

CURRICULUM PROPOSAL FORM

ADLINES:

ANNUAL COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000
SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

PROPOSAL TITLE: Senior Seminar in American Studies

SPONSOR/S: Dianne Ashton, Judith Lancioni, Minna Doskow, Lee Kress, Carl Calliari, Ken Kaleta, Ted Tannenbaum

DEPARTMENT:

CHECK ALL THAT APPLY:

UNDERGRADUATE GRADUATE

Note according to catalog - fall 2005 - This course is not gen ed.

COLLEGE: LAS

If LAS: History/Humanities
 Math/Sciences
 Social/Behavioral Sciences

TYPE OF PROPOSAL (Check ALL that Apply)

General Education *1.5 (Gen. Ed.)*
 New Course in Bank
 Existing course, Add To Bank
 Multicultural/Global Designation
 Writing Intensive Designation
 New Minor/Concentration/Specialization
 New Major/Degree Program
 Short Term Course Proposal

New Course (NOT Gen. Ed.)
 Name Change (Dept., School, Major)
 Changes in Degree Requirements
 Changes Involve Gen. Ed. requirements
 Minor Changes to Existing Courses
 Course is NOT General Education
 Course IS General Education

DEPARTMENT

(SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE

DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) _____

APPROVED
 NOT APPROVED
COMMENTS:

SIGNATURE _____ DATE _____

ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)

APPROVED
 NOT APPROVED *All attached*
COMMENTS:

SIGNATURE (Academic Dean) _____ DATE _____

SIGNATURE (Graduate Dean) _____ DATE _____

UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 10/19/98

APPROVED

NOT APPROVED

COMMENTS:

Francis Rice 11/6/98
SIGNATURE DATE

SENATE

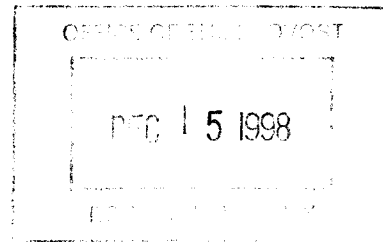
Date announced at Senate 11/26/98

Voted upon at Senate: Approved Not Approved Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:



STUDENT CREDIT HOURS 2 FACULTY LOAD HOURS 3 EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST C. J. M. - B.

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR Robert C. Kubit Jan 29 1999

NOTIFICATION FORWARD:

_____ SENATE CURRICULUM COMMITTEE CHAIRPERSON

_____ DEPARTMENT CHAIRPERSONS

_____ ACADEMIC DEAN(S)

_____ REGISTRAR

_____ SPONSOR(S)

GE# _____

**ROWAN UNIVERSITY SENATE
CURRICULUM COMMITTEE
GENERAL EDUCATION APPROVAL FORM**

Course Title: Senior Seminar in American Studies

Credit Hour and Hegis #: 3 s.h., #0313401

Sponsor(s) Department Telephone #: Dianne Ashton, Judith Lancioni, Minna Doskow, Lee Kress,
Carl Calliari, Ken Kaleta, Ted Tenenbaum
Phone #256-4075

Check One:

General Education Bank Multicultural/Global Studies Writing Intensive General Education Literature

STEP #1 DEPARTMENT

1) If this is a general education course, in which bank is it? Gen Ed, Writing Intensive Course

If this is a major course, is it required of all majors? required of all Liberal Studies majors in the American Studies specialization.

3) Catalog course description: This seminar provides the opportunity for students to engage in their own research into American Studies and to significantly advance their own scholarly development in the field. Students interact with their instructor and the other students in the seminar in the development and completion of individual projects. The central theme will vary by semester. Topics may include: ethnicity, popular religion, nineteenth century, World War II at home and abroad

4) Prerequisite(s), if any: (course title & hegis #) Introduction to American Studies #0313201.
Not to be taken before the junior year.

