Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

**New course**

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

**Increase both American Studies and interdisciplinary offerings, based upon sabbatical travel and research during Fall 2006**

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

The following two designations seem appropriate, but are not necessary for offering this course:

Expressive Arts (EA)
Historical Perspective (HP)

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? __________ Specify

No

This will be a _✓_ permanent __ temporary course.

How often will the course be offered?

Annually

Prerequisite(s) and/or recommended prior courses:

None; possibly one American Studies course

How will the change be staffed?

Ralph McKenna

Equipment, supply, and bibliographic requirements (Items and cost)

Modest costs for DVD, music

Will the above items be covered by a present budget?

I assume so; if not, personal resources can be used

Proposed date of implementation:
Spring 2008 (although Fall 2007 might be considered)

Signatures

Initiator(s) of Proposal ___________________ Ralph J. McKenna ____________________

Department Chair ____________________________________________________________

Area Chair _________________________________________________________________

Catalogue description:

AMST 3xx: American Roots Music and Southern Culture

The interplay between regional American folk music and related social dynamics where these forms emerged will be examined from several academic perspectives. The course will focus on Southern cultures and include the examination of Appalachian and Ozark mountain music; bluegrass; Mississippi Delta blues; New Orleans, Memphis, and Kansas City jazz; Louisiana Cajun and zydeco music; and early rock and roll. Student exploration and presentation of hypothesized music/culture relationships in these and other class-defined groups will be emphasized.
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) FYI. Change catalog copy under “German Courses” from
Please note that the second-year German sequence (GERM 210, then 220 or 230) is normally a prerequisite for all 300- and 400-level German courses.”

to
Please note that students must either complete the second-year German sequence (GERM 210, then 220 or 230) or gain the permission of the instructor in order to enroll in 300- and 400-level German courses.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
Primarily aimed at preventing students from enrolling in 300- and 400-level courses without consultation, despite students’ lacking the 200 sequence.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? Specify

This will be a permanent temporary course.

How often will the course be offered?

Prerequisite(s) and/or recommended prior courses:

How will the change be staffed?

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget?

Proposed date of implementation:

Signatures

Initiator(s) of Proposal ________________________________

Department Chair ________________________________

Area Chair ________________________________
270: Ecotheology: Religion, Animals, and the earth
   New course; VA coding

300: Angels and Apocalypses in Early Judaism and Christianity
   New name for 300: Dead Sea Scrolls and Apocrypha
   Catalog copy change; LS coding (unchanged), HP added

310: State of the World
   Replaces 200: State of the World; not to be double counted
   Catalog copy change; CW coding (unchanged), add VA

317: Religion and Politics
   New course; VA and CW coding

330: Religion, Gender, and Sexuality
   New name for 330: Women and Religion
   Catalog copy change; CW coding (unchanged); add VA

335: Shamans and Scholars
   New course; VA coding

336: John Wesley and Methodism
   Catalog copy change; VA coding (unchanged), drop W2

337: Contemporary Buddhist Thought
   New course; VA and CW coding

338: Tibetan Buddhist Culture
   New course; VA coding

339: Contemporary Islamic Thought
   New course; VA and CW coding

346: Contemporary Christian Thought
   New name for 346: Modern Christian Theology, 1799-1968
   Catalog copy change; VA coding (unchanged)

366: Religion and Literature
   Replaces 266: Religion and Literature; not to be double counted
   Catalog copy change; W2 coding (unchanged), drop LS and VA

370: Philosophy of Religion
   Nothing changed

392: Process Philosophy and Its Applications
   New course; VA coding
393: Inter-Religious Dialogue and Christian Mission
    Replaces 492 Topics
    Catalog copy change; VA coding

394: Mysticism, Meditation, and Prayer
    Replaces 494 Topics
    Catalog copy change; VA coding

395: Theories and Research in the Study of Religion
    New course; no coding
    396: Religion, Film, and Visual Culture
    New course; VA coding
    [This was an old Topics course]

410: Topics in Asian Religions
    New course; VA coding

440: Topics in Biblical Studies
    New course; HP and LS coding

450: Topics in Religion and Culture
    New course; VA coding

460: Topics in Philosophy of Religion and Theology
    New course; VA coding

497: Senior Thesis
    New name for 497: Senior Colloquium
    Catalog copy change; W2 and UR coding (unchanged)

SPAN major and minor
    FYI; clarification of catalog description

TART 215: Modern Dance Technique
    New course; EA coding

TART 320: Choreography
    New course; EA coding

Natural Sciences

MATH 100: Mathematics in the Global Context
    FYI; renaming Journey through Mathematics
Social Sciences

Kinesiology
ADD: BUSI 100 Contemporary Issues in Business and Entrepreneurship to Sports Management Major

POLI 240: Western Political Thought
FYI; renaming History of Western Political Thought
Summary of Curricular Proposals
2-14-07

