Proposal Date: October 29, 2013

**University College**

**African American Studies Program**

**Diversity and Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Lloren A. Foster, [lloren.foster@wku.edu](mailto:lloren.foster@wku.edu), 270.745.2715

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: AFAM 333
  2. Course title: Hip Hop and Democracy
  3. Abbreviated course title: Hip Hop and Democracy
  4. Credit hours: 3.0 Variable credit (yes or no) No
  5. Grade type: Standard Letter Grade
  6. Prerequisites: AFAM 190 or permission of instructor
  7. Course description: Examines the various and sometimes contradictory views of Hip Hop as a musical form, a forum for political activism, and a voice for articulating and refiguring the democratic values of today’s youth.

**2. Rationale:**

* 1. Reason for developing the proposed course: By interrogating the global phenomenon known as Hip Hop and examining its impact on the youth of the Black community and their ideas about civic engagement, AFAM 333 forwards the curriculum of African American Studies, an interdisciplinary program that that explores the multifaceted nature of the African American experience. Furthermore, by examining the democratic values of today’s youth, AFAM 333 supports WKU’s mission: “WKU prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders in a global society.”
  2. Projected enrollment in the proposed course: 25-30 students based on 2 earlier offerings of this course during the Fall of 2011 and Fall of 2012.
  3. Relationship of the proposed course to courses now offered by the department: African American Studies seeks to increase its offerings and Hip Hop and Democracy will be an important first step in the right direction. Hip Hop and Democracy will serve as an elective for the African American Studies Minor.
  4. Relationship of the proposed course to courses offered in other departments: FLK 410/AFAM 410 African American Music focuses on the evolution of genres in the continuum of Black Music, whereas Hip Hop and Democracy focuses on the specific genre of Hip Hop with a special focus on the political, social, cultural, and creative milieu in which it came into being. ENG/AFAM 393 focuses on the poetry of and the political nature of African American literature, but it does not address Hip Hop as a genre. In short, there is no other course at WKU that focuses on the relationship between Hip Hop and democracy.
  5. Relationship of the proposed course to courses offered in other institutions: In the 21st Century, there has been an explosion of interest in Hip Hop in academia. Over 300 college courses cover various aspects of Hip Hop music and Culture. In terms of universities in the Commonwealth of Kentucky over the past three years, University of Louisville has taught Race and Hip Hop and Women and Hip Hop as part of their Humanities Seminars. Each course addresses the correlation between gender or race and Hip Hop. In the fall of 2013 the University of Kentucky is offering GWS 600 Hip Hop Feminism, which is a survey of the feminist critique of Hip Hop Music and Culture. Of our benchmark institutions Ohio University (AAS 3570 Black Music Criticism) and Florida International (AFA 3353 Race, Gender, and Sexuality in Hip Hop and AFA 4370 Global Hip Hop Culture) have offered similar courses in that they address Hip Hop. AFA 3353 focuses on the intersections of gender, race, and sexuality in Hip Hop culture; AFA 4370 explores the global roots and reach of Hip Hop Culture. Other universities that offer similar programs and/or courses include: Syracuse’s HOM 473 Women, Rap, and Hip Hop, which explores the work of women in hip-hop, images of women, and feminist critiques of the music and the culture. The growth of Hip Hop as an academic focus is evident in the University of Arizona’s institutionalization of the first minor in Hip Hop Studies. Likewise, courses on democracy are a staple of our American college campuses. Some courses on Hip Hop address a political component of Hip Hop, but none interrogate the seemingly contradictory relationship between these two ideas. In short, no one is offering a course focused on the intersections and contradictions of Hip Hop and democracy.

**3. Discussion of proposed course:**

* 1. Schedule type: Seminar/Lecture
  2. Learning Outcomes: Upon successful completion of this course students will be able to do the following:
     + Identify the (in)formal economic, political, and social structures shaping African American life that gave rise to the origins, development, growth, and commercialization of Hip Hop;
     + Explain Hip Hop’s correlation to the discourse of racism, sexism, and classism in US society;
     + Analyze significant historical, political, and social events effecting the evolution of Hip Hop as a form of Black expressive culture;
     + Analyze socio-political critiques of Hip Hop music content;
     + Evaluate Hip Hop’s impact on developing or shaping the ethics, values, and ideas of young people and their sense of inclusion, political efficacy, civic engagement, and participation in the body politic.
  3. Content outline:

1. Definitions—We will begin by introducing and defining the ideas behind Democracy and the cultural phenomena known as Hip Hop, exploring key concepts, theories, and attributes of democracy and Hip Hop;
2. Roots of Hip Hop—The course will proceed with a social, historical, and cultural study of African Americans’ striving for inclusion in the body politic of the US, which includes the milieu that gave rise to the evolution of Hip Hop;
3. The Body Politic—We will conclude with an analysis of the practical implications of Hip Hop’s musical content on their ideas of political efficacy and expectations for social justice.
   1. Student expectations and requirements: The reading load is significant and students are expected to actively participate in class. Students will be evaluated on such written work as journals and short critical analysis papers. Also, students will lead class discussions and participate in group activities throughout the duration of the course, which will include a final group or class project.
   2. Tentative texts and course materials:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* New York: Basic Books, 2012.

Asante, M. K. *It’s Bigger Than Hip Hop: The Rise of the Post-Hip-Hop Generation*  New York: Basic, 2008.

Cohen, Cathy. *Democracy Remixed: Black Youth and the Future of American Politics*. New York: Oxford University Press, 2010.

Hill Collins, Patricia. *From Black Power to Hip Hop: Racism, Nationalism, and Feminism*. Philadelphia: temple University Press, 2006.

Kitwana, Bakari. *The Hip Hop Generation: Young Blacks and the Crisis in African American Culture*. New York: Basic Books, 2002.

Perry, Imani. *Prophets of the Hood: Politics and Poetics in Hip Hop*. Durham: Duke University Press, 2004.

Pugh, Gwendolyn. *Check It While I Wreck It: Black Womanhood, Hip Hop Culture, and the Public Sphere*. Boston: Northeastern UP, 2004.

Reeves, Marcus. *Somebody Scream!: Rap Music's Rise to Prominence in the Aftershock of Black Power*. New York: Faber and Faber, 2008.

Rose, Tricia. *Hip Hop Wars: What we Talk About When we talk About Hip Hop—And Why it Matters*. New York: Basic, 2008.

**4. Resources:**

* 1. Library resources: Current library holdings are adequate
  2. Computer resources: Current computer resources are adequate

**5. Budget implications:**

* 1. Proposed method of staffing: Current faculty in African American Studies will provide instruction for the course.
  2. Special equipment needed: Access to a smart classroom is necessary
  3. Expendable materials needed: No expendable materials are needed
  4. Laboratory materials needed: No Laboratory materials are needed

**6. Proposed term for implementation: Fall 2014**

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

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**Department of Diversity & Community Studies**

**University College**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Andrew Rosa: [andrew.rosa@wku.edu](mailto:andrew.rosa@wku.edu), extension 5-2729

1. Identification of proposed course:

* 1. Course prefix (subject area) and number: AFAM 343
  2. Course title: Communities of Struggle
  3. Abbreviated course title: NA
  4. Credit hours: 3 Variable Credit (yes or no) No
  5. Grade type: Standard letter grade
  6. Prerequisites: AFAM 190, or permission of instructor
  7. Course description: Examines the relationship between distinct communities of struggle in Africa and the African Diaspora and the impact of African American social movements on a range of liberation struggles within this context.

2. Rationale:

2.1Reason for developing the proposed course: AFAM 343 Communities of Struggle will be offered through the Department of Diversity and Community Studies (DCS), which houses African American Studies (AAS), Gender and Women’s Studies (GWS), Gerontology, and the Institute for Citizenship and Social Responsibility (ICSR). Its focus on African American social movement history and the relationship between distinct communities of struggle across Africa and the African Diaspora is consistent with the university’s mission of developing curriculum that fosters global awareness. It is also in line with the department’s commitment to promote frameworks of analysis that enable students to identify, examine, and understand, from an interdisciplinary perspective, a range of structural challenges faced by diverse communities, past and present, locally and globally. Emphasis is placed on structures of dominance related to experiences of violence, oppression, and resistance in the African Diaspora, paying particular attention to how, through the process of contesting the legitimacy and consequences of physical terror, economic exploitation, and racial oppression, African Americans created many of the philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of important community struggles for resources, recognition, and power in Africa, Latin America, Caribbean, Asia, and Europe.

