

University Senate Curricula and Courses Committee Minutes
October 17, 2023 – 2:00pm-3:30pm
Meeting Subtitle: “‘We are not humorless.’ By Popular Demand, the Joke Stays”

I. Preliminaries

- A. Welcome
- B. Minutes for October 17, 2023
 - No edits were suggested.

M. McKenzie motioned. J. Schulman seconded. The Minutes were approved as submitted.

- C. We will next convene in the electronic ether on November 14, 2023.

II. Chair Reports (G. Nanclares)

- A. University Senate – The committee meets on Monday.
- B. Senate Executive – SEC met last Friday. They reviewed the proposal for archived courses. A question arose about the origin of this policy, and they are looking for info on anything official about the archiving courses policy.

III. Member Reports

- A. UICC (M. Hatfield) – The committee has not met.
- B. Honors Board of Associate Directors (S. Wilson) – The committee had an introductory meeting where they laid out an agenda for the year. They are having some interesting challenges regarding whether or not students want to be Honors students. Honors staff are going to a conference where this will be the focus.
- C. Scholastic Standards (S. Rusch & S. Croucher) – SSC met this morning. Among the topics discussed were the shift of the timetable to acknowledge Juneteenth, and the glossary of terms. There is a need to know the date of last academic attendance for students in classes. Faculty can collect attendance; they just can't grade on it.
 - It was noted that S. Croucher is also on SSC, but because of the nature of her role there, it may be good to keep S. Rusch on as the Senate C&C representative also.
- D. CCC+ (P. Bedore) – P. Bedore was not in attendance but sent a reminder about the grant deadline.

IV. General New Business

- A. New 1000- and 2000-level Courses:
 - 1. Motion to add (M. McKenzie, L. Hanzlik) NRE 1250 Community Engagement for Environmental Action (#20106)
Proposed Catalog Copy
NRE 1250. Community Engagement for Environmental Action.
1.00 Credit
Prerequisites: Not open for credit to students who have passed NRE 4695 when offered as “Leadership in Community-Based Conservation.”
Grading Basis: Graded.

Introduction to equitable and inclusive community engagement practices that support community-based environmental efforts. Relevant topics covered are principles of authentic community engagement, environmental education practices that promote collective environmental action, culturally relevant environmental education, trauma-informed care mentorship, and basic knowledge of local environmental issues. Student teams will plan, develop, and deliver a culturally relevant environmental education activity, with the potential of integrating it into an existing community-based extension program.

Discussion

- One member had some confusion about the relationship of the course to the clinical experience and the NRCA. Is the field component an entirely different class? It looks like the course prepares students for mentorship opportunity and is a buildup to submitting a proposal. Other members seemed comfortable with the course as proposed.

Motion to add NRE 1250 (#20106) was approved unanimously.

2. Motion to add (S. Wilson, J. Chandy) URBN 2600 Work and Economic Justice (#20746)

Proposed Catalog Copy

URBN 2600. Work and Economic Justice

3.00 Credits

Prerequisites: Not open to students who have passed URBN 3998 when offered as "Work and Economic Justice." Recommended Preparation: URBN 2000.

Grading Basis: Graded

Historical and contemporary analysis of work, emphasizing economic justice, links to other forms of inequality (e.g. racial, gender), and movements for greater equality. Emphasis on individual, organizational, and policy solutions.

Discussion

- One member flagged that class participation counts for 30%. Is this weighted too heavily?
- It was noted that the course looked meticulously put together in CLAS. It involves a lot of interaction.
- The Senate by-law does not mention participation. "Mastery of the material" is mentioned. MUSI is a good example of a class where participation may be critical, but it is the mastery of the material that's graded. The syllabus should include language on how grading of participation is calculated.

Motion to add URBN 2600 (#20746) was approved unanimously.

- B. Revised 1000- and 2000-level Courses:

1. Motion to revise (J. Schulman, S. Wilson) POLS 3429 Political Violence (#20526) [Revise level, prereqs, and description]

Current Catalog Copy

POLS 3429. Political Violence

3.00 credits

Prerequisites: Open to Juniors or higher. Recommended preparation: POLS 1402.

Grading Basis: Graded

Nature and origins of violence, including torture, genocide, terrorism, and civil war, on the part of individuals, non-state groups, and states.

Revised Catalog Copy

POLS 2429. Political Violence

3.00 credits

Prerequisites: None. Recommended preparation: POLS 1202 or 1402.

