**Potter College of Arts & Letters**

**Western Kentucky University**

**745-2345**

**REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE**

Date: January 26, 2012

The Potter College of Arts & Letters submits the following items for consideration:

|  |  |
| --- | --- |
| **Type of Item** | **Description of Item & Contact Information** |
| Action | **Proposal to Revise Course Credit Hours**  PS 499 Senior Seminar in Government  Contact: Saundra Ardrey, [saundra.ardrey@wku.edu](mailto:saundra.ardrey@wku.edu), 5-4559 |
| Action | **Proposal to Create a New Course**  JAPN 202 Intermediate Japanese II  Contact: Laura McGee, [laura.mcgee@wku.edu](mailto:laura.mcgee@wku.edu), 5-2401 |
| Action | **Proposal to Create a new Course**  RUSS 201 Intermediate Russian I  Contact: Ekaterina Myakshina, [Ekaterina.myakshina@wku.edu](mailto:Ekaterina.myakshina@wku.edu), 5-2401 |
| Action | **Proposal to Create a New Course**  RELS 317 Confucianism  Contact: Paul Fischer, [paul.fischer@wku.edu](mailto:paul.fischer@wku.edu), 5-5758 |
| Action | **Proposal to Create New Course**  RELS 318 Daoism  Contact: Paul Fischer, [paul.fischer@wku.edu](mailto:paul.fischer@wku.edu), 5-5758 |
| Action | **Proposal to Create a New Course**  PCAL 175 University Experience—Potter College of Arts & Letters  Contact: Jennifer Markin, [jennifer.markin@wku.edu](mailto:jennifer.markin@wku.edu), 5-2345 |
| Action | **Proposal to Revise a Program**  686 Political Science  Contact: Joel Turner, [joel.turner@wku.edu](mailto:joel.turner@wku.edu), 5-2728 |

October 24, 2011

**Potter College of Arts and Letters**

**Department of Political Science**

**Proposal to Revise Course Credit Hours**

**(Action Item)**

Contact Person: Saundra Curry Ardrey, [Saundra.ardrey@wku.edu](mailto:Saundra.ardrey@wku.edu) 745-4559

**1. Identification of course:**

* 1. Current course prefix (subject area) and number: PS 499
  2. Course title: Senior Seminar in Government
  3. Credit hours: 1

**2. Proposed course credit hours: 3**

**3. Rationale for the revision of course credit hours:**

The requirements for senior seminar have grown in the past several years. The course requires students to identify a contemporary issue or problem and to work with community partners to develop a project that addresses the issue. In developing their projects, students have consistently commented (complained) that they spend lots of time both in an out of the classroom on required elements of the project. These activities include research to integrate discipline concepts into their projects and analysis, community meetings, and presentation of the project. For a three hour course, contact hours should be 37 hours. Students have documented that the average time spent on this course is ten hours of in-class lecture, 15 hours group meetings and 10 to 15 hours of community organizing and planning.

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

Department/Division: November 2, 2011

Curriculum Committee December 1, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 9/20/2011

**Potter College of Arts and Letters**

**Department of Modern Languages**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Laura G. McGee, [laura.mcgee@wku.edu](mailto:laura.mcgee@wku.edu), 745-2401

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: JAPN 202
  2. Course title: Intermediate Japanese II
  3. Abbreviated course title: Intermediate Japanese II
  4. Credit hours and contact hours: 3
  5. Type of course: L
  6. Prerequisites/corequisites: JAPN 201 or equivalent
  7. Course catalog listing: Continued expansion of interpersonal communication skills at the intermediate level. Emphasis on increasing comprehension, the building of vocabulary, and on presentational modes of speaking and writing.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course provides an opportunity for students of Japanese to take a fourth semester of language study and complete the intermediate sequence. Enrollments are strong in first year Japanese courses and students have requested intermediate courses. Completion of 202 in any language is a requirement of the International Affairs major, so adding this course means that students with a focus on Asia can fulfill this requirement through the study of Japanese. As the university seeks to prepare students to be responsible citizens in a global society, Japanese 202 offers a route to learning more about the culture and history of Japan through language study. This course will contribute to WKU’s efforts at internationalization.
  2. Projected enrollment in the proposed course: 15-20.
  3. Relationship of the proposed course to courses now offered by the department: This course builds on the first three semesters of Japanese that are offered.
  4. Relationship of the proposed course to courses offered in other departments: Because this course affords access to the culture of Japan through language study, it will be of particular interest to students in Asian Studies, International Affairs, and International Business. Examples of courses it will complement are RELS 308: east Asian Religious Traditions, PS 449: International Political Economy, PS 366: Government and Politics in East Asia, as well as any of the Business courses with an international focus: ECON 380, FIN436, MKT 324, MGT 303.
  5. Relationship of the proposed course to courses offered in other institutions: The University of Kentucky, the University of Louisville, Murray State University, and Northern Kentucky University all offer Japanese through the advanced level.