5) Rationale: As the Senior Seminar in American Studies, course work focuses on synthesizing information and articulating that synthesis appropriately. Several different sorts of writing assignments are included in classwork, regardless of the course topic, theme, or instructor. Advancement of student writing ability is a goal of the course. Faculty may select from an array of writing assignments (e.g. book reviews, response papers, creative writing, research papers, oral histories, websites, ethnographies, plays, journals, essays) but at least three different sorts of writing assignments are part OVER

(Note: Please attach the official dept. syllabus & annotate it pointing out the aspects that make this course qualify.)

STEP #2 ACADEMIC DEAN

Recommend

Not Recommended

Conditionally Recommended

Dean's Signature/Date

STEP #3 SENATE OFFICE

Date Received:

General Education #

Approved

Not Approved

Senate Curriculum Committee Chairperson Signature/Date

STEP #4 EXECUTIVE VICE PRESIDENT PROVOST

Executive Vice President/Provost Signature/Date

STEP #5 REGISTRAR

Registrar's Signature/Date

of each course. Additionally, a developmental project which critiques drafts or outlines of student papers as well as their final product is always included.

6. Catalog Description:

450

Prerequisite: Introduction to American Studies, senior standing, American Studies major or by permission of the instructor. Required of all American Studies majors.

SENIOR SEMINAR IN AMERICAN STUDIES 3 credits.

This seminar provides the opportunity for students to engage in their own research into American Studies and to significantly advance their own scholarly development in the field. Students interact with their instructor and the other students in the seminar in the development and completion of individual projects. The central theme will vary by semester. Topics may include: ethnicity, popular religion, nineteenth century, World War II at home and abroad.

Prerequisites: College Composition II (1501.112), Introduction to American Studies (0313.201), Senior Standing

M E M O

To: Loretta Reeves & Rowan Curriculum Committee

From: Sponsors: Dianne Ashton, Judith Lancioni, Minna Doskow, Lee Kress, Carl Calliari, Ken Kaleta, Ted Tenenbaum

Date: Oct. 31, 1998

Re: Additional discussion re: Proposal to approve the Senior Seminar in American Studies Writing Intensive

As the Senior Seminar in American Studies, course work focuses on synthesizing information and articulating that synthesis appropriately. Several different sorts of writing assignments are included in class work, regardless of the course topic, theme, or instructor. Advancement of student writing ability is a goal of the course. Faculty may select from an array of writing assignments (e.g. book reviews, response papers, creative writing, research papers, oral histories, websites, ethnographies, plays, journals, essays) but at least three different sorts of writing assignments are part of each course. Additionally, a developmental project which critiques drafts of student papers as well as their final product is always included.

Two themes in American culture studies have served as Senior Seminars thus far. They are 1) *Millennialism in American Culture*, taught by Dr. Dianne Ashton (Philosophy & Religion) and 2) *Star Trek: A Trek Across Space and Time*, taught by Dr. Judith Lancioni (College of Communication). The attached syllabi for these courses illustrate two ways in which different content themes accomplish the same educational goals, i.e., synthesizing students' knowledge of American society, history and culture through a close analysis of one particular issue/theme in American life. This sort of course requires frequent, various, and developmental writing assignments.

While these two designs for the Senior Seminar are not the only such themes that may be used, all designs for the Senior Seminar in American Studies, whatever their themes, will include frequent, various, and developmental writing assignments. Thus, the Senior Seminar fulfills the Rowan University Writing Intensive criteria.

Senior Seminar in American Studies
New Course Proposal

1. Details

- a. Course Title: Senior Seminar in American Studies
- b. Sponsors: Dianne Ashton, (Philosophy & Religion), Kenneth Kaleta, Mary Anne Palladino (Communications), Ted Tannenbaum (Sociology) Carl Calliari, Marion Rilling (Elementary Education), Richard Johnson (Political Science) Lee Kress (History) Minna Doskow (English); Committee on Liberal Studies: American Studies Track
- c. 3 s.h.
- d. Senior level undergraduate course (400 level)
- e. Required for American Studies majors.
- f. Prerequisites: Introduction to American Studies, Senior Standing, College Composition II
- g. Implementation fall 1994
- h. Staffing can be done through the American Studies Committee. Library resources will be adequate with subscription to the main journal in the field, American Quarterly.