2.2 Projected enrollment in the proposed course: Based on student enrollment in other DCS and AFAM courses, the anticipated enrollment is 20-25.

* 1. Relationship of the proposed course to courses now offered by the department: The subject, content, and scope of AFAM 343 will enhance existing course offerings relative to the African American experience and the study of community organizing traditions and social problems. These include AFAM 190 The African American Experience, ICSR 300 Public Problem Solving, and ICSR 301 Seminar in Social Responsibility.
  2. Relationship ofthe proposed course to courses offered in other departments: In terms of its general focus on social movement theory and history, AFAM 343 does have some overlap with SOC 312 Collective Behavior and Social Movements. However, AFAM 343 is also distinct based on its exclusive focus on African American social movement history and its symbiotic relationship to communities of struggles in Africa and the African Diaspora. PS 373 Minority Politics examines American minority communities, which includes but is not limited to the African American community. AFAM 343 offers a comparative focus on social movements within the African Diaspora and how African American social movements, in particular, have generated collective mobilization in other parts of the world. By examining African American social movements in comparative, transnational, and global perspectives, AFAM 343 will complement several other courses at WKU. These include HIST 358/ 359 Blacks in American History, and HIST 430 The Civil Rights Movement. In addition, by being conceptually rooted in an African Diaspora context, it would also complement HIST 463 The Atlantic World, which examines the intersections of African, Native American, and European cultures.
  3. Relationship of the proposed course to courses offered in other institutions: No public university in Kentucky offers courses comparable to AFAM 343. However, it is comparable to courses offered at several leading institutions across the country. This includes AMST 250 The African Diaspora and AMST 252 Black Social Movements in the United States at the University of Southern California; NMGM 5006 International Black Social Movements at the New School for Social Engagement; History 1004 By Any Means Necessary: African American Activism in Global Perspective at the University of Iowa, and AFRO 5120 Social and Intellecutal Movements in the African Diaspiora at the University of Minnesota, Twin Cities campus.

3. Discussion of proposed course:

* 1. Schedule Type: S
  2. Learning Outcomes: Specific learning outcomes intended for the course may include the following:
* Identify theoretical perspectives in African Diaspora Studies
* Understand how, through collective action, individuals have had transformational roles in societies across the African Diaspora
* Demonstrate knowledge of social movements in the African Diaspora and their distinctive issues, forms of organization, strategies, tactics, and ideology
* Examine the linkages between African American social movements and social movements in Europe, Africa, Asia, Latin America, and the Caribbean
* Develop strong oral presentation, research, writing, and analytical skills
  1. Content Outline

1. Theorizing Diaspora
2. Migrations, Conflicts, and Settlements
3. Emancipation Movements
4. Land Struggles and the Spatial Dynamics of Race
5. Black Internationalism
6. African Diaspora as Practiced Today
   1. Student expectations and requirements: This is a discussion-based, research and writing intensive course. Examples of writing assignments include weekly two-page response papers based on the assigned readings; book reviews on a publication decided in consultation with the professor; individualized research projects based on a topic chosen in consultation with the professor.
   2. Tentative texts and course materials: Readings may include such works as:

Anderson, Carol. *Eyes Off the Prize: The United Nations and the*

*African American Struggle for Human Rights*. London: Cambridge University Press, 2003.

Davis, David Brion. *Slavery and Human Progress.* New York: Oxford University Press, 1998.

Frederickson, George. *Black Liberation: A Comparative History of Black*

*Ideologies in the United States and South Africa.* New York: Oxford University Press, 1995.

Gaines, Kevin. *American Africans in Ghana.* Chapel Hill: University of North Carolina Press, 2006.

Gomez, Michael. *Reversing Sail: A History of the African Diaspora.* London: Cambridge University Press, 2005.

Guridy, Frank. *Forging Diaspora: Afro-Cubans and African Americans in a World of Empire.* Chapel Hill: University of North Carolina Press, 2010.

Harris, Joseph. *Global Dimensions of the African Diaspora.* Washington: Howard University Press, 1993.

Hines, Darlene Clark. *Crossing Boundaries: Comparative History of Black*

*People in America.* Indiana: Indiana University Press, 2002.

Malalani, Minkah. *In the Case of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939.* Chapel Hill: University of North Carolina Press, 2011.

Meriwether, James H. *Proudly We Can Be Africans: Black Americans and Africa* Chapel Hill: University of North Carolina Press, 2002.

Payne, Charles. *I’ve Got the Light of Freedom: The Organizing Tradition of the Mississippi Freedom Struggle.* Chicago: University of Chicago Press, 1995.

Pennybacker, Susan. *From Scottsboro to Munich: Race and Political Culture in 1930s Britain.* Princeton: Princeton University Press, 2009.

Plummer, Brenda. *Windows on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988.* Chapel Hill: University of North Carolina Press, 2003.

Singh, Nikhil Pal. *Black is a Country: Race and the Unfinished Struggle for Democracy.* Cambridge: Harvard University Press, 2004.

Slate, Nico. *Colored Cosmopolitanism: The Shared Struggle for Freedoin the United States and India* Cambridge: Harvard University Press, 2012.

Von Eschen, Penny. *Race Against Empire: Black Americans and Anti-colonialism,* 1937-1957. Chapel Hill: University of North Carolina Press, 1997.

West, Michael. Ed. *From Toussaint to Tupac: The Black International Since the Age of Revolution.* Chapel Hill: University of North Carolina Press, 2009.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current WKU faculty.
  2. Special equipment needed: None.
  3. Expendable materials needed: None.
  4. Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2014

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

Department of Diversity & Community Studies October 29, 2013

University College Curriculum Committee November 11, 2013

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

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

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

Proposal Date: October 29, 2013

**University College**

**Department of Diversity and Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Dr. Molly Kerby, [molly.kerby@wku.edu](mailto:molly.kerby@wku.edu); 270.745.6477

1. Identification of proposed course:

* 1. Course prefix (subject area) and number: DCS 360
  2. Course title: Place, Community, and Resilience
  3. Abbreviated course title: Place, Community, Resilience
  4. Credit hours: Three (3) Variable credit No
  5. Grade type: Standard Letter Grade
  6. Prerequisites/corequisites: None
  7. Course description: Exploration of the multidisciplinary interconnections of place, identity, and sense of place within organizational and community structures, with attention to the ways systems bounce back under unexpected social and environmental crises.

2. Rationale:

* 1. Reason for developing the proposed course:

This course will be an elective in the Department of Diversity and Community Studies, which houses Gender and Women’s Studies, African American Studies, Gerontology, and the Institute for Citizenship and Responsibility (ICSR). Given that the department has a commitment to introducing students to “Conceptual frameworks for understanding diverse communities, their histories and contemporary expressions, the structural challenges they face and the contributions they offer to the fabric of American society,” DCS 360 will provide an important addition to the curriculum. It also addresses the University’s Mission Statement, which states, “Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society,” by exploring systems, both human and nonhuman, and strategies for creating resiliency.

2.2 Projected enrollment in the proposed course:

Based on enrollment in other electives in the department, the anticipated enrollment is 20-25.

* 1. Relationship of the proposed course to courses now offered by the

department:

There are currently no undergraduate courses like DCS 360 offered at the departmental level. This course bears some resemblance to topics covered in ICSR 515 Utopias, Dystopias, Intentional Communities and ICSR 525 Place & the Problem of Healing, in the Master of Arts in Social Responsibility and Sustainable Communities, which is a program of the Department of Diversity and Community Studies. However, as an undergraduate course, ICSR 360 will instead provide a foundation for understanding place, community, and resilience.

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

**DCS 360 shares some features of Honors 380:** Trends Shaping Our Future: Local and Global Perspectives, which involves thinking about the world as it is now and what it might be like in the future and the implications of a series of trends that are likely to play a role in transforming the world over the next thirty to forty years from both a local and a global perspective. **PSY 350: Social Psychology** and SOCL 210: Interaction Self Society both address the individual in social context with and emphasis on group, social, and cultural factors tied to the context of social and psychological theory, conflicts in cultural values, and social disorganization; they are specific to the fields of sociology and psychology. DCS 360 offers multidisciplinary critical inquiry into the relationship between risk and resilience, human and nonhuman environments,and the critical analytic concepts of developing sense of place and place identity, with special attention to race, class, and gender issues.