American Studies

AMST 3xx: American Roots Music and Southern Culture
   New course; EA coding

Humanities

GERM sequence
   FYI; clarification of catalog description

New RELI courses

110: The World’s Religions: An Introduction
   New name for 110: Religion in a Global Context
   Catalog copy change; VA coding (unchanged)

111: Asian Religions: An Introduction
   New course; VA coding

112: Exodus
   New course; LS coding

115: Christianity: An Introduction
   New course; VA coding

124: Introduction to the New Testament
   Catalog copy change; LS coding (unchanged), add HP coding

145: American Religions: An Historical Survey
   New name for 145: History of Religion in America
   Catalog copy change; HP and VA coding (unchanged)

210: Native American Religions
   Catalog copy change; VA coding (unchanged), add CW

211: African American Religions
   Replaces 360: African American Religions; not to be double counted
   Catalog copy change; VA and CW coding (unchanged), drop W2
215: Introduction to the Hebrew Bible  
    Replaces 123: Introduction to the Hebrew Bible; not to be double counted  
    Catalog copy change; LS and HP coding (unchanged)

216: Judaism  
    Catalog copy change; VA coding (unchanged)

222: Chinese religions  
    New course; VA coding

223: Hinduism  
    Catalog copy change; VA coding

225: Buddhism  
    Replaces 311: Buddhism; not to be double counted  
    Catalog copy change; VA coding (unchanged)

226: World Christianity: Asian, African, and Latin American Perspectives  
    New course; VA coding

230: History of Christianity to 1500  
    New name for 230: Western Christianity to 1500  
    Catalog copy change; HP coding (unchanged), drop VA and W2

231: History of Christianity since 1500  
    New name for 231: Western Christianity since 1500  
    Catalog copy change; HP coding (unchanged), drop VA and W2

232: Concepts of God  
    New course; VA coding

233: Jesus through the Centuries  
    New course; HP coding

243: Contemporary Currents in American Religions  
    Replaces 343: Religion in Contemporary American Culture; not to be double counted  
    Catalog copy change; VA coding added to existing W2

260: Varieties of Evangelical Theologies  
    New course; VA coding

261: Contemporary Christian Lives: Prophets, Mystics, and Scientists  
    New course; VA coding
270: Ecotheology: Religion, Animals, and the earth
       New course; VA coding

300: Angels and Apocalypses in Early Judaism and Christianity
       New name for 300: Dead Sea Scrolls and Apocrypha
       Catalog copy change; LS coding (unchanged), HP added

310: State of the World
       Replaces 200: State of the World; not to be double counted
       Catalog copy change; CW coding (unchanged), add VA

317: Religion and Politics
       New course; VA and CW coding

330: Religion, Gender, and Sexuality
       New name for 330: Women and Religion
       Catalog copy change; CW coding (unchanged); add VA

335: Shamans and Scholars
       New course; VA coding

336: John Wesley and Methodism
       Catalog copy change; VA coding (unchanged), drop W2

337: Contemporary Buddhist Thought
       New course; VA and CW coding

338: Tibetan Buddhist Culture
       New course; VA coding

339: Contemporary Islamic Thought
       New course; VA and CW coding

346: Contemporary Christian Thought
       New name for 346: Modern Christian Theology, 1799-1968
       Catalog copy change; VA coding (unchanged)

366: Religion and Literature
       Replaces 266: Religion and Literature; not to be double counted
       Catalog copy change; W2 coding (unchanged), drop LS and VA

370: Philosophy of Religion
       Nothing changed

392: Process Philosophy and Its Applications
       New course; VA coding
393: Inter-Religious Dialogue and Christian Mission
    Replaces 492 Topics
    Catalog copy change; VA coding

394: Mysticism, Meditation, and Prayer
    Replaces 494 Topics
    Catalog copy change; VA coding

395: Theories and Research in the Study of Religion
    New course; no coding
396: Religion, Film, and Visual Culture
    New course; VA coding
    [This was an old Topics course]

410: Topics in Asian Religions
    New course; VA coding

440: Topics in Biblical Studies
    New course; HP and LS coding

450: Topics in Religion and Culture
    New course; VA coding

460: Topics in Philosophy of Religion and Theology
    New course; VA coding

497: Senior Thesis
    New name for 497: Senior Colloquium
    Catalog copy change; W2 and UR coding (unchanged)

SPAN major and minor
    FYI; clarification of catalog description

TART 215: Modern Dance Technique
    New course; EA coding

TART 320: Choreography
    New course; EA coding

Natural Sciences

MATH 100: Mathematics in the Global Context
    FYI; renaming Journey through Mathematics
Social Sciences

Kinesiology
ADD: BUSI 100 Contemporary Issues in Business and Entrepreneurship to Sports Management Major