**3. Discussion of proposed course:**

* 1. Course objectives: In this fourth semester course, students will continue to develop their skills at the Intermediate level on the ACTFL scale.
  2. Content outline: Upon completion of the course, students will

● achieve a higher level of comprehension of written and spoken Japanese

● expand vocabulary and structures to include more communicative functions

● communicate at the paragraph level, with a greater degree of complexity

● gain an appreciation for the culture of Japan.

* 1. Student expectations and requirements: Requirements will include completion of reading and listening comprehension assignments, writing activities in and outside of class, speaking activities in small groups and in pairs, quizzes and tests.
  2. Tentative texts and course materials: *Yookoso! An Invitation to Contemporary Japanese*, by Yasu-Hiko Tohsaku, selected readings, a Japanese-English Dictionary, and a Japanese English Character Dictionary.

**4. Resources:**

* 1. Library resources: adequate
  2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: A qualified part time faculty member or a Japanese Teaching Assistant will teach the course.
  2. Special equipment needed: none
  3. Expendable materials needed: none
  4. Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2012

**7. Dates of prior committee approvals:**

Modern Languages Department: October 11, 2011

Potter College Curriculum Committee November 3, 2011

General Education Committee (if applicable) November 29, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

Proposal Date 9/20/2011

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to include a course in General Education**

**Contact: Laura G. McGee Phone: 270-745-2401 E-Mail: laura.mcgee@wku.edu**

**General Education Course Form**

**1. Current or proposed catalog description of the course.**

**JAPN 202: Intermediate Japanese II**

**Catalog description:** Course catalog listing: Continued expansion of interpersonal communication skills at the intermediate level. Emphasis on increasing comprehension, the building of vocabulary, and on presentational modes of speaking and writing.

**2. General Education goal(s) met by the course.**

General Education Category A: Organization and communication of ideas, II: Foreign Language, Goal 3: Competence in a language other than the native language.

**3. Syllabus statement of how the course meets the General Education goals listed in item 2.**

General Education and Course Goals: This course helps fulfill the requirements for Category AII, Goal 3 in Western Kentucky University’s General Education program. It will help you attain competence in a language other than your native language.

In this course you will develop the four language skills (speaking, listening, reading, writing) in a cultural context. In this course you will:

● engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions in Japanese;

● understand and interpret written and spoken language on a variety of topics;

● present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context;

● demonstrate an understanding of the relationship between the practices and perspectives and between the products and perspectives of the cultures of Japan;

● reinforce and further their knowledge of other disciplines through the study of Japanese

● learn about ways to use your language skills and cultural understanding to improve your world.

**4. Assessment plan.** Please describe how you will assess your students’ progress toward the identified General Education goals. Course grades are not an acceptable form of assessment for General Education purposes. Please contact the General Education Coordinator to discuss possible ways to assess for General Education.

Students fulfill the General Education language requirement when they:

● Demonstrate basic facility of the vocabulary and grammar of a second language;

● Demonstrate basic communication skills in a second language;

● Comprehend the various forms of communication in a second language.

At the end of a 202 course, students have demonstrated the minimum General Education goal. They can:

● understand and engage in short conversations and oral presentations with basic sentence patterns and vocabulary and with some fluency and accuracy;

● write in some length (250-300 characters) on topics familiar to them

● use information from a variety of sources in their studies and work;

● learn to understand others’ way of thinking

Testing measures to assess proficiency and intercultural understanding will include role-plays, answering questions in a one-on-one interview, presenting information orally or in writing, listening to or reading items from the target culture and making cultural comparisons and connections. The summative assessment will show that students completing this course have generally acquired language skills at the ACTFL Intermediate Low (or higher) level of proficiency.

**5. Dates or prior committee approvals:**

Modern Languages Department October 11, 2011

Potter College Curriculum Committee November 3, 2011

General Education Committee November 29, 2011

University Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_

Proposal Date: October 10, 2011

**Potter College of Arts and Letters**

**Department of Modern Languages**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Ekaterina Myakshina, Ekaterina.myakshina@wku.edu 745-2401

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: RUSS 201
  2. Course title: Intermediate Russian I
  3. Abbreviated course title: Intermediate Russian I
  4. Credit hours and contact hours: 3
  5. Type of course: L
  6. Prerequisites: RUSS 102
  7. Course catalog listing: Expansion of communication skills in increasingly complex and varied situations. Emphasis on conversational speaking, presentational writing and speaking, and understanding culturally specific texts and media.