2.5 Relationship of the proposed course to courses offered in other institutions:

The proposed course is relatively unique in that it offers a multidisciplinary critical inquiry into social relations and human experience with the natural environment from both human and earth-centered perspectives. Universities that offer similar programs and/or courses include:

* East Carolina University’s SOCI 2110: Modern Social Problems, which focuses on the nature, extent, causes and consequences of social problems in America today and the methods of limiting and solving these problems;
* James Madison University’s SOCI 265: Sociology of the Community, which examines the community as a social form and its function, social definitions, formative processes, development and systems of change;
* University of California-Santa Cruz’s CMMU 101 Communities: Social Movements, and the Third Sector;
* The College of William and Mary’s CMST 350: Critical Engagement in Context;
* University of Colorado-Boulder’s **NVS 3302/WMST 3302: Facilitating Peaceful Community Change.**

3. Discussion of proposed course:

* 1. Schedule type: S
  2. Learning Outcomes:

Specific learning outcomes intended for the course may include the following:

* understand the critical and historical perspectives of sense of place, and place identity,
* analyze personal narratives of identity in terms of risk, resilience, and place,
* identify traditional and contemporary approaches to systems and futures thinking,
* formulate a comprehensive critical research plan based on the theoretical concepts of risk and resilience,
* communicate ideas, procedures, results, and conclusions using appropriate critical and analytic synthesis of information,
* evaluate the impact of the human experience on sustainability, nonhuman factors, and social justice.
  1. Content outline: Themes of the course might include:

I. Sense of Place and Place Identity, including Narratives of Identity

1. Historical Perspectives on Place
2. Systems Thinking
3. Risk and Resilience Theory
4. Earth-centered Perspectives: Gaia Theory, Ecopsychology and Human-Nonhuman Relationships
5. Healing and Place
6. Sustainability, Human Experience, and Justice
   1. Student expectations and requirements: Grades will be determined by such assessments as mid-term and final exams, homework assignments and in-class projects, quizzes, and research projects based on materials covered in class.
   2. Tentative texts and course materials:

# A. Zolli & A.M. Healy. *Resilience: Why Things Bounce Back*. 2013 New York: Simon & Schuster.

F. Steele. *The Sense of Place*. 1981 CBI Pub Co., The University of Michigan.

S. Foster with M. Little. *The Book of the Visionquest: Personal Transformation in the Wilderness.* 1987 Prentice Hall Press, New York.

T. Roszak. *The Voice of the Earth: An Exploration of Ecopsychology.* 1993 Touchstone, New York.

J. Macy & M.Y. Brown. *Coming Back to Life: Practices to Reconnect Our Lives, Our World.* 1998 New Society Publishers, Gabriola Island, B.C.

R. Metzner. *Green Psychology: Transforming Our Relationship to the Earth.* 1999 Park Street Press, Rochester, VT.

D. Nemeth, R. Hamilton & J. Kuriansky (Eds). "*Living in an Environmentally Traumatized World: Healing Ourselves and Our Planet."* 2012 Praeger, Santa Barbara, CA.

4. Resources:

* 1. Library resources: See attached form
  2. Computer resources: None needed

5. Budget implications:

* 1. Proposed method of staffing: Existing faculty will teach this course
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Diversity & Community Stuies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 5-5787

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: DCS 399
  2. Course title: Special Topics in Diversity & Community Studies
  3. Abbreviated course title: Topics: Diversity/Community  
     (maximum of 30 characters or spaces)
  4. Credit hours: 1-3 Variable credit: Yes
  5. Grade type: Standard
  6. Prerequisites/corequisites: None
  7. Course description: A detailed study of a specialized topic, for students in the Diversity & Community Studies major.

**2. Rationale:**

2.1 Reason for developing the proposed course: Current approved electives in the Diversity & Community Studies major offer a range of courses but do not in any way exhaust the possibilities for courses that address the themes of this interdisciplinary major. A special topics course would give faculty an opportunity to address topics not represented in the list of approved electives, and would enrich the options available to students for focused study in their particular area of interest

* 1. Projected enrollment in the proposed course: based on enrollment in other electives in the department, 20.
  2. Relationship of the proposed course to courses now offered by the department: The department currently has the following program-specific special topics courses: AFAM 490 African American Seminar , GWS 470 Special Topics and ICSR 301 Seminar in Social Responsibility.
  3. Relationship of the proposed course to courses offered in other departments: Most other departments offer special topics options for their majors.
  4. Relationship of the proposed course to courses offered in other institutions: Most other universities offer special topics courses across the disciplines.

**3. Discussion of proposed course:**

* 1. Schedule type: S
  2. Learning Outcomes: Each instructor will determine the specific objectives of the course; however, all courses will address at least one of the program objectives:
* To provide a critical interdisciplinary framework for understanding social and structural forms of oppression at local and global scales
* To provide perspectives that enable students to confront racism, sexism, and heterosexism
* To help students develop, through multiple perspectives, an understanding of the social and historical contexts of diversity in the U.S.
* To provide a 4-year strategy for the development of research skills, including interdisciplinary and community-based research methods
* To encourage community-based approaches to problem-solving with respect to citizenship and advocacy
* To approach the acquisition of knowledge as transformative and as a means to empower self and community
* To provide experiential learning opportunities at every level of coursework
  1. Content outline: The outline of special topics courses will vary and is contingent upon the topic under study.
  2. Student expectations and requirements: Students will be expected to perform at an appropriate level of sophistication; assignments may include critical reflections, community-based projects, exams, term research projects and/or creative projects that lead to deeper understanding and application of the specific content.
  3. Tentative texts and course materials: Texts and reference materials will vary according to the instructor’s specific needs. It is expected that all materials are currently owned by the university or will be available online.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current faculty.
  2. Special equipment needed: none.
  3. Expendable materials needed: none.
  4. Laboratory materials needed: none.

**6. Proposed term for implementation:** Fall 2014

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

Department: Diversity & Community Studies October 29, 2013

University College Curriculum Committee November 11, 2013

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

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

Proposal Date: October 29, 2013

**University College**

**Diversity & Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 5-5787

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: DCS 495
  2. Course title: Directed Study in Diversity & Community Studies
  3. Abbreviated course title: Directed Study Diversity/Commun  
     (maximum of 30 characters or spaces)
  4. Credit hours: 1-3 Variable credit: Yes
  5. Grade type: Standard
  6. Prerequisites: Permission of the instructor.
  7. Course description: Supervised individual study and/or field-based experience in a topic of particular relevance to the major in Diversity & Community Studies.

**2. Rationale:**

* 1. Reason for developing the proposed course: This course will allow an advanced student to obtain knowledge about specific questions related to the themes of the major in Diversity & Community Studies. This course adds an important option for students wishing to study a topic that may not be covered by other electives.
  2. Projected enrollment in the proposed course: Typically independent study sections have an enrollment of 1, though it is possible that as many as 3-4 students may elect this at one time.
  3. Relationship of the proposed course to courses now offered by the department: The department offers the following program-specific independent study courses: AFAM 480 Independent Study in African American Studies and GWS 499 Directed Study in Gender & Women’s Studies.
  4. Relationship of the proposed course to courses offered in other departments: Most departments offer an independent study option. The extent to which other independent study courses might cover similar material will vary.
  5. Relationship of the proposed course to courses offered in other institutions: Most universities offer a independent study option to students, whether they are pursuing an traditional disciplinary plan of study, or an interdisciplinary, theme-based one.

**3. Discussion of proposed course:**

* 1. Schedule type: I

Learning Outcomes:

* Develop a topic to investigate or design a field experience;

• Identify major literature and theories related to the focus of the topic and/or experience.

• Analyze issues and controversies that inform the topic;

• Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic.

