

EPC May 2000 Report

The EPC met 19 times during the 1999-2000 academic year. Our primary activities included the implementation and assessment of undergraduate curriculum changes. Thus, we have approved (or rejected) many course and curriculum changes. We have listed the details describing the approved changes at the end of this report. Throughout the first semester, the EPC held a series of meetings with the Assessment Subcommittees preparing the GER Assessment reports for GER 1, GER 2, GER 5, GER 6, and GER 7. In each case, we outlined what the EPC expected in a GER Assessment report. In April, we received a clear and concise report on the assessment of the GER 5 that satisfied our expectations, and that should serve as a template for future assessment reports. It shows most of our students and faculty involved with GER-5 approved courses believe that these courses successfully achieve the goals of GER 5. The report recommends a few wording changes, and the EPC may bring motions to this effect before the faculty next year. We have attached that report as an appendix to this document.

The EPC has now replaced all of its paper application forms with web based, on-line applications. This simplified the application process and generally led to a quick turnaround time. These forms can be found by following the EPC link from:

<http://www.wm.edu/FAS/forms/faculty/>

There have been a few problems, especially during the early implementation, but our faculty members have been very cooperative. We now receive almost all of our documents electronically. This has made distribution much easier, and we expect that there are now fewer cases of changes being made without prior notification of all affected parties.

We have also used our electronic application process to make the General Education Requirements more accessible and understandable by posting supplementary materials on the web. Thus, we have summarized the minutes of the faculty meetings that discussed GER 2 and GER 3, and have placed links to these summaries on the web application pages. We will also link the GER 5 Assessment Report to the GER 5 application page, after its presentation to the faculty. We invite those faculty who believe that we have not included all the important discussion points to send a memo (electronically) to the EPC, and we will make any necessary corrections to these links.

Writing Skills

When the Freshman Seminar program was assessed last year, the EPC expressed concern that this was the only assessment of the lower level writing requirement. Consequently, we asked the Writing Committee to prepare a list of skills and goals for that requirement. We have approved this document, and will next consider whether the courses approved as “W” courses satisfy these goals. The approved list is as follows:

Goals and Minimal Skills for Lower-level Writing Proficiency

Goals:

Students who complete the lower-level writing proficiency should be aware of the rhetorical nature of academic writing: i.e., that the task of academic writing is to clearly and persuasively communicate their ideas. They should also learn that the process of writing includes revision and self-editing. Ultimately, they should aspire to prose that communicates complex and sophisticated ideas through a lively, intelligent, interesting human voice.

Skills:

A well-written academic essay:

- Shows an awareness of the audience's needs and expectations within the context of a specific assignment and/or discipline.
- Presents a convincing argument that is analytic, interpretive, or explanatory in nature and exhibits independent thought and engagement with the subject matter.
- Articulates a focused thesis.
- Supports the thesis with persuasive evidence.
- Has an organic design.
- Uses logical transitions to guide the reader through the stages of argument.
- Has an effective introduction and conclusion.
- Contains well-structured paragraphs.
- Uses concrete and precise language.
- Uses an engaging style that avoids verbosity as well as unnecessary nominalizations, passive constructions, and "to be" verbs.
- Shows the writer's conscious command of the elements of a sentence by avoiding disruptive grammatical errors, such as dangling modifiers, subject/verb disagreement, vague or ambiguous pronoun antecedents, and mistakes in punctuation.
- Synthesizes outside sources, when used, into the larger argument.
- Uses appropriate documentation form

In Freshman Seminars, courses where one fourth of the credit represents attention to writing, the instructors should teach these skills in a formal way during class time, in comments on papers, and in conferences. In addition, instructors should introduce students to basic research skills and the resources in Swem Library.

New Programs

The Department of Modern Language and Literature has proposed creating two new concentration programs that formally extend beyond literature to include cultural studies. The first two proposed programs are German Studies and Italian Studies. In both cases, the new concentration requirements do not require many new courses to be created, but are instead constructed from a coherent combination of (primarily) already existing courses. Many of these courses, however, are housed in other departments. The EPC has reviewed these programs and has been assured that all affected faculty and department chairs have been notified and support these new concentrations.

German Studies

The German Studies track requires a total of 37 credit hours: 27 in German, 1 (MLL 250) to fulfill the concentration computing proficiency requirement, and 9 from a [list of approved courses](http://www.wm.edu/FAS/modlang/german/othercourses.html) (<http://www.wm.edu/FAS/modlang/german/othercourses.html>) outside of the German section, chosen in consultation with the concentration adviser.

The German courses to be taken are as follows:

I. Four specific courses:

- **207 - Introduction to German Cultural Studies**
- **one advanced grammar, composition and conversation course (305 or 306) (Fulfills the concentration writing requirement)**
- **one civilization course (307)**
- **450 - Senior Seminar in German Studies**

II. Five electives according to the following:

- **two literature courses (208, 301, 302 or 303)**
- **one topics course (308 or 387) (With permission of the German coordinator, 150 may be substituted for 387.)**
- **two at the 400 level (Independent Study [411] or Honors [495-496] may be counted as one of these courses)**

Italian Studies

The Italian Section of the Department of Modern Languages and Literatures offers courses in Italian language, literature and culture at all levels. The Interdisciplinary concentration in Italian Studies is a strong liberal arts concentration that provides the advantage of advanced preparation in a foreign language combined with a grounding in one of the most historically influential as well as currently vibrant literatures and cultures. The concentration focuses on Italian literature and culture, while requiring four courses in cognate fields, which include Art History, Government, History, Music, and others. Students may propose relevant courses from other departments, areas and programs for approval (including Classical Studies, English, Film Studies, Interdisciplinary Studies, Literary & Cultural Studies, Medieval & Renaissance Studies, Modern Languages & Literatures, and Women's Studies). Foreign study credits must be approved in advance. Course substitutions must be approved by an Italian faculty member in consultation with the Coordinator.