POLI 240: Western Political Thought
FYI; renaming History of Western Political Thought
RELI 110 The World’s Religions: An Introduction
This course introduces students to the teachings, practices, spiritualities, and histories of many world religions. The religions include to be covered include Hinduism, Buddhism, Taoism, Sikhism, Jainism, Judaism, Christianity, Islam, and indigenous traditions. Since this course introduces Asian religions in an abbreviated way, students who take this course may also wish to take Asian Religions: An Introduction.
Instructors: Harris, Sanders, McDaniel
Code: VA
Rationale for Coding: This course introduces students to the worldview and values of people in the many world religions. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.
Category Pertinent to Major: World Religions.
Frequency Offered: Every year

RELI 124 Introduction to the New Testament
This course is an introduction to the texts of the New Testament in their historical contexts, using methodologies of modern biblical scholarship (primarily literary, historical, form and redaction criticisms and other methods). The course examines the New Testament canon and associated non-canonical Gnostic texts in light of Hellenistic Jewish and Greco-Roman texts, history, culture and material remains of the first centuries C. E.
Instructor: Flannery-Dailey
Codes: LS, HP
Rationale for Coding: The course is a text-based overview of the history and experience of several varieties of first and second century Christianity. In biblical studies, the literary critical and historical critical methodologies are inseparable, and literary and historical questions are paramount in the course, with respect to the texts and social traditions of early Christianity.
Category Pertinent to Major: Biblical Studies
Frequency Offered: At least once every two years.

RELI 145 American Religions: An Historical Survey
Historical approach to America’s diverse religious traditions that contribute to America’s religious pluralism from selected Native American religions to the American experiences of contemporary Muslims and Buddhists. The course also traces the historical developments of the varieties of Judaism and Christianity in the United States. A key question will be “How has religion shaped the history, culture, and sense of place of the American people?”
Instructor: Harris
Code: HP, VA
Rationale for Coding:
This course examines historical developments in American religious life and some significant effects upon the shape of the larger culture throughout the last four hundred
years. These historical analyses aid in our understanding of contemporary American
beliefs and values and offer students an opportunity to explore their own beliefs and
values, as they are introduced to a variety of ways opened for making reasoned value
judgments.
Category Pertinent to Major: American Religion/Religion and Culture
Frequency Offered: Once every two years

RELI 1xx Asian Religions: An Introduction
This course introduces students to religious traditions rooted in Asia. It examines a wide
variety of primary and secondary sources to help students recognize and understand the
many different ways in which Asian religious communities have attempted to understand
the nature of the world (both this world and beyond), human society, and the individual
person's place therein. It includes attention to narrative and philosophical texts, ritual
practices, religious experiences, social relationships and historical developments. Since
this course, while survey in nature, does not include Abrahamic religions, students who
take this course may also take The World's Religions: An Introduction.
Instructor: Goveine
Code: VA
Rationale for Coding: A primary aim of this course centers on developing students’
understanding of the values and the internal logic operative within the fundamental
beliefs and practices of diverse religious traditions in Asia. In the process, students reflect
upon their own assumptions and values, both implicit and explicit, on matters of ultimate
concern.
Category Pertinent to Major: World Religions.
Frequency Offered: Every year

RELI 1xx Exodus
This course examines the content and significance of this influential book in the Bible. It
offers a focused way of beginning to learn about biblical literature by focusing on one
book that has shaped countless generations of Jewish and Christian thinkers and that has
deeply influenced Western literature. Attention is given to the various genres contained
in the book and how its message can be relevant to today. The course aims to provide
some basic hermeneutical skills as well as promote a familiarity with Torah.
Instructor: Sanders.
Category Pertinent to Major: Biblical studies/Christianity
Frequency Offered: Once every two years.
Code: LS
Rationale for Coding: This course approaches this book of the Bible as a literary text and
seeks to enable students to read it as such in its historical context with aid of exegetical
commentaries.
REL 1xx Christianity: An Introduction
Why do Roman Catholics have more books in their Bible than Methodists? Why do some churches refuse to baptize infants? This course surveys the key beliefs and practices of Christianity such as God, creation, sin, redemption, baptism, heaven and hell. Both the unity and diversity within Christendom are examined. This course does not presuppose prior acquaintance with Christianity.
Instructor: Sanders
Category Pertinent to Major: Biblical studies/Christianity
Frequency Offered: Once every two years.
Code: VA
Rationale for Coding: This course introduces students to the worldview and values of the Christian religion. Students are encouraged to reflect upon what these beliefs, values, and practices mean in their own lives as they participate in the world.