* 1. Content outline:
* Overview of the topic or field experience and its relationship to social justice, sustainability, and/or community-based research;
* Review relevant theories and research literature;
* Identify emerging issues relevant to the topic and/or experience;
* Demonstrate understanding of topic/experience through research.
  1. Student expectations and requirements: Expectations and requirements will vary according to the specific needs of the student and focus of the course. Examples include intensive readings, field journals, research papers, and or creative projects.
  2. Tentative texts and course materials: Depends upon the specific focus and topic.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current faculty
  2. Special equipment needed: none
  3. Expendable materials needed: none
  4. Laboratory materials needed: none

**6. Proposed term for implementation:** Fall 2014

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

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Diversity & Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 5-5787

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: DCS 400
  2. Course title: Capstone in Diversity & Community Studies
  3. Abbreviated course title: Capstone Diversity/Community  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3 Variable credit No
  5. Grade type: standard
  6. Prerequisites: Major in Diversity & Community Studies and senior standing
  7. Course description: A senior capstone experience synthesizing learning and assessing the field of study for diversity & community studies majors. Includes an exploration of career and graduate study opportunities as well as intensive research and analysis within a single area of diversity & community studies.

**2. Rationale:**

* 1. Reason for developing the proposed course: This new course will strengthen the capstone experience for diversity & community (DCS) majors and provide a method for assessing seniors at the completion of the major.  As a capstone, it will include a senior-level research assignment that will provide data for a qualitative assessment of students' progress at the end of their coursework in the major. Additionally, by providing students with an opportunity to reflect on and synthesize their learning, and by ensuring that students are prepared to seek employment or further education, DCS 400 will contribute to the university’s mission of preparing students to become lifelong learners as well as productive citizens of the commonwealth and society at large.
  2. Projected enrollment in the proposed course: This depends on the number of majors; initially enrollment is likely to be low, but we anticipate within three years, a typical enrollment of 20-25.
  3. Relationship of the proposed course to courses now offered by the department: There is no other major offered in the department, so this will be the first capstone. Other culminating experiences exist for the minors in African American Studies and Gender & Women Studies, and for the certificate in Citizenship & Social Responsibility.
  4. Relationship of the proposed course to courses offered in other departments: Many other departments offer senior seminar classes, designed to serve as a culmination and capstone of their respective fields of study. Among these are ENG 492 Senior Seminar, HIST 498 Senior Seminar, PS 499 Senior Seminar, SOCL 499 Senior Seminar, ECON 499 Senior Assessment and UC 499 Capstone Experience.
  5. Relationship of the proposed course to courses offered in other institutions: Similar majors in other institutions require capstones, since a culminating senior experience such as a capstone course is widely considered to be a strong way for students to conclude their undergraduate education. CUNY’s community studies major requires a capstone (URB 499). Portland State University requires a range of 6-hour capstones, depending on students’ chosen emphases, including community and environmental studies capstones, all requiring a community-based experience.

**3. Discussion of proposed course:**

* 1. Schedule type: S
  2. Learning Outcomes:

By the end of the course, students will

* Develop an interdisciplinary, synthesizing individual project
* Collaborate with others in a community-based or other relevant group project
* Understand the relevant interdisciplinary field’s opportunities for careers and further education
* Produce a portfolio demonstrating their learning in the major
* Present a final project to the department
  1. Content outline:

1. Overview of recent developments in interdisciplinary fields related to diversity & community studies
2. Determining individual and group research topics
3. Research methods in interdisciplinary studies

IV. Overview of post-graduate options

V. Development of résumés, cover letters, and statements of interest

VI. Development of portfolios

VII. Preparation for public presentations

* 1. Student expectations and requirements: Students will be expected to participate in significant research, writing workshops, all aspects of group projects, and other written and public presentation assignments that address the content of the course. Grades will be based on written papers, a group project, a public presentation, and a written (and possibly multi-media) portfolio.
  2. Tentative texts and course materials:

Nussbaum, Martha. [Selections] *Why Love Matters for Justice.* Cambridge, MA: Belknap Press, 2013.

Repko, Allen. [Selections] *Interdisciplinary Research: Process and Theory.* Thousand Oaks, CA: Sage Publ., 2011.

Scholarly articles on students’ specific areas of interest.

Articles addressing debates in relevant fields and interdisciplinary education. For example:

Basken, Paul. “National Science Foundation Steps Up Its Push for Interdisciplinary Research.” *Chronicle for Higher Education.* October 24, 2013.

Jacobs, Jerry. “Interdisciplinary Hype.” *Chronicle for Higher Education.* November 22, 2009.

Fish, Stanley. “Being Interdisciplinary Is So Very Hard to Do.” *Profession 89* (1989), 15-22.

Mackey, J. Linn. “Fractals or Fish: Does a Space for Interdisciplinarity Exist?” *Issues in Integrative Studies.* No. 13, pp. 101-113. (1995)

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current faculty.
  2. Special equipment needed: None.
  3. Expendable materials needed: None.
  4. Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2014

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

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Department of Diversity & Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Leslie Nichols, leslie.nichols@wku.edu, 745-6477

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: GWS 350
  2. Course title: Feminism, the Arts, and Social Change
  3. Abbreviated course title: Feminism Arts & Social Change  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3 Variable credit No
  5. Grade type: Standard Letter Grade
  6. Prerequisites: GWS 200 or permission of instructor
  7. Course description: An investigation into the potential of feminist arts and creative action to create community and social change.

**2. Rationale:** Reason for developing the proposed course: This course focuses on experiential learning and projects in order to propel students to become socially engaged citizens and meet WKU’s mission of preparing students to be productive, engaged, and socially responsible citizen-leaders. The intersection of art and activism and the role of art in social change have both historical and contemporary significance. Students minoring in gender & women’s studies often request a feminist art course and the last time we were able to offer one was about eight years ago. GWS 350 will serve as an elective for students in the gender and women’s studies minor.

* 1. Projected enrollment in the proposed course: Based on current enrollment in other GWS electives, the projected enrollment is 15.
  2. Relationship of the proposed course to courses now offered by the department: the department does not currently offer any similar undergraduate courses.
  3. Relationship of the proposed course to courses offered in other departments: Since this is not a studio or art history course, it does not compare to any offerings in the Art Department. Nor is GWS 350 a creative writing course, though some writing creatively is involved. Given its interdisciplinary focus and attention to a wide range of art forms in order to examine feminist and community social change, GWS 350 is unique at WKU. Although discussion may include the topic feminist visual culture, this course is not an examination of visual culture or focused on visual media and is therefore different from IDST 399 Special Topics: Understanding Visual Culture.
  4. Relationship of the proposed course to courses offered in other institutions:

No public Kentucky universities offer a similar course. Among the benchmark institutions, only Appalachian State offers similar courses: ART 3400 Women Artists, which offers a historical and contemporary survey of women visual artists; and ART 3534 Design Fundamentals I: Art for Social Change, which includes creating artworks that respond to socio-political themes of their choosing and examining historical and contemporary examples of artists who work with political and social themes in their own work.

**3. Discussion of proposed course:**

* 1. Schedule type: S
  2. Learning Outcomes  
     By the end of the course, students will be able to
* understand the potential of creative arts as a force for feminist social change
* employ a variety of subversive art strategies in their own projects
* identify artists and communities that have enacted feminist social change through art
* examine communities in light of intersectional social identity categories such as race, class, and ability
* develop positions and arguments about feminism, art, activism, and social change
* examine the various ways individuals can connect to their community and mobilize themselves and others to enact social change through art and creative acts
  1. Content outline:

I. The Story of Self

A. Case Studies: Individual Artists and Art Projects

B. Text and discussion about Art, Voice, Healing, and Subversion, focusing on feminist social change and an intersectional analysis of difference and privilege

C. Social Change Art Exercise: e.g., Erasure Poem

II. The Story of Us

A. Case Studies: Artist Communities, Collectives, and Community-based Art

B. Text and discussion about Collaboration and Community, focusing on social identity categories such as gender, race, ability, sexuality, and other expressions of difference

C. Social Change Art Exercise: e.g., Public Action

III. The Story of Now: Art as Activism and Envisioning the Future

A. Case Studies: How do artists depict the future? What are contemporary concerns about the future?

B. Development of creative project exploring one area of social change while articulating an intersectional feminist perspective

* 1. Student expectations and requirements: Students will
* Read about, discuss, and creatively experiment with a variety of art strategies aimed at personal and societal transformation
* Interview and present on a contemporary feminist artist who creates social change art
* Complete a culminating creative research project in which they apply their theoretical knowledge to a real world problem
  1. Tentative texts and course materials:

Becker, Carol. *The Subversive Imagination: Artist, Society, and Social Responsibility*. New York: Routledge, 1994.