**2. Rationale:**

* 1. Reason for developing the proposed course: Current offerings end with Russian 102, although some majors in related areas require further language list further language study as an elective option. As the university seeks to prepare students to be responsible citizens in a global society, Russian 201 offers a route to learning more about the culture and history of Russia through language study. This proposal is for a third semester of Russian that can be offered on campus or in the context of study abroad. The intent is to offer Russian 201 as a faculty-led study abroad program in summer 2012. WKU has no other faculty-led study abroad programs to Russia, and only one consortium member program, a semester-long program in Moscow, so without this course, opportunities for short-term language study in Russia are very limited. This course will contribute to WKU’s efforts at internationalization.
  2. Projected enrollment in the proposed course: 20
  3. Relationship of the proposed course to courses now offered by the department: This course builds on the first year Russian courses offered in the department.
  4. Relationship of the proposed course to courses offered in other departments:

The study of Russian will complement courses such as HIST 338: Russian to 1900, HIST 438: Twentieth century Russia, RELS 305: Christian Religious Traditions, PS 357: U.S. Foreign Policy

* 1. Relationship of the proposed course to courses offered in other institutions: The University of Kentucky offers 5 years of Russian. The University of Louisville offers three years of Russian.

**3. Discussion of proposed course:**

* 1. Course objectives: In this third semester course, students will move from Novice High to the Intermediate Low/Mid Level (ACTFL)
  2. Content outline: Upon completion of the course, students will

● have greater mastery of grammatical and morphological structures

● achieved a higher level of comprehension and communication

● be able to recognize roots and patterns, and use a dictionary with ease

● be able to communicate beyond the simple short sentence format

* 1. Student expectations and requirements: Requirements will include completion of reading and listening comprehension assignments, writing activities in and outside of class, speaking activities in small groups and in pairs, quizzes and tests.
  2. Tentative texts and course materials: Robin, R., Evans-Romaine, K., Shatalina, G.: *Golosa; a basic course in Russian, Book Two,* Upper Saddle River, NJ: Pearson Education, 2008.

**4. Resources:**

* 1. Library resources: adequate
  2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: Current part time staffing is adequate. However, if interest in Russian grows as we hope, the department might need to request a faculty line in the future to help support the growth.
  2. Special equipment needed: none
  3. Expendable materials needed: none
  4. Laboratory materials needed: none

**6. Proposed term for implementation:** Summer 2012

**7. Dates of prior committee approvals:**

Modern Languages Department: October 11, 2011

Potter College Curriculum Committee November 3, 2011

General Education Committee (if applicable) November 29, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date 10/10/2011

**Potter College of Arts & Letters**

**Department of Modern Languages**

**Proposal to include a course in General Education**

**Contact: Laura G. McGee Phone: 270-745-2401 E-Mail: laura.mcgee@wku.edu**

**General Education Course Form**

**1. Current or proposed catalog description of the course.**

**RUSS 201: Intermediate Russian I**

**Catalog description:** Course catalog listing: Expansion of communication skills in increasingly complex and varied situations. Emphasis on conversational speaking, presentational writing and speaking, and understanding culturally specific texts and media.

**2. General Education goal(s) met by the course.**

General Education Category A: Organization and communication of ideas, II: Foreign Language, Goal 3: Competence in a language other than the native language.

**3. Syllabus statement of how the course meets the General Education goals listed in item 2.**

General Education and Course Goals: This course helps fulfill the requirements for Category AII, Goal 3 in Western Kentucky University’s General Education program. It will help you attain competence in a language other than your native language.

In this course you will develop the four language skills (speaking, listening, reading, writing) in a cultural context. In this course you will:

● interpret information, concepts and ideas from a variety of culturally authentic sources on a variety of topics;

● exchange information, concepts and ideas on a variety of topics in a culturally appropriate context;

● present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context;

● use language skills to investigate the world beyond your immediate environment;

● recognize and understand your own and others’ way of thinking;

● learn about ways to use your language skills and cultural understanding to improve your world.

**4. Assessment plan.** Please describe how you will assess your students’ progress toward the identified General Education goals. Course grades are not an acceptable form of assessment for General Education purposes. Please contact the General Education Coordinator to discuss possible ways to assess for General Education.

Students fulfill the General Education language requirement when they:

● Demonstrate basic facility of the vocabulary and grammar of a second language;

● Demonstrate basic communication skills in a second language;

● Comprehend the various forms of communication in a second language.

At the end of a 201 course, students have demonstrated the minimum General Education goal. They can:

● understand the main idea and some details of what they hear in short conversations and

oral presentations;

● use information from a variety of sources in their studies and work;

● have a simple conversation on a limited number of familiar topics;

● express needs, wants, plans using a series of sentences with some details;

● can write questions to obtain and clarify information.

Assessment measures may include taking part in role-plays, answering questions in a one-on-one interview, presenting information orally or in writing, listening to or reading items from the target culture and making cultural comparisons and connections.