2. Rationale

This 400 level course will expand and deepen students' abilities in using the various research methods used in American Studies. The course will require students to produce a significant (20 - 30 page) research paper or thesis displaying their command and understanding of the field. It will deepen their understanding of some issue in American Studies, and provide the depth essential in an interdisciplinary program. By utilizing a wider variety of courses than available to students through standard majors, it will enhance the offerings of the college.

In its 1992-1994 focus on re-forming majors, the Association of American Colleges explained that students need a structured program of instruction that provides introductory, synthesizing, and culminating experiences. The structure of the American Studies program follows this model. Particularly as it is an interdisciplinary major that draws on the methods, assumptions, and foci of departments throughout the School of Liberal Arts and Sciences, special effort must be made to aid students in integrating broadly divergent approaches to the study of America. The proposed course, Senior Seminar in American Studies, will provide students with a culminating experience which will clarify and advance the depth of their work in this major.

3. Essence of the Course

The Senior Seminar in American Studies will require that students develop their own research in American Studies. To enable them to accomplish that task, the course is designed to focus their attention on the ways in which research is used by scholars in this field. Classroom discussion, oral presentation, and short analyses of classroom work will prepare them for their culminating project, the research paper/ thesis. The attached syllabus used in a similar course at the University of Maryland, College Park describes one way such a course can be structured. In it, three required substantive texts and a guide to research methods are shared readings. Students write their own summaries, analyze scholarly responses to the readings, and formulate discussion questions before presenting their oral outlines of their projects and finally submitting their research paper. This provides an excellent structure for the course.

a. The course objectives are:

To read carefully current research into an important issue in the field. "Reading", as defined in American Studies, begins with interpreting or construing the text: by understanding what it means, either to those who produced it or to those who have used it or both.

To deepen students' understanding about American Studies research and to guide them in research of their own design.

To improve students' listening, speaking, research, and writing skills.

To improve students skills in analysis and synthesis, particularly as applied to the close reading of American texts in their social and cultural contexts.

b. Topical Outline/Content

The content may focus on any one of a number of issues in American Studies, for example; ethnic groups, American military history, popular culture, or religious life in America. A syllabus of one such course, focusing on American popular religion, offered at the University of Maryland, is attached to this document to serve as one illustration. Despite the variety of content, the course will offer distinctive pedagogy.

1. The pedagogy will be geared to enabling students to complete their research project successfully. To that end, each of the assigned readings will require brief analyses regarding both the structure and content of the readings.

2. Pedagogy will include training students in finding and using reviews of the field and book reviews by major scholars in American Studies.

3. Pedagogy will include techniques of writing intensive courses such that students will go through formal assessment of outlines and drafts in consultation with the instructor and by peers

c. Student Evaluation

At the discretion of the professor, students may be graded on classroom participation, book/reading analyses, outlines, bibliographic searches, as well as the finished thesis.

d. Course Evaluation

Techniques that will be used to evaluate the course will be: S.I.S.; program review, faculty observations of the instructor

4. Consultations:

a. The course is specific to the American Studies major and no other departments are involved in offering this course.

b. Professors R. Gordon Kelley, Chair of the American Studies Department at the University of Maryland, College Park and Professor Nathan Carb, Chair, English Department, Rowan College were consulted informally regarding the structure of the course and its demands. Their recommendations regarding training students to prepare the senior thesis were incorporated into this course design.

c. n/a

5. Additional Information: It is further expected that new general education requirements regarding writing intensive courses will enhance students' abilities to succeed in this senior seminar.