Barndt, Deborah. *Wild Fire: Art as Activism.* Toronto: Three O’ClockPress, 2006.

Bradley, Will and Charles Esche, eds. *Art and Social Change: A Critical Reader*. London: Tate, Afterall, 2007.

Broude, Norma and Mary D Garrard, eds. *The Power of Feminist Art.* New York: Harry N. Abrams Incorporated, 1996.

Felshin, Nina. *But is it Art: The Spirit of Art as Activism.* Seattle: Bay Press, 1994.

hooks, bell. *Art on My Mind: Visual Politics.* New York: New Press, 1995.

Jones, Amelia, ed. *The Feminism and Visual Culture Reader.* 2nd ed New York:Routledge, 2010.

Naidus, Beverly. *Arts for Change: Teaching Outside the Frame.* New York: New Village Press, 2009.

Stimson, Blake and Gregory Sholette, eds. *Collectivism After Modernism: The Art of Social Imagination After 1945*. Minneapolis: University of Minnesota Press, 2007.

Additional materials include films, videos, literature, music, podcasts, and art, as available on the internet.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current WKU adjunct faculty
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2014**

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

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Diversity and Community Studies**

**Proposal to Revise Course Catalog Listing**

**(Consent Item)**

**Contact Person:** Dr. Molly Kerby, [molly.kerby@wku.edu](mailto:molly.kerby@wku.edu), 270.745.6477

1. **Identification of course:**
   1. **Course prefix (subject area) and number:** ICSR 300
   2. **Course title:** Public Problem Solving
2. **Current course catalog listing:**An applied learning experience focused on broad-based form of community organizing and development generally aimed at building capacity for democratic engagement in both rural and urban environments.
3. **Proposed course catalog listing:**Investigation of historical perspectives and theoretical dimensions of public problem solving, with attention to the development of collective power, capacities, and responsibilities.
4. **Rationale for revision of the course catalog listing:**

The proposed course description more accurately supports the focus of the course. While an applied component is still relevant, the proposed catalog listing more clearly reflects the importance of building a core understanding of relevant theory, and critical inquiry of public problem solving as it has been practiced in the U.S.,.

1. **Proposed term for implementation:** Fall 2014
2. **Dates of prior committee approvals:**

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Department of Diversity & Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Judy Rohrer, judy.rohrer@wku.edu, 270 745-2093

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: ICSR 200
  2. Course title: Introduction to Social Justice
  3. Abbreviated course title: Introduction to Social Justice   
     (maximum of 30 characters or spaces)
  4. Credit hours: 3 Variable credit (yes or no): No
  5. Grade type: standard letter grade
  6. Prerequisites/corequisites: none
  7. Course description: An introductory study of theories, concepts and strategies of social justice, including individual action, policy, advocacy, and collective action.

**2. Rationale:**

* 1. Reason for developing the proposed course:

The goal of this course is to provide students with a foundational understanding of concepts, issues, strategies, and practices of social justice from interdisciplinary perspectives. This furthers WKU’s mission of preparing students to be “productive, engaged, and socially responsible citizen-leaders.” Core to the Institute for Citizenship and Social Responsibility’s (ICSR) mission is helping students develop skills and analysis to participate in improving the health and well-being of their communities. This course will model the ways interdisciplinary scholarship undergirds this mission by integrating materials from American Studies, Critical Ethnic Studies, Critical Race Studies, Critical Social Geography, Indigenous Studies, Settler Colonial Studies, Disability Studies, Feminist Studies, and Queer Theory. Students involved in ICSR have been consistently asking for more social justice curriculum, including narrative responses in a survey ICSR conducted this last summer and suggestions made at the welcoming reception held this past September. ICSR 200 can serve as an important step in creating a sense of engagement and social responsibility in WKU students.

Additionally, this course will further two of WKU’s current strategic plan objectives. First, Objective 2.2: Increase Student Retention, Persistence & Timely Graduation. Retention, persistence and graduation rates are lowest for under-represented student populations including students of color, low-income students, those with disabilities, and those who identify as LGBTQ. This course will focus on how to create more justice and inclusion around these socially disadvantaged categories. When students find their lived experiences reflected and critically engaged in courses, they are more likely to continue with their education. Second, Objective 3.2: Enrich the Cultural Milieu and Quality of Life in the Region. The first target under this objective calls for a 10% increase in regional stewardship projects through the ALIVE Center and ICSR. Since introductory courses often direct students to upper level courses, having a strong ICSR introductory course is necessary to building student interest in upper level courses with community engagement components.

ICSR 200 will serve as an elective in the ICSR certificate.

* 1. Projected enrollment in the proposed course: Based on enrollment in other introductory courses in the department, we anticipate the projected enrollment to be 20-25.
  2. Relationship of the proposed course to courses now offered by the department:

GWS 200 and AFAM 190 both confront issues of social justice and ICSR 200 would complement those courses by providing additional exploration into foundational social justice principles, as well as social change strategies. GWS 400 Western Feminist Thought traces the contributions of feminist theory to Western thought and grapples with social justice issues. That course, required for GWS minors, is a more advanced course specific to the GWS program. Some ICSR 301 courses also deal with social justice concepts; however, these are often one-credit-hour special-topics courses in the ICSR certificate. ICSR 200 will provide an important foundation for ICSR 301 courses, as well as for the capstone ICSR 499 course.

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

While many WKU academic departments offer courses that explore issues of social justice, there are currently no introductory courses in social justice, interdisciplinary or otherwise. ICSR 200 would fill that curricular gap and address student demand. The course will focus on social justice theories and action strategies, including individual resistance, policy, advocacy, and collective action. Sociology offers some 300+ level courses with social justice components. These are: SOCL 312 Collective Behavior, SOCL 350 Social Inequality, and SOCL 452 Social Change. Given the course levels and disciplinary focus of these courses, they are drawing a more advanced student population than ICSR 200 would. Philosophy offers PHIL 202 Racial Injustice that explores racial oppression and so ICSR 200 would complement this course. Political Science offers PS 373 Minority Politics focused on U.S. governmental politics. Since ICSR 200 will center concepts of social justice broadly conceived, use interdisciplinary texts and methods, allow for global perspectives, and be taught at the introductory level, it will not duplicate existing courses, though it will complement a number of them.

2.5 Relationship of the proposed course to courses offered in other institutions: Introductory courses in social justice are increasingly offered in many institutions throughout the United States. Within the state of Kentucky, these courses are often part of free-standing programs in social justice studies. Examples include:

* Berea College, PSJ100: Foundations of Peace and Social Justice  
  “This course originates in the assumption that if war is too important to be left only to generals, then peace is too important to be left only to those who have warm and fuzzy notions of doing good in the world.  Most examples of viable peace, as well as ideas and programs which sustain such peace, require more than wishful thinking in order to end situations of large-scale violence, hatred or injustice.  This course is designed to provide a cross-disciplinary examination of violence and peace issues.”
* Northern Kentucky University, SWK 106: Introduction to Social Justice  
  “This class is an introduction to foundational concepts and ethical concerns in social justice studies. The course promotes critical thinking, multiple perspectives, and a sense of personal responsibility in the local and global community. This course is the first in the sequence for the social justice minor.”

The following benchmark institutions offer similar courses:

* Bowling Green State University, PACS 2000: Introduction to Peace and Conflict Studies

“An overview of scholarship in the field of peace and conflict studies, with emphasis on disciplines such as history, political science, communication, ecology, law, education, psychology, literature, culture studies, and ethics. Core concepts such as peace, conflict, violence, nonviolence, conflict resolution, and justice are examined and applied to current issues.”

* Central Michigan University, SOC 101: Social Justice in a Global Society

“Introduction to key concepts in global social justice, foundational human rights instruments and processes, contemporary manifestations of social injustice, and the role of social action.”

