum units allowed? 
    b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes ☐ no ☐

15. Please check ONE of the following that most appropriately describes the course:
    Lecture w/0 unit embedded lab ☐ Lecture only x Lab only ☐ Clinical ☐ Research ☐ Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) HA260 Hospitality Managerial Accounting

17. Corequisites (must be completed with proposed course) None

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐ department consent ☐ no consent x

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no x 
   Name of new plan? 

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes □ no x 
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes □ no x 
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no x 
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □ 
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   Revenue Management is a new process in hotel operations that assists management in maximizing hotel department revenues and profits. It uses very sophisticated data collection, analysis and forecasting methods and systems to analyze trends, competition, and supply and demand. A fundamental knowledge of revenue management is becoming a requirement for managers in the hospitality industry.

24. Names of current faculty qualified to teach this course

   Dr. Jonathan A. Hales, Dr. Paul Wiener, Dr. Gary Vallen

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? na

26. Will present library holdings support this course? yes □ no x
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: ______  Contact email: ______
Dept. Chair name: ______  Dept. Chair email: ______
College Contact name: ______  College Contact email: ______

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: ______
29. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE:

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
    Environmental Consciousness □  Technology and Its Impact □  Valuing the Diversity of Human Experience □

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
    Aesthetic and Humanistic Inquiry □  Cultural Understanding □  Lab Science □
    Science/Applied Science □  Social and Political Worlds □

32. Skills (check two): If a topics course, must apply to ALL sections.
    Creative Thinking □  Critical Reading □  Effective Oral Communication □  Effective Writing □  Critical Thinking □
    Ethical Reasoning □  Quantitative/Spatial Analysis □  Scientific Inquiry □  Use of Technology □

33. Is this a topics course?  Yes □  No □
    If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ______

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ______

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply?  

38. Do you intend to offer ABC 300 and ABC 300W?  yes  no  
If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply?  

40. Does this proposal replace or modify an existing course or experience?  yes  no  
If yes, which course(s)?  

41. Do you intend to offer ABC 400 and ABC 400C?  yes  no  
If no, please submit a course delete form for the ABC 400.

42. Approvals

Rich Homer  HRM CURR. CHAIR  

[Signatures and dates]

For Committees use only

For Liberal Studies Committee  
Action taken: Approved as submitted  
[Signature]  12/11/07  Approved as modified

For University Curriculum Committee  
Action taken: Approved as submitted  
[Signature]  12/11/07  Approved as modified

revised 8/06
SCHOOL OF HOTEL AND RESTAURANT MANAGEMENT
HA415
REVENUE MANAGEMENT

SYLLABUS Spring Semester 2008

HA499-8       MWF 9:10 – 10:00 HRM Room 108
Prerequisites  HRM Major
Professor      Dr. Jonathan A. Hales, Room 1, HRM Building
Office Hours   MWF 2:00 – 4:00, Tue 9:00 – 12:00 or by appointment
Phone          (928) 523-1621 email jon.hales@nau.edu
Required Text  Revenue Management, Robert Cross, Broadway Books, 1997

COURSE DESCRIPTION

This is an introductory course in Revenue Management. It will cover the history and emergence of Revenue Management as a vital concept in maximizing revenues and profitability for a hotel. The five sections of the course are 1) learning about Revenue Management as a culture and a way of doing business, 2) understanding the different approach that Revenue Management has to understanding customers and maximizing profits, 3) the components of Revenue Management including demand analysis, customer preferences, selling strategies, and inventory management, 4) the Revenue Management process in corporate hotels, group hotels, and resorts, 5) the day of arrival in both corporate and group hotels.

COURSE OBJECTIVES

Following are the objectives of this course:
1. Understand the history and development of Revenue Management and how it transformed the profitability focus from cost controls to customer and market focus.
2. Introduce students to the concepts of Revenue Management
3. Introduce students to the processes and systems that make Revenue Management work
4. Present how Revenue Management works in corporate hotels, group hotels, and resorts.
5. Present the Day of Arrival and how Revenue Management manages the reservation process from advanced bookings and reservations up to and including the Day of Arrival.