A concentration in Italian Studies requires a minimum of 31 credit hours, 18 credits in the Italian Section above 202 or equivalent with no more than 6 of these credits in translation. Required courses include Italian 206, 301 or 302, and a 400-level Italian course or independent research project/experience. Each concentrator must fulfill the Computing Proficiency Requirement (MLL 250 or equivalent) and the Concentration Writing Requirement by earning a grade of C- or better in designated courses in one of the participating departments, areas and programs. Any 300- or 400- level Italian course may fulfill the Concentration Writing Requirement with permission of instructor. The four courses in cognate fields must include at least one course from each of the following three fields or courses approved by an Italian Advisor:

1. Art History (four-credit courses)

- **ARTH 360: Italian Renaissance Art, 1250-1600**
- **ARTH 363: Baroque Art, 1600-1750**
- **ARTH 364: Renaissance and Baroque Architecture and Town Planning**
- **ARTH 467: Topics in High Renaissance, Mannerist and Baroque Art (when appropriate)**
- **ARTH 47 1: Renaissance and Baroque Architecture and Urban Studies**
- **ARTH 490-0 1: Independent Study -Medieval**
- **ARTH 490-03: Independent Study - Renaissance, Mannerism & Baroque**

2. Political and Historical Context

- **ECON 342: European Economic History Government 31 1: European Political Systems**
- **HIST 311: Europe in the Middle Ages I**
- **HIST 312: Europe in the Middle Ages It History 313: Renaissance & Reformation Europe**
- **HIST 317: Recent Europe 1, 1870 to 1974 History 318: Recent Europe U, 1870 to 1974**

3. Literature and Culture

- **ENG 323: The English Renaissance Music 213: History of Western Music**
- **MUS 365: Topics in Music (when appropriate)**
- **MUS 381: Medieval and Renaissance Music Music 385: The Romantic Period**
- **REL 340: Roman Catholic Thought Since 1800**

Motions:

1. The faculty approves the creation of a concentration in German Studies.
2. The faculty approves the creation of a concentration in Italian Studies.

Details of EPC actions during the 1999-2000 academic year.

New Tracks in Existing Programs

The EPC approved the following new tracks during the academic year of 1999-2000.

Mathematics (creating a new Applied mathematics track)

A) Math 111, 112, 211, 212, and 214, with the understanding that students who begin their college studies beyond Math 111 without receiving credit for earlier courses listed above would be required to take one additional 300-400 level course for each skipped course from the 100-200 level listing above;

B) Suitable computer science courses should be taken, including CS 141 and CS 241;

C) At least one of Math 307 and 311;

D) Either Math 490 or Math 495-496;

E) At least five distinct courses at the 300-400 level, chosen from four applied areas listed below and distributed as follows:

Breadth requirement: three distinct courses chosen from three of the applied areas listed below.

Depth requirement: three courses in one of the applied areas listed below. One of these courses may be one of the courses satisfying the breadth requirement above.

The four applied areas within the applied track, and their associated courses, are:

***Computational Mathematics:** Math 408, 413, 414, CS 449, CS 426, and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses;

***Operations Research:** Math 323, 401, 424, and (with permission of the Mathematics department chair and the instructor) any other courses in the Computational Operations Research program, taken as independent study courses;

***Probability and Statistics:** Math 308, 401, 402, and (with permission of the Mathematics department chair and the instructor) CS 680 and CS 616 taken as independent study courses;

***Scientific Applications:** Math 302, 405, 408, 417, 441, 442, and (with permission of the Mathematics department chair and the instructor) CS 680 and CS 616 taken as independent study courses.

F) Concentration Computing Proficiency and Concentrating Writing Requirements: Students will fulfill the departmental concentration computing proficiency requirement by passing CS 141 with a grade of at least C-. Students will complete the departmental

Concentration Writing Requirement by passing Math 490 (or Math 495-6) with a grade of at least C-.

Physics (adding a new track for those intending to enter medical school)

Add a new paragraph after the second paragraph of the description of the physics program on p.244 of the 1999-2000 catalog.

An alternative track for those who are planning to fulfill the requirements for entering medical school consists of Physics 101-102 or 107-108, 201, 208, 251, 252, 313, 401, the Senior Project (441-452) or Honors (495-496), Chemistry 307/353, 308/354, and Biology 206. A minimum of 30 credits in physics must be completed, with no more than 8 credits from courses numbered below 200.

Changes in Concentration Requirements

The EPC approved the following changes in concentration requirements during the academic year of 1999-2000.

American Studies (in response to the new course AMST 203)

Replace AMST 202 with AMST 202 or AMST 203 in the requirements for Concentration and in the requirements for Minor.

Black Studies: (in response to the renumbering of History courses):

1. Four required courses, totaling 10 credits: BLS 205, HIST 251 or HIST 252, BLS 301 (Junior Seminar) and BLS 407 (Senior Colloquium).
2. An additional 27 credits selected from two sets of courses in consultation with a BLS advisor to form a coherent plan of study. Of these, at least 18 credits must be in courses above the 200 level.

History (in response to the renumbering of history courses):

Concentration in history requires 33 credits in history, including both History 201 and 202, a senior colloquium (designated with a "C"), the computing requirement (History 390, or CompSci 131 or 141), either History 101 or 102, and one non-Western historical survey course, which may be selected from History 205, 206, 307, 308, 309, 310, 379, or 380.