**5. Dates or prior committee approvals:**

Modern Languages Department October 11, 2011

Potter College Curriculum Committee November 3, 2011

General Education Council November 29, 2011

University Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_

Proposal Date: September 14, 2011

**Potter College of Arts and Letters**

**Department of Philosophy and Religion**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Paul Fischer, [paul.fischer@wku.edu](mailto:paul.fischer@wku.edu), 745-5758

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: RELS 317
  2. Course title: Confucianism
  3. Abbreviated course title: Confucianism
  4. Credit hours and contact hours: 3
  5. Type of course: L
  6. Prerequisites/corequisites: None
  7. Course catalog listing: A survey of the evolution of Chinese Confucian thought, from the ethical and ritual considerations of Confucius, through the scholastic self-cultivation of Zhu Xi, to the ecological and gender concerns of modern New Confucians.

**2. Rationale:**

* 1. Reason for developing the proposed course: This will be a foundational course for the Asian Religions and Cultures major, an important addition to the Traditions offerings in the Religious Studies major, a theoretical framework for the History of China courses in the History major, and a much-needed cultural component for the Chinese Flagship Honors program.

The Asian Religions and Cultures major is a new major at WKU and will certainly be enriched by the addition of Confucianism, given that Confucianism has been central to Chinese culture for 2,500 years. The ARC major was created, in part, to pursue WKU’s commitment to being a university with “international reach.” China is a conspicuous part of the international community. Confucianism is an important part of Chinese culture.

Confucianism is the most important intellectual narrative in the entire history of East Asia. Confucius (551-479) is venerated as the “First Teacher” and is credited with putting the cultivation of morality front and center for the individual, the family, the social community, and the political state. His followers created the first Imperial university in 124 BCE, and this institution remained the training ground for all imperial ministers until 1905 CE. During these two millennia, Confucianism was the official state ideology. Its influence is beyond measure. When the last dynasty fell in 1911, it was followed by civil war, Japanese occupation, and another civil war. When communists took over in 1949, Confucianism was first ignored, then vilified. But since the opening of China in the early 1980s, Confucianism has made a strong return. A statue of Confucius was recently erected in Tiananmen Square, and the Chinese government recently decided to call their international outreach centers “Confucius Institutes.” Simply put, if one is to understand China—its history, religion, literature, art, politics, social life, family structure, gender issues, even business practices—one must know something about the people, texts, ideas, and issues that have had the single largest influence on its intellectual life of the Chinese in recorded history.

Currently the Religious Studies department offers a line of “Traditions” classes that include Judaism, Christianity, Islam, Hinduism, and Buddhism. This list of offerings is skewed toward West and South Asia; an expansion into East Asia would improve its “international reach” considerably.

The History department currently teaches a few classes on the political history of China and East Asia. A class on Confucianism would serve as an intellectual component that would complement a political history quite nicely. The ebb and flow of international relations, military conquests, and domestic policies is one thing, but knowledge of the motivating factors (besides the usual avarice) that moved the hearts and minds of the people—both rulers and ruled—is necessary for a better understanding. Western imperialism perpetrated a century of crushing evil on China. Communism added an additional three decades of hardship. Now news of its rise is in the papers daily. WKU students should be not just prepared for this, but engaged with it. Meaningful engagement requires cultural understanding. A cultural understanding of China is not possible without at least an introduction to Confucianism. The course proposed here is only a first step in this endeavor in the Philosophy and Religion department at WKU.

WKU is the proud home of a new Chinese Flagship program. Students are trained to interact with Chinese-speakers in specific ways congruent with their majors. This course would give them some general cultural background that will be useful to any student wishing to pursue work in China. In addition, the current focus on Chinese language learning is on speaking modern Mandarin and secondarily on writing simplified graphs. Those students wishing to try their hand at Classical Chinese, and at reading traditional graphs, may be able to do this in conjunction with this proposed Confucianism course.

* 1. Projected enrollment in the proposed course: 20-40, based on the enrollment of other 300-level Traditions classes and the degree of interest shown by current students.
  2. Relationship of the proposed course to courses now offered by the department: The Religious Studies department now offers Traditions courses on Buddhism, Hinduism, Judaism, Christianity, Islam, and Native American religions (see RELS 302-307). With the advent of the Asian Religions and Cultures major, and the increasing “global outlook” of the department and the university, an expansion of courses to investigate the main religions of East Asia is warranted.
  3. Relationship of the proposed course to courses offered in other departments:

This course will complement related courses in History, such as “Introduction to Asian Civilization” (110), “Traditional East Asia” (460), “Modern East Asia” (461), “Modern China” (471), “Modern Japan” (472), the “People and Cultures of Asia” (341) course in Anthropology, the “Government and Politics” (366) course in Political Science, the Chinese language courses offered by the Chinese Flagship program and newly-expanded Chinese program, and will constitute an obvious link to the WKU Confucius Institute and its community outreach efforts. Courses in History, Anthropology, and Political Science often describe what has happened; this proposed course will go a significant way toward answering *why* things happened as they did.