Nationally, introductory social justice courses are increasingly found in programs, initiatives and departments offering certificates, minors, and majors in social justice. Examples include Case Western Reserve University and Northeastern Illinois University’s courses titled Introduction to Social Justice, as well as the University of Minnesota’s freshman seminar, The Story of Diversity and Social Justice. Departments with exemplary social justice curricula include San Jose State University Social Justice Studies, Arizona State University School of Social Transformation, and University of Wisconsin Green Bay Democracy and Justice Studies.

**3. Discussion of proposed course:**

3.1 Schedule type: L (lecture)

3.2 Learning Outcomes:

By the end of the course, students will be able to:

* Explain key concepts in social justice including equity, dignity, solidarity, rights, responsibility, recognition, agency, possibility, futurity, and freedom;
* Engage creatively, critically, and expansively with new knowledge about the social world and conditions of humanity;
* Demonstrate an understanding of social justice strategies (including individual resistance, policy, advocacy, and collective action) and be able to contextualize them;
* Explain the complex, multiple, and intersecting issues, theories and positions that comprise the field of social justice;
* Evaluate some of the methods used by social justice movements to create positive social change for short and long-term effectiveness;
* Develop their own positions and arguments, through research projects and discussion and reflection.
  1. Content outline:

1. Conceptual Frameworks
   * Interdisciplinary understandings of social justice
     + How disciplinary frames enable certain questions about justice & how those frames interrelate
   * Understanding power, privilege, structural oppression, injustice, agency, resistance
2. Analyzing systems of oppression
   * Additive, standpoint, & intersectional theories
   * Risks of ranking oppressions
   * Commonalities & particularities across systems of oppression (racism, sexism, classism, heterosexism, ableism, and so forth)
3. Working for Social Justice: Visions & Strategies for Change
   * Imagining Otherwise: vision, possibility, praxis
   * Strategies, impacts, timelines
   * Solidarity, Alliance & Coalition
   * Case-studies
   1. Student expectations and requirements:

* Students will demonstrate their understanding of the foundational concepts through exams and quizzes.
* Students will respond regularly and with appropriate analytical depth in class discussions and in-class writing.
* Students will complete one or more research papers in which they demonstrate a mastery of the material and apply their theoretical analysis.
* Students will demonstrate leadership and teamwork through group projects.
  1. Tentative texts and course materials:

The tentative text that will provide the foundation for this course is:

Adams, Maurianne, Warren Blumenfeld, Carmelita Castaneda, Heather Hackman, Madeline Peters, and Ximena Zuniga. 2010. *Readings for diversity and social justice*. 2nd ed. New York: Routledge.

Other readings may be drawn from the following:

Ackerman, Peter, and Jack DuVall. 2000. *A force more powerful: a century of nonviolent conflict*. 1st ed. New York: St. Martin's Press.

Bobo, Kimberley A., Jackie Kendall, Steve Max, and Midwest Academy. 2001. *Organizing for social change: Midwest Academy manual for activists*. 3rd ed. Santa Ana, Calif.: Seven Locks Press.

Clay, Andreana. 2012. *The hip-hop generation fights back: youth, activism, and post-civil rights politics*. New York, NY: New York University Press.

Davis, Tracy, and Laura M. Harrison. 2013. *Advancing social justice: tools, pedagogies, and strategies to transform your campus*. First edition. ed, *The Jossey-Bass higher and adult education series*.

Additional materials include presentations by guest speakers, films, videos, literature, music, podcasts, and art.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current Diversity & Community Studies faculty.
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2014

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

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Department of Diversity & Community Studies**

**Proposal to Create a New Course**

**(Action Item)**

Contact Person: Judy Rohrer, judy.rohrer@wku.edu, 270 745-2093

**1.** **Identification of proposed course:**

* 1. Course prefix (subject area) and number: ICSR 435
  2. Course title: Reimagining Citizenship
  3. Abbreviated course title: Reimagining Citizenship  
     (maximum of 30 characters or spaces)
  4. Credit hours: 3 Variable credit (yes or no): No
  5. Grade type: standard letter grade
  6. Prerequisites: ICSR 200 Introduction to Social Justice
  7. Course description: An analysis of the contestations, inclusions and exclusions produced through multiple deployments of the concept, citizenship.

**2. Rationale:**

* 1. Reason for developing the proposed course:

The goal of this course is to provide students with an advanced interdisciplinary exploration of “citizenship.” This goal furthers WKU’s mission of preparing students to be “productive, engaged, and socially responsible citizen-leaders,” and ICSR’s objective of developing social responsibility and civic engagement. Students involved in the Institute for Citizenship & Social Responsibility (ICSR) consistently ask for more social justice curriculum, including in a survey ICSR conducted this last summer and at the welcoming reception held this past September. Responding to this feedback and emerging scholarship, this course is motivated by questions that go to the heart of how we conceive of civic engagement, social justice and possible futures: how does citizenship relate to nation-building and nationalism; how do we build a more accessible society for all citizens; how does citizenship privilege certain kinship relations and disadvantage others; how do we recognize humanity beyond citizenship; how do we address competing citizenships; how do we think about concepts such as cultural citizenship, second-class citizenship, sexual citizenship; how do immigration, diaspora, indigeneity and citizenship interrelate; how has citizenship been raced, gendered, classed, sexualized, abled, and so forth; what happens when the inevitability and perpetuity of the nation-state is not taken for granted; what are alternatives modes of citizenship?

Students will engage in critical readings of citizenship through multiple lenses including contemporary political theory, border studies, immigration studies, critical race theory, American studies, feminist theory, queer theory, indigenous studies, and disability studies. Through these differing lenses and their interrelations, students will be encouraged to “reimagine citizenship” and to be able to articulate those visions.

ICSR 435 Reimagining Citizenship will enable comparative and global considerations of citizenship, thus supporting WKU’s commitment to shaping global citizens via its “international reach.” This course will help keep WKU’s curriculum current with emerging interdisciplinary scholarship on issues of citizenship.

* 1. Projected enrollment in the proposed course: Based on enrollment in other introductory courses in the department, we anticipate the projected enrollment to be 20-25.
  2. Relationship of the proposed course to courses now offered by the department:

ICSR 200 Introduction to Social Justice will be a prerequisite for ICSR 435 and therefore build on the foundational knowledge developed through that introduction. ICSR 435 fills a curricular gap in that there are currently no 400 level ICSR courses except for ICSR 499, which is a capstone project and thus not a seminar course. ICSR 435 will provide a challenging intellectual experience for DSC majors, ICSR minors, and other WKU undergraduates. By focusing on citizenship in its multiple dimensions and constructions, this course pulls together various foci within the Diversity and Community Studies department. It utilizes the diversity of our interdisciplinary knowledges and methodologies.

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

There are WKU courses that touch on various components of ICSR 435, and therefore the course will favorably complement existing curriculum. American Studies I and II are cross-listed with Political Science, English and History. PS 260 Introduction to Comparative Politics and PS 460 Selected Topics in Comparative Politics introduce comparative national systems for recognizing citizenship. Philosophy offers PHIL 427 Philosophy of Law, which touches on legal conceptions of citizenship within larger questions of rights, obligations, liberty and so forth. ICSR 435, with its interdisciplinary focus, would not duplicate any of these courses.

2.5 Relationship of the proposed course to courses offered in other institutions:

This course shares elements with other courses often offered in American Studies and various Ethnic Studies departments and programs, but it is difficult to find a course that mirrors it closely. In this way, the course will put WKU ahead of the curve in materializing curriculum that draws from emerging interdisciplines. University of Southern California’s Department of American studies offers “Social Construction of Race and Citizenship,” “Borderlands in a Global Context” and “Law and Identities,” all of which explore citizenship. Various Ethic Studies programs offer courses on institutional discrimination and second-class citizenship. Additionally, interdisciplinary programs offer courses touching on issues of citizenship: Sexuality Studies programs offer courses in sexual citizenship; Border Studies offer explorations of legal, geographic, and cultural border frictions; Indigenous Studies programs study sovereignty and citizenship from indigenous histories and epistemologies; and Disability Studies programs offer courses in disability law and policy. All of these emerging fields offer productive content for ICSR 435.

A survey of benchmark institutions shows Illinois State University with two courses specifically addressing citizenship:

IDS 125 Foundations of Citizenship: Intro to Civic Responsibility

“Designed to enhance students basic knowledge, understanding, and skills in active citizenship and civic responsibility through introductory concepts and applied elements of civic engagement.”