Kinesiology

A list of core courses has been identified from which students must select the 34 hours required for their concentration. Requirements for the major have been changed to include KIN 308 and KIN 442.

The computing proficiency has been changed to KIN 308 or KIN 394.

The concentration writing requirement has been changed to any one of the following: KIN 470/471, KIN 480/481, KIN 493 or KIN 495/496.

The four categories from which majors could select their four required activity classes have been expanded to six categories with the addition of Wellness and Lifetime Activities. Majors must now select four different categories. These categories will be indicated on each course in the catalog, so that student will know which classes fulfill each category.

International Studies:

Russian Studies: (replacing a nonexistent elective)

Replace RUS 208 with RUS 309 Topics in Russian Cinema and RUS 308 Topics in Russian and Literature and Culture in one list of choices.

Latin American Studies: (adding new courses to the lists of choices)

Add ANTH 364 Artists and Collectors, ANTH 429/529: Exploring the Afro-American Past, SPAN 350 Cultural Studies in Mexico to various lists of electives.

East Asian Studies: (deleting courses no longer offered, adding new courses to lists of choices, clarifying the wording for the concentration writing requirement, the language requirement, and the study abroad program.)

Add JAPN 150: Freshman Seminar (East Asian topics only). CHIN 150: Freshman Seminar (East Asian topics only) Add REL 307 Topics in Religion (East Asian topics only), HIST 343 Modern Korean History, HIST 344 History of Us-China Relations.

Delete REL 314 Taoism. REL 413, CHIN 413 Advanced Topics in Classical Texts REL 416 Modern Religions of East Asia, HIST 211/212 Contemporary China and Chinese Communist Revolutionaries. Delete HIST 490/491C Japan's Economic Miracle, Missionaries in China, and Women in Modern China.

Concentration Writing Requirement (CWR)

The concentration writing may be satisfied by (1) fulfilling the concentration writing requirement for a department contributing courses to your degree program or completing a writing project designed to meet the CWR under the supervision of and with special permission from a faculty member. The CWR must be completed in the English language.

Language Requirement

Degrees in International Studies include a modern foreign language component which exceeds the College's proficiency requirement. The language requirement in East Asian Studies must be met in Chinese or Japanese. Students can meet the requirement by completing Lines 6 and 7. More information about the language requirement in International Studies may be obtained at the Reves Center website.

Study Abroad

Contact the Global Exchange office at the Reves Center for more information at 221-3594 or visit the Reves Center website @<http://www.studyabroad.com>

Music (clarifies an existing requirement for a Senior Project)

A concentration in Music requires a minimum of 41 credits: 16 credits (core requirements), 8 credits (performance), 16 credits (elective courses constituting the

concentration “track”), 1 credit (senior project or Senior Honors). The core requirement consists of MUS 201, 301, 310, and either 213 or 241.

The 8 music performance credits will consist of 6 credits in a single performance area, at least two semesters of which must be at the 300- or 400-level, and 2 department ensemble credits.

Sixteen (16) elective credits constitute the concentration track, a logical sequence of courses designed by the student in consultation with her or his concentration adviser. The final step in declaring a concentration is submission of the proposed track to the music faculty for approval.

Concentrators in Music will also complete a Senior Project for one credit (or an Honors Project), which is designed in conjunction with a project adviser. A Senior Project may be a full-length recital or a substantive research paper exhibiting scholarly engagement with an original topic. For composers, the composition and performance of one's own composition(s) will constitute a Senior Project. The concentration adviser need not be the same as the project adviser. During the semester in which a concentrator undertakes the senior project, she or he is required to enroll in MUS-491 (Senior Project) or for one (1) credit. Students satisfying the senior project requirement with a recital must have attained 400-level in a given performance area at least one full semester prior to the semester of the recital; during the semester of the recital, they must register simultaneously for MUS-491 and performance instruction.

The concentration writing requirement and the computing proficiency requirement for the concentration are fulfilled by earning a C- or better in MUS 310.

New Minor

Teaching English as a Foreign/Second Language

A minor in TEFL/TESL requires a minimum of 18 credit hours (6 courses), distributed as follows:

MLL 345 Methods in Teaching English as a Second/Foreign Language
MLL 346 Second/Foreign Language Acquisition Processes: Theory and Practice
MLL 347 Topics in Foreign Language/ESL Pedagogy
ENG 307, FREN 407 or SPAN 407 – Phonetics and Phonology
MLL 400 Internship/Practicum in Teaching English as a Second Language
MLL 411 Independent Study

New or Changed Courses

The EPC approved the following changes and additions during the academic year of 1999-2000.

New Courses:

- AMST 203: American Medicine: A Social and Cultural History
An overview of American medicine from the eighteenth century to the present. Subjects include the changing understanding of disease; the social role of the physician; and society's response to such public health crises as cholera and AIDS.