REL 210 Native American Religions
A journey into the religious worlds of the first Americans to find out how religion and life coalesced and how the distinctive ways of life of the various tribes produced diverse religious traditions, which were connected by common perceptions of the humans’ relationships to the world and to each other. In depth study of selected tribes from a variety of geographic regions will promote an understanding of how the relationship of a people to a place shapes their worldview and way of life.
Instructor: Harris
Code: VA and CW
Rationale for the Coding: Using a variety of texts, the course examines the distinct historical and contemporary character of Native American religious experience and life to gain an understanding of the beliefs and values that the Native American experience engenders. Students will be encouraged to examine how their own beliefs and values accord with or depart from those of Native Americans.
Category Pertinent to Major: World Religions
Frequency Offered: Once every three years

REL 216 Judaism
An exploration of contemporary forms of Jewish beliefs, practices, thought, and culture, set within an historical overview. Emphasis is on the spectrum of Jewish self-identities and the lived texture of the worldwide Jewish experience in its various expressions, constructed in both the “great” and “little” traditions. This course is a deepening and expansion of ideas introduced in The World’s Religions: An Introduction, which is recommended as a prerequisite, but not required.
Instructor: Flannery-Dailey
Code: VA
Rationale for Coding: The course primarily explores the identities, beliefs, ethics and values of Jewish people in various modern global societies.
Category Pertinent to Major: World Religions
Frequency Offered: Once every two years.
RELI 223 Hinduism
This course is designed as an introduction to the myriad forms of South Asian religious expression designated as "Hinduism." The course will survey Hinduism’s historical roots and developments, philosophical and ritual innovations, social and ethical ideals, and influential works of literature, relying on both primary and secondary sources. The latter part of the course will center on issues of ongoing relevance to modern-day tradition, analyzing, for example, Hindu understandings of religious art and worship, influential works of modern Indian fiction, and current scholarship on contemporary issues and communities.
Instructor: Gorvine
Code: VA
Rationale for Coding: While this course includes sustained attention to historical and literary concerns, the most basic aim of the course centers on developing students’ understanding of the principles and values that constitute Hindu worldviews and lifeways. Throughout the course, students reflect upon their own assumptions and values, both implicit and explicit, as they grapple with issues of ultimate concern to Hindus.
Category Pertinent to Major: World Religions.
Frequency Offered: Once every two years.

RELI 230 History of Christianity to 1500
The development of Christian thought and institutions from 100-1500 CE. Questions surrounding the formation of orthodoxy, the interplay between religion and politics and the variety of ways in which Christians practiced their faith will be discussed.
Instructor: Sanders
Category Pertinent to Major: Biblical studies/Christianity
Frequency Offered: Once every two years.
Code: HP
Rationale for coding: A critical examination of how Christian communities responded to challenges from within the faith as well as from the outside as historical and cultural changes arose.

RELI 231 History of Christianity since 1500
A survey of Christian thought and institutions from 1500 to the present. Special attention is given to the Protestant Reformation and the ongoing impact of cultural trends on Christian beliefs and practices.
Instructor: Sanders
Category Pertinent to Major: Biblical studies/Christianity
Frequency Offered: Once every two years.
Code: HP
Rationale for coding: A critical examination of how Christian communities responded to challenges from within the faith as well as from the outside as historical and cultural changes arose.
RELI 2xx Introduction to the Hebrew Bible
An introduction to the major texts, themes, and history of the Hebrew Bible or Old Testament that employs tools of modern biblical scholarship (including literary, historical, source, form and redaction criticisms, as well as reader-response theory). The course examines biblical texts in light of the texts, history, culture and material remains of ancient Israel and the Ancient Near East. In addition, some attention is paid to hermeneutics and the reception of the Bible in contemporary culture.
Instructor: Flannery-Dailey
Codes: LS, HP
Rationale for Coding: The course is a text-based overview of the history of Israel from its inception through the early second century B. C. E. In biblical studies, the literary critical and historical critical methodologies are inseparable, and literary and historical questions are paramount throughout the course. Also, since the course includes reading very difficult ancient Near Eastern comparative materials, it is listed at a 200 level; this is in contrast to Introduction to the New Testament, which is relatively easier, due to clarity of the cognate Greco-Roman materials.
Category Pertinent to Major: Biblical Studies
Frequency Offered: At least once every two years.

RELI 2xx Buddhism
This course is an introduction to Buddhism, spanning its origins in India, its spread throughout Asia, and its arrival in the West. The course will explore the core doctrines, practices and key historical developments that have shaped the Buddhist tradition in India; consider the ways this tradition has been assimilated in an Asian context; and finally reflect upon the perspectives of leading Buddhist writers and practitioners on the relevance of Buddhism for modern society.
Instructor: Gervine
Code: VA
Rationale for Coding: While this course includes sustained attention to historical and literary concerns, the most basic aim of the course centers on developing students’ understanding of the principles and values that constitute Buddhist worldviews and lifeways. Throughout the course, students reflect upon their own assumptions and values, both implicit and explicit, as they grapple with issues of ultimate concern to Buddhists.
Category Pertinent to Major: World Religions.
Frequency Offered: Once every two years.