Grading Basis: Graded

The forms, causes, and consequences of political violence including terrorism, insurgency, and civil war. Addresses why individuals and groups take up arms; how and why nonstate actors employ specific strategies of violence; how states fight back; and how conflicts end.

Discussion

- There is a note in the syllabus that students can't use technology during lectures. What about students with documented exceptions? They are allowed.

Motion to add POLS 3429 (#20526) was approved unanimously.

V. [Common Curriculum Transitions](#) (Click link to access SharePoint site)

A. Common Curriculum Direct Transitions

1. Motion to transition (M. McKenzie, S. Rusch) MAST/HIST 2210E History of the Ocean [CA1, EL to TOI-2, TOI-4]
2. WGSS 2217 Women, Gender, and Film [CA1, CA4 to TOI-1, TOI-2; Intensive session]

Discussion

- Should we handle these together or as a block? There was support for block approval.

Motion to transition MAST/HIST 2210E and WGSS 2217 was approved unanimously.

B. Common Curriculum Transitions with Revisions

3. Motion to revise (S. Wilson, J. Schulman) WGSS 2204 Feminisms and the Arts (#20087) [CA1, CA4 to TOI-1, TOI-2; Intensive session; revise description]

Current Catalog Copy

WGSS 2204. Feminisms and the Arts

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Interdisciplinary exploration of drama, the visual arts, music, literature, social action art, and/or film through feminist, queer, and trans theory and criticism. Formerly offered as WGSS 1104. CA 1. CA 4.

Revised Catalog Copy

WGSS 2204. Feminisms and the Arts

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Interdisciplinary exploration of drama, the visual arts, music, literature, social action art, and/or film through feminist, queer, and trans theory. Includes creative projects and activities. Formerly offered as WGSS 1104. CA 1. CA 4.

Discussion

- No discussion.

Motion to revise and transition WGSS 2204 (#20087) was approved unanimously.

VI. Other Business

A. Motion to approve (S. Stifano, D. Ouimette) Report on Pop-up Courses

Google Doc: https://docs.google.com/document/d/1b7qP_dpVSKzf6AkM-BWZ0UHOyxrTyr/edit?usp=sharing&oid=102121621411999361156&rtpof=true&sd=true

- S. Wilson explained some changes she made to the report based on feedback.
- The report recommends that UICC should be the appropriate committee to handle these courses.
- Someone needs to thank CETL at some point for their enormous work on this.
- There is a timeliness here with the events in Israel and Gaza. Pop-up courses provide a space to discuss this.
- S. Wilson will be the corresponding author for the report.

The report was approved unanimously.

B. Academic Programs Glossary of Terms (Request from Gladis Kersaint to review doc)

- ‘Everyone’ has been asked to review and comment on this.
- Education is becoming a more regulated world, and the document is an attempt to clarify some poorly defined terminology and make official some definitional matters that are currently housed all over the place.
- One member noted that his inbox is nothing but questions about special issues. This document will be permanently flagged on his computer.
- Institutional knowledge is transient. When people who know the answers to all the questions leave, that knowledge gets lost. This document is meant to mitigate this.
- If people have wordsmithing comments, send them straight to S. Croucher and Gladis Kersaint.

C. A Guide to Drafting Catalog Copy

- Should the Graduate School also have input in this? S. Croucher recommended emailing Kent Holsinger and Mary Bernstein for comments.
- One member expressed concern about being too rigid in catalog descriptions.
- Catalog description speaks to a number of stakeholders both internally and externally. One member wanted to see a two-step flow. There should be a basic course description, but there should also be a more expanded description that will help “promote” the course. This is a communication issue.

- If we call it “guidance,” it helps formalize things without elevating it to the level of policy and needing advanced approvals. A sentence that clarifies it is a guidance document and a not policy document will be added.
- One member suggested putting a link to this on the CAR form.

J. Schulman motioned to adjourn. S. Wilson seconded. The motion passed unanimously.

In Attendance (in bold): **Gustavo Nanclares (Chair), Dorothea Anagnostopoulos**, Pam Bedore (Ex-officio), **John Chandy, Zach Claybaugh, Sarah Croucher, Louis Hanzlik, Marc Hatfield, Laurie McCarty, Matt McKenzie, Dan Mercier, David Ouimette**, Tina Reardon, **Sharyn Rusch, Josh Schulman, Steve Stifano, Suzanne Wilson**, Terra Zuidema (Registrar alternate)

Respectfully submitted by Karen McDermott