- **ANTH 495/496: Honors**
Each candidate enrolled in Honors will be responsible for 1) formulating a course of study with a faculty advisor, and 2) preparing a substantial Honors essay, to be submitted two weeks before the last day of classes, spring semester. Satisfactory completion of Anthropology 495 and 496 will substitute for Anthropology 401 or 402 as a concentration requirement.
- **APSC 421: Fundamentals of Materials Science**
Students learn advanced concepts of structure-property relationships in materials. Topics covered include crystallography, electronic structure of solids, and solid-state thermodynamics. The mechanical, optical, electrical, magnetic and biological properties of materials will also be discussed.
- **APSC 422: Introduction to Materials Characterization**
Science and technology of determining surface and bulk structure and composition of organic and inorganic materials under instrument and 'in-situ' conditions. Examples chosen appropriate to class interests.
- **BIO 424: Comparative Cell Biology**
This course will emphasize the ultrastructure, function, replication and evolutionary origin of eukaryotic cell organelles. Topics will also include comparative cell motility, secretion of extracellular coverings, plastid diversity and prokaryotic/eukaryotic cell division. It is designed to complement BIO 406.
- **BIO 447: Neurophysiology**
An exploration into the basic concepts related to the activity of the nervous system. This course will focus on signaling within the nervous system and the ability to control and regulate other physiologic systems. Three class hours, three laboratory hours
- **CHEM 356: Quantitative and Inorganic Laboratory Methods**
A second semester, general laboratory course designed for chemistry majors. Emphasis on quantitative analysis, inorganic synthesis, and graphing and data analysis.
- **CHEM 457: Organic Synthesis**
An advanced treatment of organic synthetic methods which includes examples of natural product synthesis.
- **FILM 480: INDEPENDENT STUDY**
Syllabus must be agreed upon by student and instructor and approved in advance by the Film Studies Coordinator. Open only to students who have completed half the requirements for the Film Studies Minor; may ordinarily only be taken once.
- **FILM 498: INTERNSHIP**
Directed readings course done in conjunction with an internship. Must be approved prior to internship by instructor and Film Studies Coordinator. Open only to students who've completed half the requirements for Film Studies Minor; may ordinarily only be taken once.
- **GER 207: Introduction to German Cultural Studies**
Introduction to the methodologies of German Studies. Will examine the construction of culture and the ways it is studied. Serves as an introduction to the concentration track in German Studies and as a prerequisite for 300-level courses.
- **GER 387: Topics in German Literature and Culture (Taught in English)**
Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.

- GER 390: Topics in German Literature, Language and Culture
Taught in German. Topic will be indicated in the schedule of classes. Course may be repeated for credit if topic differs.
- HIST 214 Williamsburg: Colonial and Revolutionary
Early American history through the lens of the Williamsburg experience. Topics: politics, social structure, gender, religion, race, and the economy between the "Middle Plantation" settlement of the mid-1600s through the transfer of the capital to Richmond during the Revolution.
- HIST 314 The Reformation in Western Europe
An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity, and historiography.
- HIST 344 A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the twentieth century
- HIST 354: African Religions in the Diaspora
Survey of the cultural retention and change of African religions in the Diaspora. Considers the encounter between African, indigenous, and European religions in the context of slavery and freedom.
- HIST 357 Free and Enslaved Blacks in the Old South
Free and enslaved Afro-Southerners' relations with one another and with whites from colonization to the Civil War. Themes include the variety of human experience under the slave regime; cultural affinities and differences among blacks, and between black and white Southerners.
- HIST 422 Discussion Sections
- INTL 310: Introduction to African Cultures, History and Politics
An Interdisciplinary introduction to African traditions, institutions, and thought systems on both sides of the Sahara. Primary texts and films will be used to illuminate the continent's panoramic oral and literate traditions in the appropriate regional and historical contexts.
- ITAL 315 Modern and Contemporary Italian Culture and Society
In Italian. This interdisciplinary course will focus on literature, film, music, history and philosophy in relation to the development of modern and contemporary Italy
- KIN 295 Scientific Principles of Exercise Prescription
This course addresses the scientific basis of designing exercise programs for healthy individuals. Principles of overload, progression, and specificity are covered as well as intensity, frequency, duration, and mode. Various methods of training (endurance, interval, resistance, cross-training) are featured.
- KIN 422 Motor Control
Based on epistemology, neurology, and cognitive science, students' will be introduced to philosophical issues, neurological correlates, behavioral effects, and emerging principles and theories associated with the study of motor control.
- KIN 471 Independent Study in Kinesiology (Same as 470, but taught in Spring)
- KIN 481 Kinesiology Research (Same as 480, but taught in Spring)
- MLL 347 Topics in Foreign Language/ESL Pedagogy
Topics will focus on issues related to Foreign Language Pedagogy or Second Language Acquisition. Possible topics include: materials development & evaluation, assessment of

foreign language skills, technology in FL instruction, etc. Course may be repeated for credit for different topics.

- MLL 400 Internship/Practicum in Teaching English as a Second Language
The internship/practicum in Teaching English as a Second Language provides students the opportunity to apply in a practical setting the theories, techniques and strategies of TESL. Requirements include a pre-approved project, a journal, portfolio and final presentation.
- MLL 400 Independent Study
Designed to permit an in-depth study in an area of foreign language pedagogy or second language acquisition not available in current course offerings. A written petition to and approval by the instructor are required before registration.
- MUS E22 Contemporary Performance Ensemble
- PHYS 104: Energy and Flight
The transformation of energy from one form to another will be examined in brief lectures and in the laboratory. Special emphasis will be placed on the energy budget for an aircraft.
- PSYC 470L Research in Psychopathology.
- REL 333: Knowledge and Belief: Origen to Ockham
A study of the origins and development of medieval theology from the third through the thirteenth century. Special attention paid to the rise and development of Scholastic theology.
- REL 391 Theory of Religion This course surveys the dominant methods of studying religion and the theories on which they are based. The perspectives may include the anthropological, feminist, historical, literary, philosophical, phenomenological, political, psychological and sociological
- WMST 380 Rhymes with Witch: Sexual Politics in Contemporary Culture
An examination of the sexual politics surrounding the gender category 'Woman': its incarnations in culture, art, thought; the legacy of its representations over time; its ideological uses and material effects; how feminist postmodern analyses contest its meanings.