* 1. Relationship of the proposed course to courses offered in other institutions:

Religious Studies departments at leading institutions in the US and abroad commonly offer a course on Confucianism. For example:

Harvard (taught by Tu Wei-ming)

Yale (taught by Ann Ping chin)

University of Colorado at Boulder (taught by Rodney Taylor)

Indiana University (taught by Michael Ing)

**3. Discussion of proposed course:**

* 1. Course objectives:

Introduce students to the main intellectual tradition of China.

Examine some of the texts that are central to that tradition.

Analyze the effects of this tradition on people past and present.

Consider the implications this tradition has for understanding religion and history.

Articulate timely and scholarly theses relating to this tradition.

Increase global awareness.

* 1. Content outline:

I. The Rejection and Rehabilitation of Confucius in Socialist China

II. Pre-Han Confucianism: Confucius and Warring States China

III. Han Confucianism: Dong Zhongshu and Han Syncretic Confucianism

IV. Wei-Jin Confucianism: He Yan and Daojia Confucianism

V. Tang Confucianism: Han Yu and Buddhist-Confucian Confrontation

VI. Song Confucianism: Zhu Xi and the Confucian Renaissance

VII. Ming Confucianism: Confucian Gender Ideals

VIII. Qing Confucianism: “From Philosophy to Philology”

IX. Modern Confucianism: New Confucianism and Ecology

* 1. Student expectations and requirements:

Attendance and note-taking

Class discussion

Exam

Research paper

Book review

Digital narrative

* 1. Tentative texts and course materials:

Gardner, Daniel. *Chu Hsi: Learning to Be a Sage*. Berkeley: U. of California Press, 1990.

Nylan, Michael. *The Five “Confucian” Classics*. New Haven: Yale Univ. Press, 2001.

Plaks, Andrew, trans. *Ta Hsueh and Chung Yung*. New York: Penguin, 2003.

Slingerland, Edward, trans. *Confucius: The Essential Analects: Selected Passages with Traditional Commentary*. Indianapolis: Hackett Publishing, 2006.

Yao Xinzhong. *An Introduction to Confucianism*. New York: Cambridge U. Press, 2000.

**4. Resources:**

* 1. Library resources: Sufficient
  2. Computer resources: Sufficient

**5. Budget implications:**

* 1. Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** 201230

**7. Dates of prior committee approvals:**

Religious Studies program September 14, 2011

Department of Philosophy and Religion September 21, 2011

Potter College Curriculum Committee December 1, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

Proposal Date: September 14, 2011

**Potter College of Arts and Letters**

**Department of Philosophy and Religion**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Paul Fischer, [paul.fischer@wku.edu](mailto:paul.fischer@wku.edu), 745-5758

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: RELS 318
  2. Course title: Daoism
  3. Abbreviated course title: Daoism
  4. Credit hours and contact hours: 3
  5. Type of course: L
  6. Prerequisites/corequisites: None
  7. Course catalog listing: A survey of the evolution of Chinese Daoism, from its appearance as a philosophical school c.400 BCE, through its later iterations in a variety of religious organizations.

**2. Rationale:**

* 1. Reason for developing the proposed course: This will be a foundational course for the Asian Religions and Cultures major, an important addition to the Traditions offerings in the Religious Studies major, a theoretical framework for the History of China courses in the History major, and a much-needed cultural component for the Chinese Flagship Honors program.

The Asian Religions and Cultures major is a new major at WKU and will certainly be enriched by the addition of Daoism, given that Daoism has been central to Chinese culture for 2,500 years. The ARC major was created, in part, to pursue WKU’s commitment to being a university with “international reach.” China is a conspicuous part of the international community. Daoism is an important part of Chinese culture.

Daoism is China’s oldest and most popular native religion. Its literature and ideas have influenced all of East Asian culture. The younger sibling of Confucianism, Daoism and Confucianism have for centuries been characterized as the yin and yang of Chinese culture. Where Confucianism focuses on social ethics and politics, Daoism focuses on individual self-cultivation and the supernatural. Lao Zi, the founder of Daoism, is held to have been a teacher of Confucius. His text, the *Daodejing*, is the Bhagavad Gita, or the Sermon on the Mount, of China—everyone of all ages has at least some of it memorized. Some claim it is the most-often translated book in the history of the world. Daoism is concerned with gods and ghosts, revelation and miracles, sin and redemption, priests and purity, apocalypticism and salvation, health and longevity, poetry and painting. If Confucianism is the mind of China, then Daoism is its heart. Begun as a poetic description of how to attain harmony with the way of heaven, Daoism after 142 CE evolved into a variety of religious paths that aimed to save the soul of those who would listen. Along with Buddhism, Confucianism and Daoism constitute the “Three Teachings” of China. These traditions do not manifest the apparent enmity between the ostensibly fraternal religions of Judaism, Christianity, and Islam, but rather have coexisted, and even intermingled, for centuries. These religious traditions, necessary in themselves for understanding religion as a universal category, thereby also serve as useful and interesting counterpoints to the Western traditions.