RELI 2xx Contemporary Currents in American Religions
An attempt to understand and to analyze what contemporary social institutions, the arts, politics, and ideas reveal about Americans’ religious perceptions regarding such questions as the means of human fulfillment, the state of the world, and the nature of religious or spiritual experience.
Instructor: Harris
Code: VA and WII
Rationale for the Coding: Through the examination of contemporary American culture, students will analyze the relationship between religion and the larger culture. A primary question in the course regards what beliefs and values are critiqued or endorsed in
American life. Students will examine whether their own beliefs and values accord with or depart from those influencing moral choices and aesthetic values of the day.
Category Pertinent to Major: American Religion/Religion and Culture
Frequency Offered: Once every two years

RELI 2xx African American Religions
An analysis of the role of religion in the African American community, along with a survey of key themes in the religious thought of African Americans from the antebellum period to the present, with special attention to figures such as Martin Luther King, Jr. and Malcolm X and theologians such as James Cone and Delores Williams.
Instructor: Harris
Code: VA and CW
Rationale for the Coding: Using a variety of texts, the course examines the distinct historical and contemporary character of African American religious experience and life to gain an understanding of the beliefs and values that the African American experience engenders. Students will be encouraged to examine how their own beliefs and values accord with or depart from those of African Americans.
Category Pertinent to Major: American Religion/Religion and Culture
Frequency Offered: Once every three years

RELI 2xx Chinese Religions
A survey of the major religious traditions that have shaped Chinese culture: Confucianism, Taoism/Daoism, and Buddhism with some consideration of the minority traditions that constitute elements of contemporary religious life in China, including Islam, Christianity, and selected ethnic beliefs and practices. Themes such as ancestor worship, sacrifice and divination, ethics, meditation, and longevity techniques will enrich an understanding of some characteristics of Chinese ways of experiencing the self, society, and the world.
Instructor: Gormine, Harris
Code: VA
Rationale for Coding: The course uses both literature and history to gain an understanding of the worldview and ways of life sustained through Chinese religious traditions—Daoism, Confucianism, and Buddhism. The primary objective of the course is to explore critically and to understand the Chinese value and belief systems, which opens the opportunity to understand the commonalities of this system and the American values and beliefs. Students will reflect upon their on values and beliefs as they examine Chinese religions.
Category Pertinent to Major: World Religions
Frequency Offered: Once every three years

RELI 2xx World Christianity: Asian, African, and Latin American Perspectives
Christianity is becoming a post-Western religious tradition. As Christians in Asia, Africa, and Latin America develop their understandings of Christianity, they are integrating ideas and insights from their own cultures into their understanding of Christian life, thus adding new chapters to the ongoing evolution of Christianity. This course focuses on these new chapters. The course begins with forms of Christianity
found in the West: evangelical and ecumenical. It then turns to Asian, African, and Latin American Christianities. Students are required to do a research project on one or another tradition within these non-western settings.
Instructor: McDaniel
Code: VA
Rationale for Coding: This course introduces students to the worldview and values of post-Western Christians. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.
Category Pertinent to Major: Biblical studies/Christianity
Frequency Offered: Once every two years.

RELI 2xx Contemporary Christian Lives: Prophets, Mystics, and Scientists
For many Christians the Christian life is a way of living rather than a philosophy or theology. It is guided by beliefs but not reducible to beliefs. This way of living – the life of discipleship -- can include trust in God, respect for the earth, courage in the face of suffering, delight in beauty, openness to surprise, a willingness to be touched by others, and a desire to live simply. It can express itself in terms of many different callings or vocations: to serve the poor, to write poetry, to do scientific research, to be a hermit. This course introduces students to Christians to modern Christians whose lives illustrate different but complementary ways of living the Christian life. We will look at how these Christians live and what values inspire them. Examples include Mother Teresa, Martin Luther King Jr., Thomas Merton, Dorothy Day, Dietrich Bonhoeffer, and CS Lewis. A common thread in some of these thinkers is that they seek to live a counter-consumer lifestyle. A special module of the course focuses on the Benedictine tradition of Christianity with its emphasis on listening and ongoing conversion as the heart of Christian living. The course includes a weekend retreat at the Benedictine monastery in Fort Smith, Arkansas.
Instructor: McDaniel
Code: VA
Rationale for Coding: This course introduces students to the worldview and values of Christians who are considered by many to have lived “exemplary Christian lives.” Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.
Category Pertinent to Major: Biblical Studies/Christianity
Frequency Offered: Once every two years.
RELI 2xx Jesus Through the Centuries
Who is Jesus and what did he accomplish? This course surveys the widely divergent answers in history ranging including the gospels, the early church councils, the modern search for the historical Jesus, and contemporary portraits.
Instructor: Sanders
Category Pertinent to Major: Philosophy of Religion and Theology
Frequency Offered: Once every two years.
Code: HP
Rationale for Coding: A critical examination of how Jesus has been understood by different groups at different times in history.