STUDENT LEARNING OBJECTIVES
1. Students will learn how revenue management systems work to maximize hotel revenues.
2. Students will learn the difference between revenue management operations in resorts, convention and corporate hotels.
3. Students will understand the importance of the seven core concepts of revenue management in maximizing hotel revenues.

METHOD OF EVALUATION
100 Points Group Project
100 Points Mid Term Exam
100 Points Final Exam
50 Points Class Assignments
50 Points Attendance
400 Points Total 90% A, 80% B, 70% C, 60% D

revised 8/06
COURSE OUTLINE

Section 1 – The Culture of Revenue Management - We will be reading the book Revenue Management by Robert Cross. He is recognized as the father of modern Revenue Management and his concepts are important to understand because the RM process focuses on revenues as the way to maximize profits.

Section 2 – The Importance of Customers and the Market in Revenue Management
We will discuss the importance of understanding the markets and supply and demand in not only maximizing revenues but delivering the best products and services to customers.

Section 3 – The Components of Revenue Management – We will get into the nuts and bolts of Revenue Management with market demand analysis (demand tracking), micro markets (market segments), inventory management, selling strategies, and daily Revenue Management operations and responsibilities.

Section 4 – Revenue Management Practices in Corporate and Group Hotels - We will apply the concepts of Revenue Management in corporate/ transient hotels and resort/group hotels. Revenue Management processes are entirely different in these hotels but they produce the same thing – maximum revenues.

Section 5 – Maximizing Revenues on the Day of Arrival - We will examine the day of arrival in both types of hotels and learn about the different aspects of using Revenue Management in advance to maximize revenues on the day of arrival.

This is the first time that Revenue Management will be offered as a full semester class. We will have several guest speakers from the hotel industry, utilize Revenue Management by Robert Cross as our text, and have many case studies in addition to the class lectures as we understand and apply the concepts of Revenue Management. Because this is the first semester for this class, we will probably make some changes and additions as we go through the semester to ensure a good learning experience for you.

CLASS POLICIES

Attendance is required. Professionalism and business standards will be expected. Ensure that you are on time to class and that all assignments are submitted on time. This class will be conducted as a business with the accompanying standards, accountability, expectations and professionalism.

1. Drop Add – classes taught in the SHRM may not be added if the student has missed 4 class periods. SHRM majors may not drop classes after the fourth week of the semester. All drops require the signature of your advisor and the SHRM stamp.
2. Attendance – Students are required to attend all classes. Excused absences must be received in writing a. in advance if out of town or for personal reasons, b. the first day back in class for excused sickness. It is the responsibility of the student to obtain class material missed during the absence.
3. Timeliness – All reports, projects and assignments will be due as posted unless the due date is changed in advance. You are expected to be on time to class.
4. Cheating or plagiarism will not be tolerated and if documented, will result in an F for the course and removal from class (see attached).
5. Participation – Your involvement in class discussions and case studies are a key part of a successful learning environment. Please ask questions, share comments and be an active part of the class.

revised 8/06
MISCELLANEOUS

This is the first semester that Revenue Management is being offered as if full semester class. Revenue Management is a relatively new but very important concept that assists hotels in maximizing room revenue and total hotel profits. It takes advantage of the latest technology to analyze demand and historical patterns that lead to pricing decisions and selling strategies. It is more than Yield Management in the rooms department, it is an entire culture all of its own that assists in the overall management of a lodging property.

Professor Hales hospitality industry career covered 25 years with Marriott International as Assistant Controller, Controller, Resident Manager, and General Manager at nine Marriott Hotels across the United States. As General Manager of the 800 room Miami Airport Marriott in the early 1990’s, he was involved with the early implementation of Revenue Management by Marriott Hotels. In the last five years, he has completed faculty internships with Four Seasons, Hyatt, Marriott and Omni Hotels and Red Lobster and Pappas Brothers Restaurants. The information obtained during these experiences is the main source of class material.