Cross-listed courses:

- AMST 240 Introduction to Contemporary Dance, created as a cross-listing with DANC 220
- AMST 241 History of American Vernacular Dance, created as a cross-listing with DANC 230
- AMST 421 Nineteenth-Century American Art, created as a cross-listing with ARTH 381
- AMST 422 Twentieth-Century American Art, created as a cross-listing with ARTH 383
- KIN 303 Human Anatomy, created as a cross-listing with BIO 308
- KIN 304 Human Physiology, created as a cross-listing with BIO 304
- KIN 305 Human Physiology Laboratory, created as a cross-listing with BIO 305
- WMST 491 Women's Rights in International Law and Society, created as a cross-listing with LAW 491

Prerequisite changes:

- KIN 420 Mechanics of Human Locomotion, Pre-requisites eliminated.
- MUS 201 Common Practice Tonal Composition, add “permission of instructor”
- MUS 301 Common Practice Tonal Composition II , add “permission of instructor”

Course Description changes (may include a name change):

- **BIO 316 Invertebrate Biology**
Biology of the major invertebrate groups with an emphasis on marine and estuarine species. Strongly recommended for students interested in marine biology.
- **BIO 407 Cell Biology Laboratory**
An introduction to the use of cell biology laboratory techniques including light and electron microscopy, mutant analysis, and selected biochemical techniques.
- **BIO 442 Molecular Genetics**
A comprehensive introduction to molecular genetics emphasizing genome organization, DNA replication and repair, synthesis of RNA and proteins, regulation of prokaryotic and eukaryotic gene expression, epigenetics, RNA processing, molecular genetics of cancer, DNA biotechnology and human gene therapy.
- **BIO 443 Molecular Genetics Laboratory**
Experiments illustrating current techniques in molecular genetics, including basic cloning, transformation of bacteria with recombinant DNA, plasmid and genomic DNA purification, gel electrophoresis, restriction digests, DNA labelling, Southern transfer, PCR, and green fluorescent protein expression in transfected mammalian cells.
- **DANC 220 Introduction to Contemporary Dance**
An introduction through films and lectures to the field of modern dance, which is rooted in American culture, with emphasis on the stylistic approach and aesthetic of the artists who have contributed to its development in the twentieth century.
- **HIST 217: Europe, 1815-1914**
- **HIST 218: Europe, 1914-1945**
European history, 1815-1945. First semester: investigates the Congress of Vienna to start of World War I. Investigates the industrial revolution, liberalism, socialism, imperialism, and contexts of WWI. Second semester: investigates World War I, German inflation and worldwide depression, fascism, trajectory of World War II, and collapse of old order in 1945. Attention to culture of modernism.
- **HIST 219 Europe since 1945**
Topical survey of Europe east and west since WWII. Includes postwar recovery, geopolitical tensions and the Cold War, imperialism, protest movements of the 1960s and 1970s, communism and its collapse, a united Europe in theory and practice.
- **HIST 311: Medieval Europe I (to 1000)**
- **HIST 312: Medieval Europe II (post-1000)**
First semester: Europe from the fall of the Roman Empire to the Viking invasions. Investigates triumph of Christianity over paganism, barbarian invasions, interaction of German and Roman societies, rise and collapse of Carolingian Empire. Second semester: Europe during the High and Late Middle Ages. Emphasis on social, cultural, and religious transformations of these periods; some attention to political narrative.
- **HIST 313 The European Renaissance**
Investigation into the intellectual emphases and social and political contexts of humanist practice in Europe between 1314-1598. Attention to historiography and historical method.

- **ITAL 206 Upper-Intermediate Conversation**
A course beyond the College's foreign language requirement proficiency level stressing the cultural and linguistic notions of oral discourse as well as perfecting written skills. Practice in simulated foreign cultural contexts through oral and written student presentations on themes in Italian life.
- **KIN 201 Athletic Training**
Basic athletic principles involved in the organization and operation of an athletic training facility.
- **KIN 208 Emergency Care**
An approach to emergency health care emphasizing the biological and physiological systems of the human body relevant to emergency care; the physical and psychological impact of human activity in safety and accident prevention.
- **KIN 303 Human Anatomy**
Gross and histological study of the human organism with particular emphasis on the neuro-muscular systems as related to human movement. An elective course not applicable towards the minimum requirements for concentration or minor in biology. Three class hours, four laboratory hours.
- **KIN 311 Physical Modalities**
A detailed inquiry into modalities currently employed in physical therapy and sports medicine.
- **KIN 493(W) Philosophy in Kinesiology.**
Philosophical principles in the context of human movement. Examination of the relationship of the mind and body and the distinctions between western and eastern attitudes towards the physical. Analysis of the ethics and the aesthetics of the kinesthetic dimension.
- **KIN 494 Environmental Human Physiology**
Lectures and applied research will determine how heat, cold, high terrestrial altitude, hyperbaric conditions, and air pollution affect human performance.
- **KIN 498 Internship**
A structured off-campus learning experience designed to complement and expand on the student's academic course work. This course includes readings in related areas, portfolios, written reports and on-site supervision. The course may not be repeated for credit.
- **MUS 491 Senior Project**
Directed independent study resulting in a full-length recital or substantive research paper exhibiting scholarly engagement with an original topic. For composers, the composition and performance of one's own composition(s) will constitute a Senior Project
- **REL 318 Islam in the Modern World**
After a review of basic Islamic belief, practice, and development, this course focuses on sociopolitical circumstances underlying the dynamism and diversity of modern Islamic thought. Special emphasis will be given to political aspects of modern Islamic thought.
- **SOC 354 Globalization and International Development**
Critical study of transnational processes and their impact on the social, cultural and economic development of 'non-Western' societies. Case studies will emphasize interconnections between global processes and local people. Possible topics: global economy, transnational migration, human rights, gender, racial/ethnic diasporas.