RELI 2xx Concepts of God
A survey of what different people understand God or ultimate reality to be. What is God like? How is God related to the world? The way in which we answer these questions affects our understanding of evil, prayer, and human responsibility. The focus of the course is on the development of classical theism and the reaction to it in the West. Topics covered include: the Bible, Plato, Aristotle, early Jewish and Christian thinkers, Feuerbach, Nietzsche, process theology, feminist and non Western thought.
Instructor: Sanders
Category Pertinent to Major: Philosophy of Religion and Theology
Frequency Offered: Once every two years.
Code: VA
Rationale for Coding: An examination of what various people have considered ultimate reality to be like. The way people conceive of ultimate reality has a direct bearing on how they understand existence (e. g. whether or not there is a plan for our lives and whether there evil or if somehow everything is for the good). The different values that accompany different conceptions of ultimate reality are examined and students are encouraged to consider the relevance of these views for their own lives.

RELI 2xx Varieties of Evangelical Theologies
This course examines the diverse perspectives of leading evangelical thinkers. The historical roots of evangelical theology as well as some of the recent trends and controversies within contemporary North American evangelicalism are covered.
Instructor: Sanders
Category Pertinent to Major: Philosophy of Religion and Theology
Frequency Offered: Once every two years.
Code: VA
Rationale for Coding: Evangelicalism is an influential movement in North America. Understanding the various epistemological and ethical beliefs of evangelicals can help us understand what is behind statements made by evangelical leaders.

RELI 2xx Ecotheology: Religion, Animals, and the Earth
In the twentieth and twenty-first centuries an important form of religious thinking is emerging called ecotheology. It involves exploring how spirituality is connected with an appreciation of the earth and its many forms of life and how the earth needs to be
protected from pollution, habitat destruction, and resource depletion. There are Christian versions of ecotheology, Jewish versions, Buddhist versions, and many others, including feminist versions called ecofeminism. In this course we look at a wide variety of forms of ecotheology. Some attention is also given to contemporary forms of nature writing which, while not advocating specifically religious points of view, deal with spiritual connections to animals and the earth. A special component of the course focuses on human relations to animals, with attention to the animal rights movement and constructive religious responses to it.
Instructor: McDaniel
Coding: VA
Rationale for Coding: This course introduces students to the worldview and values of spiritually-oriented and religiously-interested writers who are considering how human beings might authentically interact with the more than human world. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.
Category Pertinent to Major: Philosophy of Religion and Theology
Frequency Offered: Once every two years.

RELI 300 Angels and Apocalypses in Early Judaism and Christianity
An historical and literary survey of Judaism from about 300 B.C.E.-200 C.E., including the Dead Sea Scrolls, Apocrypha, Pseudepigrapha, and early Jewish mystical works. The course investigates the diverse forms of Hellenistic Judaism, the formative period influencing both early Christianity and rabbinic Judaism. Special emphasis is placed on: methods of literary interpretation; archaeological and literary remains of the Dead Sea Scroll caves and Qumran community; the dynamic portrait of the social history of the period; and the relationship of the Hebrew Bible and New Testament to the board array of Hellenistic Jewish texts. For this upper-level course, Introduction to the Hebrew Bible and Introduction to the New Testament are beneficial but not required.
Instructor: Flannery-Dailey
Codes: LS, HP
Rationale for Coding: The course explores the diverse literature of Hellenistic Judaism in order to understand the beliefs, practices, and history of Judaism of this period. The literary critical and historical critical questions are inseparable.
Category Pertinent to Major: Biblical Studies
Frequency Offered: At least once every two years.

RELI 330 Religion, Gender, and Sexuality
Issues related to women's roles in religious institutions and questions about the nature of women's spiritual lives and experiences will be considered along with questions related to the ways that religious traditions have understood the nature of human sexuality.
Instructor: Harris.
Code: VA and CW
Rationale for the Coding: A primary question in the course regards what beliefs and values inform religious responses to gender issues and understandings of human sexuality. Students will be encouraged to examine how their own beliefs and values

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accord with or depart from various religiously influenced and constructed definitions and questions related to gender, gender roles, and human sexuality.
Category Pertinent to Major:
Frequency Offered: Once every two years

RELI 336 John Wesley and Methodism
A study of the life and thought of John Wesley followed by a survey of the leading people, organizations, ideas and practices of the Wesleyan tradition in America.
Instructor: Sanders
Category Pertinent to Major: Biblical studies/Christianity
Frequency Offered: Once every two years
Code: VA
Rationale for Coding: This course surveys the formative beliefs and values that John Wesley bequeathed to his followers, the ways in which these beliefs and values have been retained or reformed, and, in particular, the interplay between distinctively American values and Wesleyanism. Students are encouraged to reflect upon these values as models for living in the contemporary world.

RELI 346 Contemporary Christian Thought
A survey of the key thinkers, issues and movements that shaped Christian thought in the twentieth century. The course studies the rise of Protestant liberalism, the Neo-Orthodox reaction (e.g. Karl Barth) and the contemporary proliferation of different types of theology such as liberationist, feminist, process, evangelical, and Asian.
Instructor: Sanders
Category Pertinent to Major: Philosophy of Religion and Theology
Frequency Offered: Once every two years
Code: VA
Rationale for Coding: A critical examination of the widely diverse ways that Christians in the twentieth century have understood basic world view issues such as where we came from, where we are going, the human problem, and the divine solution. The interplay between race, gender and culture, on the one hand, and Christian beliefs and values, on the other, is also examined.