POL 101 Citizens and Governance

“Examination of the nature and purpose of government, the rights and responsibilities of citizenship, and the impact of societal cleavages.”

**3. Discussion of proposed course:**

* 1. Schedule type: S (seminar)
  2. Learning Outcomes:

By the end of the course, students will be able to:

* Critically analyze differing conceptions of citizenship;
* Describe the tensions between various models and conceptions of citizenship;
* Articulate their own thinking regarding possible ways to reimagine citizenship;
* Develop their own positions and arguments, through research projects, discussion and reflection.
  1. Content outline:

1. Conceptual Frameworks
   * How is “citizenship” produced? What are different ways to understand citizenship (political, cultural, inclusive, exclusive, second-class, full)?
   * How is citizenship tied to nation-building and nationalism?

II. Analyzing multiple forms of citizenship

* + Critical engagements with citizenship via political theory, border studies, immigration studies, critical race theory, American studies, feminist theory, queer theory, indigenous studies, and disability studies
    - how has citizenship been raced, gendered, classed, sexualized, abled, and so forth

III. Reimagining Citizenship

* + How do we recognize humanity beyond citizenship?
  + Thinking beyond the nation-state
    - Alternative models, case-studies
  1. Student expectations and requirements:
* Students will demonstrate their understanding of the foundational concepts through exams and/or writing assignments.
* Students will respond regularly and with appropriate analytical depth in class discussions and in-class writing.
* Students will complete one or more research papers in which they demonstrate a mastery of the material and in which they apply their theoretical analysis.
* Students will demonstrate leadership and teamwork through group projects.
  1. Tentative texts and course materials:

There will be no core text for this course but a number of texts, articles, book chapters and films/videos. Materials could include:

Bellamy, Richard. 2008. *Citizenship : a very short introduction*. Oxford; New York: Oxford University Press.

Cabrera, Luis. 2010. *The practice of global citizenship*. Cambridge; New York: Cambridge University Press.

Carey, Allison C. 2009. *On the margins of citizenship: intellectual disability and civil rights in twentieth-century America*. Philadelphia: Temple University Press.

Delgado, Richard, and Jean Stefancic. 2001. *Critical race theory: an introduction*. New York: New York University Press.

Luibhéid, Eithne, and Lionel Cantú. 2005. *Queer migrations: sexuality, U.S. citizenship, and border crossings*. Minneapolis: University of Minnesota Press.

McNevin, Anne. 2011. *Contesting citizenship: irregular migrants and new frontiers of the political*. New York: Columbia University Press.

Wilkins, David E. 2002. *American Indian Politics and the American Political System*. Lanham: Rowman & Littlefield Publishers, Inc.

**4. Resources:**

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

**5. Budget implications:**

* 1. Proposed method of staffing: Current Diversity & Community Studies faculty
  2. Special equipment needed: None
  3. Expendable materials needed: None
  4. Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2014

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

|  |  |
| --- | --- |
| Department of Diversity & Community Studies | October 29, 2013 |
| University College Curriculum Committee | November 11, 2013 |
| Undergraduate Curriculum Committee |  |
| University Senate |  |

Proposal Date: October 29, 2013

**University College**

**Department of Diversity & Community Studies**

**Proposal to Create a New Major Program**

**(Action Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 5787

1. **Identification of program:**
   1. Program Title: Diversity & Community Studies
   2. Degree type: Bachelor of Arts (BA)
   3. Classification of Instructional program Code (CIP): 05.0102 Area, Ethnic and Cultural Studies: American/United State Studies/Civilization.
   4. Required hours in proposed major program: 33
   5. Special information: This is an interdisciplinary major, drawing on courses within the department and across the university.
   6. Program admission requirements: Admission to Western Kentucky University. Students transferring from KCTCS may receive credit for general education courses, per state-wide agreements.
   7. Catalog description: The major in diversity & community studies requires a minimum of 33 hours and leads to a Bachelor of Arts degree. A minor or second major is required. The major provides graduates with a critical multidisciplinary framework for understanding multiple intersecting systems of oppression, practices and strategies of resistance, and movements for social change. Drawing on interdisciplinary theory, practices, and analyses, the major examines intersecting systems of oppression at local and global scales. By taking on diverse perspectives, students hone their problem-solving skills and gain practical skills related to citizenship and advocacy. Such knowledge and skills are necessary for a wide range of vocations, ranging from social services to governmental and non-profit organizations. The major prepares students advanced study in a range of interdisciplinary fields and for jobs that strive to alleviate social inequities and to improve the quality of life in diverse communities.

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| **Sample Four-Year Program of Study for the Major in**  **Diversity & Community Studies** | | | |
|  | | **Courses** | **Hours** |
| **First Year** | *Fall* | ICSR 200 | 3 |
| *Spring* | AFAM 190 | 3 |
| **Second Year** | *Fall* | GWS 200 | 3 |
| *Spring* | 6 hours from Category I | 6 |
| **Junior Year** | *Fall* | ICSR 300 | 3 |
| *Spring* | 6 hours from Category II | 6 |
| **Senior Year** | *Fall* | 6 hours from Category III | 6 |
| *Spring* | DCS 400 | 3 |
| **Total Hours for Major in Diversity & Community Studies** | | | **33** |

1. **Rationale:**
   1. Reason for developing the proposed major program:

A random survey completed by 113 undergraduate students in Honors, Gender & Women’s Studies, African American Studies, and the Institute for Citizenship & Social Responsibility classes from roughly 42 different disciplines revealed that 57% of students would either pursue or venture to gain knowledge about a major in Diversity and Community Studies. The most common response to a question asking students to describe perceived benefits of the major centered on citizenship skills that would help students personally and professionally after graduation. Students also discussed the interdisciplinary skills that would raise awareness concerning age, race, gender, and community action, which would help prepare them to facilitate progressive and sustainable changes in our communities. Other common responses concluded that the interdisciplinary skills and knowledge created in a DCS major would broaden perspectives, thus making WKU’s campus a safer space for diversity and cultural awareness. The majority of responses suggest the Diversity and Community Studies major would help to meet WKU’s mission statement by allowing students of “all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society.”

The name of this major, Diversity & Community Studies, reflects the expertise of the faculty within the department, who are active in a wide range of interdisciplinary fields, including African American Studies, Gender & Women’s Studies, Ethnic Studies, and American Studies. Numerous emerging fields and national organizations support interdisciplinary majors that are theme- and problem-based. For instance, American Studies serves as a gathering point for emergent “interdisciplines” such as disability studies, comparative ethnic studies, critical race theory, eco-criticism, and media studies. One of the leading professional organizations for public scholars, the American Studies Association supports a host of majors like this one. For instance, at the University of Southern California, a similar major “investigates the multi-faceted problems of race, immigration, urban geography, culture, power, gender, sexuality and social justice.” The ASA also places a great deal of emphasis on civic engagement, having helped to launch Imagining America, a leading professional organization for public scholars, and one that WKU has participated in. The ASA website claims that “The greatest value of the American Studies major is diverse thinking” and that such a major “encourages critical and creative thinking aimed at drawing connections and building bridges between these diverse aspects of the American Studies experience, both past and present.”1 The major in diversity & community studies embraces this value, while going further to affirm additional important values and principles, as described below.

The prospect for jobs with this major is analogous to the prospects for numerous other majors that are not tied to a specific profession. Unlike a degree in accounting or hospitality, for instance, or a professional degree, students earning this major typically choose from a broad range of career options. A search of such sources as Workforce KY or Occupational Outlook Handbook results in a very narrow list of options. Most jobs do not necessarily use the word “diversity” or “community studies,” and those jobs that are listed under “community” tend to be for social work services. For this reason, data supporting the usefulness of this major must rest with the professions and educational organizations such as the Association of American Colleges and Universities. In their 2013 publication, “It Takes More Than a Major: Employer Priorities for College Learning and Studies Success” (Hart Research Associates), they identify eleven key findings. The first note is that “the challenges employees face today are more complex and require a broader skill set than in the past. Notably, employers indicate that they prioritize critical thinking, communication, and complex problem-solving skills over a job candidates major field of study when making hiring decisions.” Number 4 of the key findings adds that employers place “the greatest priority on ethics, intercultural skills, and the capacity for professional development.” Finally, several of the findings emphasize the importance of “building civic capacity,” “complete an internship or community-based field project,” developing “an electronic portfolio demonstrating a student’s work and key skill and knowledge areas,” and involving students in “active, effortful work—practices that involve such things as collaborative problem solving, research, senior projects, community engagement, and internships.”