Number changes:

- ANTH453 Zooarchaeology (previously ANTH316)
- ANTH455 Practicing Cultural Resource Management (previously ANTH322)
- ANTH475 Globalization, etc. (previously ANTH361)
- ANTH476 National Formations and Post-Colonial Identities (previously ANTH365)
- HIST 217: Europe, 1815-1914 (previously HIST 317)
- HIST 218: Europe, 1914-1945 (previously HIST 318)
- HIST 219 Europe since 1945 (previously HIST 319)
- HIST 251/252 Introduction to African American History (previously HIST 351/352)
- KIN 442 Exercise Physiology (previously KIN 492)
- KIN 310 Adapted Physical Activity (previously KIN 411)
- KIN 320 Issues in Health (previously KIN 497)
- REL 211 Introduction to the History of Jewish Thought (previously REL 303)
- REL 212 Introduction to Islam (previously REL 300)

Name changes:

- AMST 202 Introduction to American Studies: Cinema and the Modernization of U. S. Culture, 1914-1945
- BIO 100 General Biology
- BIO 406 Molecular Cell Biology
- FILM 306 Video Production
- HIST 313 The European Renaissance
- KIN 321 Health and Human Movement
- KIN 322 Motor Learning
- KIN 365 Current Scholarship in Kinesiology
- KIN 442 Exercise Physiology
- KIN 470/471 Independent Study in Kinesiology
- KIN 480/481 Kinesiology Research
- REL 212 Introduction to Islam
- REL 318 Islam in the Modern World
- SOC 354 Globalization and International Development

Grading changes:

- KIN 206 Practicum in Coaching, graded as Pass/Fail only
- KIN 365 Current Issues in Kinesiology, graded as Pass/Fail only
- WMST 498 Internship, graded as Pass/Fail only

Changes in credits:

- ENG 464 Topics in Linguistics, variable 1-3
- ENG 465 Special Topics in English, variable 1-3
- ENG 480 Independent Study in English, variable 1-3

- ENG 481 Independent Study in Linguistics, variable 1-3.
- KIN 470 Independent Study in Kinesiology, variable 1-3
- WMST 390 Topics in Women's Studies, variable 3-4 (4 credit only when cross-listed with a 4 credit course)

GER Approvals:

The EPC approved the following courses for GER credit during the academic year of 1999-2000.

GER 1 Mathematics and Quantitative Reasoning

- KIN 394 : Statistics and Evaluation

GER 2A The Natural Sciences (Physical Laboratory Component)

- PHYS 104 : Energy and Flight (Laboratory component only, when associated with PHYS 105)

GER 4A World Cultures and History (European Tradition)

- AMST 203 : Introduction to American Studies: Medicine in America
- HIST 219 : Europe since 1945
- ITAL 315 : Modern and Contemporary Italian Culture and Society
- REL 333: Knowledge and Belief: Origen to Ockham

GER 4B World Cultures and History (non-European Tradition)

- ANTH 150W Archaeology of Virginia Indians
- ANTH 201 Introduction to Archaeology
- ANTH 350-11 Indians of the Great Plains
- INTL 310 Introduction to African Cultures, History and Politics
- REL 212 Introduction to Islam
- REL 318 Islam in the Modern World
- SOC 354 : Globalization and International Development

GER 4C World Cultures and History (Across Traditions)

- HIST 353 African Religions in the Diaspora

GER 5 Literature and History of the Arts

- ITAL 315 : Modern and Contemporary Italian Culture and Society

GER 6: Creative and Performing Arts

- MUS G11-G41: Lute/ Baroque Guitar
- All Private Music lessons

GER 7: Philosophical, Religious, and Social Thought

- REL 150-02: Religious Bioethics in a Pluralistic Age

Report of Evaluation of GER 5, Literature and the History of the Arts

The working group, composed of Miles Chappell, Art and Art History, Satoshi Ito, Sociology, and Linda Collins Reilly, Classical Studies, and chair of the working group, has completed the evaluation of GER 5 begun in August 1998.¹

The working group saw its role in this process as working within the language of GER 5 as approved by the Faculty of Arts and Sciences in its vote of 15 April 1993 on the new curriculum. We did not attempt to make or change policy, and throughout our work we utilized our understanding of the language of GER 5 as it was established in the faculty legislation for the new curriculum.

The working group is confident that GER 5 is working well on the basis of the data and information both from the portfolios and the student surveys we analyzed. The response rates for both these methodologies were generally satisfactory. There were 115 sections of GER 5-designated courses taught during the 1998-1999 academic year. All students in each section were surveyed. The response rate for the student survey was 60% (2,026/3,395). Faculty members were asked to respond to a faculty survey and submit a course portfolio reflecting excellent and satisfactory student work. If faculty members were teaching multiple sections of the same course, they were not asked to submit duplicate portfolios or questionnaires. The response rate was 69% (63/91) for the faculty survey and 67% (61/91) for the portfolio analysis. This strategy eliminated duplication of survey responses and portfolio scores and reduced the workload of GER course instructors and working group members. All students enrolled in the GER-designated courses were surveyed. After the EPC reports to the faculty, faculty members who taught GER 5 courses will be sent summaries of their students' survey responses for each GER course and section they taught during the assessment. The working group in the course of its work looked at the data in various ways as reflected in the 5 tables presented here.