RELI 370 Philosophy of Religion
Study and evaluation of classical and contemporary arguments regarding such issues as the nature and existence of God, the nature of religious faith and its relationship to reason, the meaning of religious language, and the relationship between religion and morality. Cross-listed as PHIL 370.
Code: VA
Frequency Offered: To be determined by Philosophy Department

RELI 3xx State of the World
This course is an introduction to some of the basic social, spiritual, and ecological problems faced by the world today. These include poverty, violence, racial tension, and environment degradation. The course then focuses on faith-based and spiritually-sensitive responses to those problems. Special emphases are on "constructive
postmodern movement" in China, the emergence of "progressive Islam" in Islamic nations, "socially engaged" Buddhism, and various types of "liberation theologies" in Christianity. The course involves a weekend retreat at Heifer Project International.

Instructor: McDaniel
Code: VA and CW

Rationale for Coding: This course introduces students to the worldview and values of spiritually-oriented and religiously-interested writers who are wrestling with the question of how to live sustainably on the planet. Here sustainability includes a preservation of natural resources for future generations, a sustaining of the bonds of human community, and a sustaining of the human spirit. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

Category Pertinent to Major: Philosophy of Religion and Theology
Frequency Offered: Once every two years.

**RELI 3xx Religion and Literature**

An exploration of selected fiction, poetry, and certain kinds of nonfiction such as autobiography and biography to discern how the artist portrays spiritual experiences and perceptions and presents theological themes. Literature from ancient times to the present may be considered. *Prerequisite: any course carrying the LS code or permission of the instructor.*

Instructor: Harris.
Code: WII
Category Pertinent to Major: American Religion/Religion and Culture
Frequency Offered: Once every two years

**RELI 3xx Religion, Film and Visual Culture**

This course analyzes religious themes in film and visual culture, as well as how film and visual culture construct religion in popular social discourse. It includes introductions to the basics of film studies as well as to certain theories of religion, using methodologies from both fields to teach visual literacy through investigations of religion and culture. The course may include global cinema, Hollywood films, and/or artifacts of popular culture as sites of analysis. In critiquing the ways in which film and other visual media both reflect and construct religious ethics and worldviews, students interrogate the ways in which their values and religious concepts are affected by the consumption of media.

Instructor: Flannery-Dailey
Code: VA

Rationale for Coding: Cinema, as a production of culture, mirrors and constructs the ethos and worldview of the culture. This course pays particular attention to the interaction of religion, values, and culture. In learning to decipher the ways in which film and other visual media both reflect and construct religion and religious values, students reflect on their own values, particularly with respect to the consumption of media.

Category Pertinent to Major: Religion and Culture
Frequency Offered: At least once every two years.
RELI 3xx Religion and Politics
An exploration of historical perspectives on the nature of the relationship between religion and politics as evident in such concepts as “the separation of church and state,” disestablishment, and “the free exercise” of religion, combined with an examination of factors that have altered the religious and political landscapes, in particular some important Supreme Court decisions. Also involves an analysis from a variety of perspectives some pressing issues facing American people.
Instructor: Harris
Code: VA and CW
Rationale for the Coding: Through an examination of American political life, students will analyze the relationship between religion and political ideas and institutions historically and in a contemporary context. A primary question in the course regards what beliefs and values inform American politics. Students will be encouraged to examine how their own beliefs and values accord with or depart from those influencing the policies and politics of the day.
Category Pertinent to Major: American Religion/Religion and Culture
Frequency Offered: Once every two years

RELI 3xx Process Philosophy and its Applications
In the twentieth century a form of philosophy emerged called “process philosophy.” It is influenced by the philosophy of Alfred North Whitehead. As the name suggests, it sees the whole world as a dynamic process of becoming, emphasizing that all living beings are dependent on all others, and that even God is “in process” along with the world. Many Christians have been developing ‘process theologies’ that interpret key Christian beliefs with help from Whitehead; and some Jews, Buddhists, Hindus, and Muslims have done the same. The first part of this course introduces students to the philosophy of Whitehead and its religious expressions, with special focus on Christian process theology. The second half turns to ways in which process philosophy is being applied to a wide range of contemporary social issues: environmental concerns, educational reform, economic theory, world religions, and inter-religious dialogue.
Instructor: McDaniel
Frequency Offered: Every other year.
Category Pertinent to Major: Philosophy of Religion and Theology
Code: VA
Rationale for Coding: Process Philosophy includes a cosmology that seeks to interpret every item in the universe: rocks, trees, hills, rivers, historical events, quantum events, people, penguins, God. It also offers guidelines for living in harmony with those items: that is, for living in response to God’s lure toward beauty, living with respect for life and environment, living with compassion for other people. Implicitly and explicitly, students are encouraged to compare the worldviews and values of process philosophy with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