Currently the Religious Studies department offers a line of “Traditions” classes that include Judaism, Christianity, Islam, Hinduism, and Buddhism. This list of offerings is skewed toward West and South Asia; an expansion into East Asia would improve its “international reach” considerably.

The History department currently teaches a few classes on the political history of China and East Asia. A class on Daoism would serve nicely as part of an intellectual history that would complement a political history quite nicely.

WKU is the proud home of a new Chinese Flagship program. Students are trained to interact with Chinese-speakers in specific ways congruent with their majors. This course would give them some general cultural background that would be useful to any student wishing to pursue work in China. In addition, the focus on Chinese language learning is on speaking modern Mandarin and secondarily on writing simplified graphs. Those students wishing to try their hand at Classical Chinese, and at reading traditional graphs, may be able to do this in conjunction with this proposed Daoism course.

* 1. Projected enrollment in the proposed course: 20-40, based on the enrollment of other 300-level Traditions classes and the degree of interest shown by current students.
  2. Relationship of the proposed course to courses now offered by the department:

The Religious Studies department now offers Traditions courses on Buddhism, Hinduism, Judaism, Christianity, Islam, and Native American religions (see RELS 302-307). With the advent of the Asian Religions and Cultures major, and the increasing “global outlook” of the department and the university, an expansion of courses to investigate the main religions of East Asia is warranted.

* 1. Relationship of the proposed course to courses offered in other departments:

This course will complement related courses in History, such as “Introduction to Asian Civilization” (110), “Traditional East Asia” (460), “Modern East Asia” (461), “Modern China” (471), “Modern Japan” (472), the “People and Cultures of Asia” (341) course in Anthropology, the “Government and Politics” (366) course in Political Science, the Chinese language courses offered by the Chinese Flagship program and newly-expanded Chinese program, and will constitute an obvious link to the WKU Confucius Institute and its community outreach efforts. Courses in History, Anthropology, and Political Science often describe what has happened; this proposed course will go a significant way toward answering *why* things happened as they did.

* 1. Relationship of the proposed course to courses offered in other institutions:

Religious Studies departments at leading institutions in the US and abroad commonly offer a course on Daoism. For example:

Arizona State University (taught by Stephen Bokenkamp)

Boston University (taught by Louis Komjathy)

University of Virginia (taught by Jane Geaney)

University of Georgia (taught by Russell Kirkland)

**3. Discussion of proposed course:**

* 1. Course objectives:

Introduce students to one of the main intellectual traditions of China.

Examine some of the texts that are central to that tradition.

Analyze the effects of this tradition on people past and present.

Consider the implications this tradition has for understanding religion and history.

Articulate timely and scholarly theses relating to this tradition.

Increase global awareness.

* 1. Content outline:

I. Philosophical Daoism

i. Lao Zi

ii. “Nei Ye”

iii. Zhuang Zi

iv. Huainan Zi

II. Early Religious Daoism

i. Celestial Master Daoism

ii. Upper Purity Daoism

III. Later Religious Daoism

i. Luminous Treasure Daoism

ii. Complete Perfection Daoism

* 1. Student expectations and requirements:

Attendance and note-taking

Class discussion

Exam

Research paper

Book review

Digital narrative

* 1. Tentative texts and course materials:

Ames, Roger, ed. *Wandering at Ease in the* Zhuangzi. Albany: SUNY Press, 1998.

Bokenkamp, Stephen. *Early Daoist Scriptures*. Berkeley: Univ. of California Press, 1997.

Eskildsen, Stephen. *The Teachings and Practices of the Early Quanzhen Taoist Masters*. New York: State University of New York Press, 2004.

Lau, D. C., trans. *Lao Tzu: Tao Te Ching*. New York: Penguin Books, 1963.

**4. Resources:**

* 1. Library resources: Sufficient
  2. Computer resources: Sufficient

**5. Budget implications:**

* 1. Proposed method of staffing: Current staffing is sufficient. However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** 201230

**7. Dates of prior committee approvals:**

Religious Studies program September 14, 2011

Department of Philosophy and Religion September 21, 2011

Potter College Curriculum Committee December 1, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

Proposal Date: 10/21/2011

**Potter College of Arts & Letters**

**PCAL Interdisciplinary Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Jennifer Markin, [jennifer.markin@wku.edu](mailto:jennifer.markin@wku.edu), 5-2345

**1. Identification of proposed course:**

* 1. Course prefix (subject area) and number: PCAL 175
  2. Course title: Potter College of Arts & Letters University Experience
  3. Abbreviated course title: PCAL University Experience
  4. Credit hours and contact hours: 3 hours
  5. Type of course: Seminar
  6. Prerequisites: For first year or transfer students with fewer than 6 hours of credit in declared major
  7. Course catalog listing: Transition to the university experience geared towards first year students. Topics include academic skills, critical thinking skills, library education, campus resources, and personal development. Special emphasis on careers and degree programs related to the fields within Potter College of Arts & Letters. Course is restricted to those with majors, including exploratory, within Potter College.