In general the working group felt that the goals were being met on the basis of the high percentages of "yes" responses for the 4 items in the student survey (Table 1) and of the high scores for all 6 items upon which the portfolios were evaluated (Table 2). Faculty teaching GER 5 courses were very sure that their courses were meeting the criteria, and the portfolio analysis confirmed this belief. (Tables 2 and 3). We saw freshmen and sophomores as the primary GER clients, but the responses of these students did not differ significantly from those of upper class students (Table 4). We did note that students from the upper classes had a lower response rate than freshmen and sophomores. The working group found the responses by class size an enlightening and reassuring statistic, since the larger classes seem to be meeting the criteria as well or better than the smaller classes (Tables 5a and 5b). In table 6, which shows percentage of student responses and portfolio ratings by department, the lower percentage of "yes" responses

¹ In the course of this evaluation and subsequent report, data and information were gathered and provided to the working group by Susan Bosworth, and we thank her for her invaluable assistance and unfailing cooperation.

for one department in the context of such a high positive response raised concerns which the EPC may want to address.

In its evaluation of the portfolios the working group found that the syllabus for a course was the most valuable piece of evidence for whether the course was well-designed to meet the criteria for GER 5. After our initial individual evaluations of the portfolios, we discussed our evaluations. There was varying interpretation on the part of the three members of the working group about how individual courses met the goals of the GER and we worked together until a consensus was reached. The items which caused the most discussion were #5, Introduction to at least two methods of analysis, and #6, Application of appropriate methodology(ies) for critical analysis.

RECOMMENDATION: Consideration should be given to re-working and combining items 5 and 6, Introduction to at least two methods of analysis and application of appropriate methodology (ies) for critical analysis.

On the basis of its consideration the GER 5 working group has a “good housekeeping” recommendation about the title of this GER. It is termed “Literature and the History of the Arts.” This seems to imply one emphasis for the former and another for the latter. Probably Arts & Sciences should consider retitling this GER as History of Literature and of the Arts without changing the criteria for GER 5.

We also thought it might be useful to indicate how a course that does not meet the objectives of GER 5 would be deficient, with some recommendations in specific points. We recognize that courses vary in intention and design. Thus we should be flexible and recognize the possibility that a course could be low—but not totally deficient—in some aspects but especially strong in others thereby making it acceptable. In general, a deficient GER 5 course would be distinguished by poor criteria in the following areas.

Forms of achievement: Deficiency: very limited treatment of important and influential forms of literary and artistic achievement. Such a course would be characterized by a narrow definition of a theme that focuses on mainly one form and that has limited theme which may be of interest in and of itself but which is not particularly significant and without impact.

Cultural context and the forms. Deficiency: very limited treatment of how important and influential forms of literary and artistic achievement both reflect and shape their cultural contexts. Such a course would be lacking in the method of establishing a cultural context and the relation of the art or literature to it.

RECOMMENDATION: A&S should modify the requirement that the course define how forms of literature and art “both reflect and shape their cultural contexts”

because while such forms reflect their time and place, they do not always influence their time and place. We recommend that the course define how forms of literature and the arts “reflect their cultural contexts and define, when appropriate, how such forms shape or influence their contexts.”

Major developments. Deficiency: failure to introduce at least two major forms, genres, eras, cultures, or movements. An inappropriate course would focus on no more than one genre, culture, era etc. A narrow course might be one that explored one genre or one era without reference to origins, innovations and legacies.

Methods of analysis. Deficiency: poor introduction to at least two methods of analysis, poor application of appropriate methodologies for critical analysis, or poor use of appropriate vocabulary of the discipline. An inappropriate course would be one that employed primarily one method, failed to establish a vocabulary based on the concepts of the form and method, or failed to demonstrate the applications of the methodologies by the students.

Throughout our consideration of the portfolios the working group was troubled by the identifiers left on the students’ work, despite assurances that this would not be the case. In the future evaluation of GERs, this problem should be addressed carefully. The working group believes that the continued monitoring of GER 5 is a good idea, and is both useful and beneficial for the program. We urge the consideration of our recommendations outlined above, especially the one regarding methodologies.

TABLE 1: STUDENT SURVEY – OVERALL RESPONSES***Percentage of students responding “yes” to each survey item***

Survey Item	Percent of courses with “Yes” response of		
	at least 50%	At least 75%	at least 90%
1. This course introduced you to at least two major forms, genres, eras, cultures, or movements.	100%	88%	66%
2. This course introduced you to at least two methods of analysis or approaches to the material studied in the course.	97%	79%	57%
3. This course provided you with the vocabulary of the discipline for analyzing forms, genres, eras, cultures or movements.	99%	79%	50%
4. This course taught you to apply the appropriate methodology for critical analysis of forms, genres, eras, cultures, or movements.	97%	84%	52%

TABLE 2: COURSE PORTFOLIOS – OVERALL RATINGS**Distribution of Portfolio Ratings**

	not at all rating=1	Somewhat rating=2	Clearly Rating=3	could not judge
1. Knowledge of important & influential forms of literary & artistic achievement	0	2% (1 course)	98% (60 courses)	0
2. Knowledge of how important & influential forms of literary and artistic achievement both reflect & shape their cultural contexts	0	5% (3 courses)	93% (57 courses)	2% (1 course)
3. Introduction to at least two major forms, genres, eras, cultures, or movements	0	0	100% (61 courses)	0
4. Appropriate level of vocabulary of the discipline	0	8% (5 courses)	90% (55 courses)	2% (1 course)
5. Introduction to at least two methods of analysis	0	10% (6 courses)	89% (54 courses)	2% (1 course)
6. Application of appropriate methodology(ies) for critical analysis	0	15% (9 courses)	84% (51 courses)	2% (1 course)