As with any major, the key to gainful employment rests in part on the opportunities available, especially if the student is committed to remaining in a certain area, in part on the quality and abundance of experiential learning while in school, and in part on the student’s motivation and ability. This major is committed to building a cadre of graduates with a strong foundation of knowledge and a range of experiential learning, locally and globally. Based on the kinds of work graduates in majors like ours at other institutions pursue, careers in the following areas are expected: public administration, non-profit management, local or state government, community service and advocacy, public policy, education, and law. We anticipate that a significant percentage will go on to graduate school in a wide range of fields.

With respect to other justifications, including the CPE’s key indicators and five key questions, it seems that the most relevant are “Are we preparing Kentuckians for life and work?” and “Are Kentucky’s communities and economy benefiting?” As already mentioned, this major provides important skills that employers have indicated they want to see in their employees. The emphasis on understanding social structures that perpetuate inequities, on fighting the legacies and newly emerging permutations of racism, sexism, and homophobia, and building of interpersonal skills for working with others across difference, are collectively the kind of preparation students will need as they return to their homes and communities, in Kentucky and around the world.

Finally, this major is effectively helping to enhance the minors and certificates that the department already offers. Students from all majors will benefit from the expanded range of courses and perspectives that this major offers, whether they choose it as their official major, take courses that count toward the Colonnade Program, or select one of the department’s minors (African American Studies, Gender & Women’s Studies, Gerontology, as well as the certificate in Citizenship & Social Responsibility).

1<http://www.aacu.org/liberaleducation/le-sp13/hartresearchassociates.cfm>

* 1. Projected enrollment in the proposed major program: Based on current enrollment in WKU minors and on the results of surveys, we anticipate enrollment to grow to 20 within the first five years.
  2. Relationship of the proposed major program to other programs now offered by the department: This is the first major to be offered by the department. It represents a synthesis of three programs—African American Studies, Gender & Women’s Studies, and Citizenship & Social Responsibility—as well as an elaboration and expansion of the kinds of topics they address.
  3. Relationship of the proposed major program to other university programs: A number of other majors offered at WKU deal with issues of diversity and/or community, including sociology, folk studies, history, political science, public health, social work, and economics. Some of their courses are included in this major as course electives. While some of those programs approach these topics from more than one disciplinary perspective, their majors are directly tied to their discipline’s accrediting bodies. Drawing from the core academic programs housed in the department, the DCS major privileges multidisciplinary approaches in pedagogy and knowledge production and places considerable importance on civic engagement. Thus, this major is compatible but not duplicative. It offers another option for students who prefer a multidisciplinary, theme- and problem-based focus.
  4. Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Most of the benchmarks offer minors or certificates that are related to this major (or the minors already mentioned). Some offer bachelor’s or master’s degrees in either women’s studies (Eastern Michigan) or African American studies (Indiana State) or Pan-African Studies (U Louisville). Northern Arizona University offers a BA with a concentration in community development and sustainability, and Missouri State offers a degree in intercultural communication and diversity. The range of titles speaks to the flexibility afforded interdisciplinary programs. Nonetheless, it’s clear that majors and/or minors in diversity and community studies are plentiful. A DCS major would, therefore, bring WKU in line with major offerings at peer institutions, regionally and nationally.
  5. Relationship of the proposed major program to the university mission and objectives: The *Challenging the Spirit* plan (to 2018) frames the WKU mission to “prepare students to be productive, engaged, and socially responsible citizen-leaders of a global society” along four broad goals. The first three of these are addressed in this major: “enhancing the quality of our academic programs in ways that will set us apart as an institution”; building “a diverse university community that supports the learning and success of our students”; and working “with our community partners to enhance WKU’s positive impact on the quality of life in our region.” This major, innovative in its multidisciplinary and theme- and problem-based approach to learning, is not duplicated anywhere in the state, though prestigious institutions throughout the country do offer similar majors. We cannot build a “diverse university community” without addressing diversity across our units and in more academic programs—and doing so in ways that do not skirt the most complex challenges we face locally and globally. Finally, the community-based research our students engage in will contribute to WKU’s mission to improve the quality of life in our region.

1. **Objectives of the proposed major program:** The major in diversity & community studies is interdisciplinary and transformational, integrating themes and questions into our curriculum in ways that challenge us to respond thoughtfully and to think proactively about life in the 21st century. The curriculum invites students to grapple with systems that shape communities globally and locally and to develop skills for direct action and social change. Courses investigate the interactions of race, class, gender, ability, and sex. Topics arise from African American Studies, Gender & Women’s Studies, and Citizenship & Social Responsibility, all of which offer minors that students may take as an important component of their major. Seven specific objectives drive the curriculum:

* To provide a critical interdisciplinary framework for understanding social and structural forms of oppression at local and global scales
* To provide perspectives that enable students to confront racism, sexism, and heterosexism
* To help students develop, through multiple perspectives, an understanding of the social and historical contexts of diversity in the U.S.
* To provide a 4-year strategy for the development of research skills, including interdisciplinary and community-based research methods
* To encourage community-based approaches to problem-solving with respect to citizenship and advocacy
* To approach the acquisition of knowledge as transformative and as a means to empower self and community
* To provide experiential learning opportunities at every level of coursework

1. **Program Description:**
   1. Curriculum:

The major in diversity & community studies requires a minimum of 33 semester hours and a minor or second major.

The following courses are required for the major (15 hours)

ICSR 200: Introduction to Social Justice

ICSR 300: Public Problem-Solving

AFAM 190: The African American Experience

GWS 200: Introduction to Gender & Women’s Studies

DCS 400: Capstone in Diversity & Community Studies

Students are required to take an additional 18 hours of electives, selecting at least six hours from the following three categories:

Formations of identity and narratives of oppression (minimum of 6 hours):

COMM 463 Intercultural Communication

ENG 360: Gay and Lesbian Literature

ENG 393: African American Literature

GWS 375: American Masculinities

PSY 355: Issues in Cross-Cultural Psychology

SOCL 210: Interaction Self & Society

Advocacy and social change (minimum of 6 hours):

AFAM 3XX: Hip Hop and Democracy

DCS 343: Communities of Struggle

GWS 301: Art and Social Change

HIST 358: Blacks in American History Before 1877 OR

HIST 359: Blacks in American History Since1877

HIST 453: American Women’s History

ICSR 435: Reimagining Citizenship

PS 373: Minority Politics

SOCL 350: Social Inequality

Systems, Local to Global (minimum of 6 hours):

DCS 360: Place, Community, Resilience

ECON 464 Economics of Poverty

FLK 330: Cultural Connections and Diversity

GEOG 110: World Regional Geography

HIST 446: American Legal History

RELS 408: Religion and Ecology

SOCL 240: Contemporary Social Problems

SOCL 360: The Community in Rural and Urban Settings

SWRK 330: Human Behavior in Social Environments I

* 1. Accreditation, certification, approval and/or licensure: Not applicable.
  2. Program delivery: The curriculum for the proposed major combines courses that are currently offered with five new courses. The courses will be offered primarily in classrooms on campus with some online offerings.

1. **Resources:**
   1. Faculty: Currently the department has faculty who teach in one of our minors or certificates. In addition, two newly hired faculty (2013) and one in process are joining the department to teach in the department’s minors, the M.A. in Social Responsibility & Sustainable Communities, and the proposed major. No additional faculty are currently being considered. However, if the number of majors increases beyond the department’s current capabilities, there may be a request for an additional tenure track position.
   2. Technological and electronic informational resources (e.g., databases, e-journals): Current resources are adequate.
   3. Facilities and equipment: Current resources are adequate.
2. **Proposed term for implementation:**
3. **Dates of prior committee approvals:**

Department: Diversity & Community Studies October 29, 2013

University College Curriculum Committee November 11, 2013

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

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