**2. Rationale:**

* 1. Reason for developing the proposed course:

This course offers a discipline-based university experience course geared specifically toward students who are exploratory within PCAL, but applicable to all those with majors in the College. Currently PCAL contributes to the UC 175 sections. PCAL 175 will allow us to offer a course more focused on the needs of PCAL students.

A 3 hour course would allow for a more in-depth exploration of majors, minors, and career options within the College, while fostering a connection with the college and WKU aimed at increasing retention. PCAL 175 will include the academic success skills typically covered in UC 175 (2 hours) and the special topic focus of UC 176 (1 hour) into one, 3 hour course. This ability to explore majors and opportunities within the College has a positive impact on retention in and of itself, and the earlier a student declares a major the higher the chance of retention. An intentional, guided exploration of the opportunities within the College works to accomplish this goal. This focus on retaining students is part of the WKU Rally for Retention program.

* 1. Projected enrollment in the proposed course: 25 per section based on current UC 175 class enrollment
  2. Relationship of the proposed course to courses now offered by the department: This course could compliment any major/minor within PCAL by providing an overview of the College as a whole and strengthening college success skills.
  3. Relationship of the proposed course to courses offered in other departments:

This course would expand on the college success skills portion of the 2 hour UC 175 course similar to other college/department specific UC 175 courses: CHHS 175 University Experience-Health and Human Services, BA 175 University Experience-Business, PSY 175 University Experience, BIOL 175 University Experience-Biology, PERF 175 University Experience: Performing Arts, etc.

* 1. Relationship of the proposed course to courses offered in other institutions: Freshman seminar or freshman transition courses are a common practice in higher education. Typically, these courses are aimed at providing students with both the academic and administrative skills to be successful in college, ease the transition to the institution, and increase retention. Middle Tennessee State University UNIV 1010 University Seminar, Northern Kentucky University UNV 101 Orientation to College & Beyond, University of Kentucky UK 101 and UK 201 (special topics), Murray State University FYE 098 and FYE 099 Freshman Orientation, Missouri State University GEP 101 First-Year Foundations, Western Illinois University UNIV 100 Personal Growth in Higher Education, etc.

**3. Discussion of proposed course:**

* 1. Course objectives:
* Students will be able to demonstrate critical thinking and reading skills
* Students will further the ability to establish priorities and manage time
* Students will be able to conduct basic research in the University Libraries
* Students will develop greater proficiency in oral and written communication
* Students will engage in active learning through effective classroom strategies/methods
* Students will be able to assess several career options specific to PCAL and to make academic plans for them
* Students will complete research on all academic aspects of PCAL
* Students will engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society
  1. Content outline:
* WKU traditions and organizational culture
* Learning and personality type assessment with application to academics and career path
* Critically analyze written and spoken information with a focus on arguments and hypothesis relevant to academic disciplines within PCAL
* Technical academic skills: Study skills, how to read for understanding, note-taking, test taking strategies, understanding iCAP and the role of the advisee, available campus resources, and how to use the WKU library resources for research
* Personal development skills: time management, financial management, health issues faced by college students, and beginning cultural identity awareness
* Career exploration: available careers related to PCAL majors, cover letters and resumes, business etiquette, mock interview practice
* Class presentations by faculty and students within PCAL on majors, minors, and career opportunities within the College
  1. Student expectations and requirements:

Students will be required to do: course readings, attend classes and participate in discussion, model successful academic habits, attend on-campus events and write reports, do independent research on topics related to PCAL and present information to the class, critically evaluate material, demonstrate skills related to the job search process, and take exams over all course content

* 1. Tentative texts and course materials:
* Selected content from: A Critical Thinker’s Guide to Success at Western Kentucky University. Sharon Buzzard and Nathan Phelps. Hayden McNeil. 2011.
* Selected content from: Success Strategies for College & Life. Kimberly Cunningham and Ashley Chance Fox. Kendall Hunt. 2011.
* Selected content from: The Community College Experience Plus. Amy Baldwin. Pearson. 2010.
* Readings made available on Blackboard focusing on the academic disciplines within PCAL similar to those previously used in the UC 175 restricted to PCAL Exploratory students:
  + Jenkins, Rob. (2010). Welcome to my classroom. *The Chronicle of Higher Education*, retrieved from chronicle.com/article/Welcome-to-My-Classroom/124109.
  + Marsh, John. (2011). Why education is not an economic panacea. *The Chronicle Review*, B10-B13.
  + Sanner, Kristin. (2011) The literature cure. *The Chronicle Review*, B20.
  + Weller, Nick. (2011, November 11). Do this many people need to be going to college? [Letter to the editor]. *College Heights Herald*, 4.