TABLE 3: FACULTY SURVEY – OVERALL RESPONSES

Percentage of faculty responding “yes” to each survey item

Survey Item	Faculty Responses N=63/91*
1. This course introduced students to at least two major forms, genres, eras, cultures, or movements.	100%
2. This course introduced students to at least two methods of analysis or approaches to the material studied in the course.	100%
3. This course provided students with the vocabulary of the discipline for analyzing forms, genres, eras, cultures or movements.	100%
4. This course taught students to apply the appropriate methodology for critical analysis of forms, genres, eras, cultures, or movements.	98%

*Does not include duplicate sections taught by same instructor

TABLE 4: STUDENT SURVEY BY CLASS STATUS

Percentage of students responding “yes” to each survey item

Survey Item	Freshman <i>N=792/1,164</i>	Sophomore <i>N=697/1,177</i>	Junior <i>N=293/541</i>	Senior <i>N=244/502</i>
1. This course introduced you to at least two major forms, genres, eras, cultures, or movements.	90%	91%	90%	92%
2. This course introduced you to at least two methods of analysis or approaches to the material studied in the course.	87%	86%	86%	82%
3. This course provided you with the vocabulary of the discipline for analyzing forms, genres, eras, cultures or movements.	85%	86%	91%	85%
4. This course taught you to apply the appropriate methodology for critical analysis of forms, genres, eras, cultures, or movements.	87%	86%	89%	86%

TABLE 5A: STUDENT SURVEY BY CLASS SIZE

Percentage of students responding “yes” to each survey item

Survey Item	Class size:	<20	20-40	41-76*	>100
	Responses:	N=281\438	N=1014/1731	N=345/588	N=385/637
1. This course introduced you to at least two major forms, genres, eras, cultures, or movements.		92%	88%	91%	93%
2. This course introduced you to at least two methods of analysis or approaches to the material studied in the course.		86%	87%	83%	89%
3. This course provided you with the vocabulary of the discipline for analyzing forms, genres, eras, cultures or movements.		93%	83%	90%	86%
4. This course taught you to apply the appropriate methodology for critical analysis of forms, genres, eras, cultures, or movements.		86%	87%	86%	88%

TABLE 5B: COURSE PORTFOLIO BY CLASS SIZE

Mean Portfolio Rating by Class Size

Portfolio Item	Class size**:	<20	20-40	41-76	>100
Extent to which criterion evidenced in portfolio: 1=not at all, 2=somewhat, 3=clearly	Portfolios*:	N=24/35	N=45/65	N=7/11	N=4/4
1. Knowledge of important & influential forms of literary & artistic achievement		3.0	3.0	3.0	3.0
2. Knowledge of how important & influential forms of literary & artistic achievement both reflect & shape their cultural contexts		3.0	2.9	2.9	3.0
3. Introduction to at least two major forms, genres, eras, cultures, or movements		3.0	3.0	3.0	3.0
4. Appropriate level of vocabulary of the discipline		3.0	2.9	2.9	3.0

5. Introduction to at least two methods of analysis	2.9	2.9	2.9	3.0
6. Application of appropriate methodology(ies) for critical analysis	2.9	2.8	2.9	3.0

*Includes 7 duplicate course sections taught by same instructor with different size

**There were no classes with enrollments between 77 and 100.

TABLE 6 Percent of “Yes” Responses and Corresponding Portfolio Ratings by Department										
Department		P3	Q2	P5	Q3	P4	Q4	P6	P1	P2
Art & Art History 385/637 students; 4/4 portfolios	94%	3.0	87%	3.0	87%	3.0	88%	3.0	3.0	3.0
English 682/1117 students; 21/31 portfolios	88%	3.0	86%	2.9	83%	2.9	86%	2.9	3.0	3.0
Film 71/107 students ; 2/5 portfolios	96%		96%		96%		96%			
Literary & Cultural Studies 90/150 students; 4/5 portfolios	90%	3.0	86%	2.5	80%	2.8	80%	2.5	3.0	2.8
Modern Languages 276/474 students; 14/20 portfolios	90%	3.0	86%	2.9	85%	2.9	87%	2.6	3.0	2.9
Music 65/125 students; 2/4 portfolios	92%		69%		80%		74%			
Religion 222/375 students; 5/7 portfolios	87%	3.0	87%	3.0	93%	3.0	89%	3.0	3.0	3.0
Classical Studies 129/207 students; 5/8 portfolios	92%	3.0	81%	3.0	88%	3.0	88%	3.0	3.0	3.0

SURVEY ITEMS: Q1 - Q4 (Responses categories: Yes, No)

PORTFOLIO ITEMS: P1 - P6 (Extent to which GER criteria evidenced in portfolio.

Ratings: 1=not at all, 2=somewhat, 3=clearly²)

Q1. This course introduced you to at least two major forms, genres, eras, cultures, or movements.

P3 Introduction to at least two major forms, genres, eras, cultures, or movements

Q2. This course introduced you to at least two methods of analysis or approaches to the material studied in the course.

²P2, P4, P5, P6 had a single portfolio that could not be judged (Rating=0). The rating was not included in the analyses.

P5 Introduction to at least two methods of analysis

Q3. This course provided you with the vocabulary of the discipline for analyzing forms, genres, eras, cultures or movements.

P4 Appropriate level of vocabulary of the discipline

Q4. This course taught you to apply the appropriate methodology for critical analysis of forms, genres, eras, cultures, or movements.

P6 Application of appropriate methodology(ies) for critical analysis

(No corresponding survey item)

P1 Knowledge of important & influential forms of literary & artistic achievement

P2 Knowledge of how important & influential forms of literary & artistic achievement both reflect & shape their cultural contexts