**4. Resources:**

* 1. Library resources: adequate
  2. Computer resources: adequate

**5. Budget implications:**

* 1. Proposed method of staffing: Current staffing is adequate for projected enrollment. An increase in course enrollment may require additional personnel in the future.
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2012

**7. Dates of prior committee approvals:**

PCAL Dean’s Office: October 24, 2011

Potter College Curriculum Committee December 1, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: 10-24-2011

**Potter College of Arts and Letters**

**Department of Political Science**

**Proposal to Revise a Program**

**(Action Item)**

Contact Person: Joel Turner, [joel.turner@wku.edu](mailto:joel.turner@wku.edu), 745-2728

**1. Identification of program:**

* 1. Current program reference number: 686
  2. Current program title: major in Political Science
  3. Credit hours: 34

**2. Identification of the proposed program changes:**

* Required hours lowered from 19 to 15
* Elective hours raised from 15 to 18
* Overall number of credit hours lowered from 34 to 33
* PS 499 is being converted to a three hour course
* PS 201, PS 250, PS 260, PS 301, and PS 330 changed from required courses to optional required courses

**3. Detailed program description:**

|  |  |
| --- | --- |
| Old Plan  *Required Courses--19 hours*  PS 110 Introduction to American Government  PS 201 Concepts of Political Science  PS 250 International Politics  PS 260 Introduction to Comparative Politics  PS 301 Research Methods in Political Science  PS 330 Introduction to Political Theory  or  PS 435 American Political Thought  PS 499 Senior Seminar in Government  *Electives--15 hours*  With at least 10 hours consisting of 300/400 level courses, selected with approval of advisor. No more than 6 hours total can come from PS 403, 405, 407, and 498. PS 324 and 325 can both be repeated once. Three hours of credit from PS 324 and PS 325 can be used for the major and three hours from each can be used as general electives.  *Total hours – 34* | New Plan  ***Required Courses--15 hours***  PS 110 Introduction to American Government  **PS 499 Senior Seminar**  **Three of the following five courses, one of which must be PS 250 or PS 260**  **PS 201 Concepts of Political Science**  **PS 250 International Politics**  **PS 260 Introduction to Comparative Politics**  **PS 301 Research Methods in Political Science**  **PS 330 Introduction to Political Theory**  ***Electives--18 hours***  **At least 17 credit hours in the major must be at the 300 level or higher. No more than 6 hours total can come from PS 403, 405, 407, and 498. PS 324 and 325 can both be repeated once. Three hours of credit from PS 324 and PS 325 can be used for the major and three hours from each can be used as general electives.**  ***Total hours – 33*** |

**4. Rationale for the proposed program change:** The proposed changes to the Political Science major are designed to help the Department better meet the academic needs and interests of students. The current major is highly structured and includes a core of 19 required hours. The rigid nature of the major currently requires that over half the credit hours earned by students in the major are in introductory level courses from the different fields within political science. The modification proposed here allows students to take more upper level courses within the major, while still receiving exposure to a wide range of topics. Upper level courses tend to have lower enrollment, place a greater emphasis on discussion and writing, and allow students to go into greater depth on topics covered in the course. We believe these benefits will better provide our students the skills they need to be academically successful.

The flexibility offered by the changes will have additional benefits. A large core of required classes requires that disproportionate amount of faculty resources are allocated to teaching introductory level classes. This limits the ability of the Department to offer a broader range of electives that would enhance the academic experience of our students. The large number of core courses relative to our total number of faculty also leads to frequent scheduling conflicts. The need to fit the high number of core courses into their schedule often prevents students from taking advantage of electives offered at the same time. The consensus of Department faculty is that the benefits associated with changes made to increase the depth of student learning are much greater than the relatively small sacrifice to the breadth of required coursework.

Although not a major factor influencing the decision to make changes in the requirements for the major, it is worth noting that adding the flexibility to the proposed major brings our requirements for students more in line with the requirements of other universities. In looking at over 25 other departments, there were a number of variations on how departments structured their requirements, but no schools had a similar large, inflexible core of required classes.

**5. Proposed term for implementation and special provisions (if applicable):**

Fall 2012

**6. Dates of prior committee approvals:**

Department/Division: November 2, 2011

PCAL Curriculum Committee December 1, 2011

Undergraduate Curriculum Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Senate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment:** No Program Inventory Form needed per Freida Eggleton on 11-02-11