RELI 3xx Inter-Religious Dialogue and Christian Mission
What does Christian evangelism look like in an age of pluralism? The first half of this course looks at the history of Christian mission and the different “theologies of mission”
that are being developed in the modern world. Attention is paid to Christians who believe that Christianity should replace all other religions and to Christians who believe that, in the best of worlds, there will be many different religions, none dominant over the others. The second half introduces contemporary “theologies of dialogue.” In these theologies evangelism is conceived as promoting friendship between religions and the Christian life is understood as a path in which Christians can share with others but also be transformed by wisdom from other paths. Special attention is given to Western Christians whose lives and thought have transformed by encounters with Buddhism, Islam, and Hinduism.

Instructor: McDaniel
Category Pertinent to Major: Philosophy of Religion and Theology
Code: VA
Frequency Offered: Once every three years.
Rationale for Coding: This course introduces students to theologians in the Christian tradition who are considering what mission might mean in the twenty-first century. Some understand the purpose of mission to be conversion; others believe it is social service; and still others think it is the promotion of friendship between religions, amid which Christians learn from other religions and are transformed by what they hear. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

RELI 3xx Mysticism, Meditation, and Prayer
This course focuses on religious experience rather than on doctrine or belief. Mysticism lies in experiencing the presence of natural world, invisible spirits, the divine reality, or the fathomless source of life in the immediacy of the present moment without the mediation of words and doctrines. Prayer lies in listening to a divine reality and communicating with that reality through various emotions: sadness, praise, protest, thanksgiving, laughter, hope, and silence. Meditation ranges from quiet sitting in which one listens to one's breathing, to shamanic experiences in which one pays attentions to disclosures of the unconscious, to dancing and gardening. The course introduces students to mysticism, meditation, and prayer as they are found in various world religions, and to spiritual disciplines involved in those experiences. It includes an experiential component in which students are asked to spend one day fasting from food and one day in silence.

Instructor: McDaniel
Code: VA
Frequency Offered: Once every three years.
Category Pertinent to Major: Philosophy of Religion and Theology
Rationale for Coding: Some people believe that the heart of religion lies in religious experience. This course introduces students to the many kinds of experience that are found in several religions. These various experiences may or may not reveal something about the nature of reality, but they inevitably suggest a vision of the universe and also a particular way of living that is consonant with the universe as they understand it. In short, they inevitable suggest worldviews and values. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own,
identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

**RELI 3xx Theories and Research in the Study of Religion**
This course, a prerequisite to RELI 497, prepares students to conduct advanced research and pursue critical thinking in the academic study of religion. It should be taken in the spring term of the junior year or earlier. Students will explore the major theorists who define "religion" as a phenomenon or field of inquiry through a variety of methodologies, including anthropological, philosophical, theological, phenomenological, psychological and sociological approaches. The course also teaches students discipline-specific research methods and provides familiarity with the major areas of current scholarly research in religion. Each student will apply the theories and research methods to a case study of a religion, other than his/her own, in either the student's hometown or in the locality surrounding Hendrix. This case study will contribute to Harvard's Pluralism Project over a ten year period.
Instructors: Flannery-Dailey, Gorvine
Code: N/A
Category Pertinent to Major: Required Course
Frequency Offered: Every year

**RELI 3xx Shamans and Scholars**
What is a shaman, and what does the idea of 'shamanism' tell us about indigenous peoples and their religions? This course will examine various ways in which anthropologists, historians of religion and others have attempted to understand and interpret the narratives, rituals, religious experiences and the social features of indigenous communities described as 'shamanic'. In the process, we will consider contemporary attitudes, debates and perspectives on the value and problems associated with comparative studies and ethnographic representation, explore the voices of particular native people, and conclude with an analysis of the shaman as an aspect of popular culture.
Instructor: Gorvine
Code: VA
Rationale for Coding: While this course focuses attention on ethnographic and historical materials, the most basic aim centers on developing students' understanding of the principles and values that constitute various indigenous worldviews and lifeways, while simultaneously examining the ethical imperatives and difficulties associated with scholarly representation. Throughout the course, students reflect upon their own assumptions and values, both implicit and explicit, as they grapple with issues of ultimate concern to native people and others deemed 'shamanic'.
Category Pertinent to Major: World Religions.
Frequency Offered: Once every two years.

**RELI 3xx Contemporary Buddhist Thought**
Religions evolve over time. In the twenty-first century Buddhists are developing ways of thinking and approaches to life that are explicitly intended to be relevant to people throughout the world. Some forms of contemporary Buddhist thought engage in dialogue
with the natural sciences; others stress the relevance of Buddhism to environmental concerns; still others emphasize the role that Buddhism can play in enabling people to live spiritually in an age of consumerism. Special focus is on contemporary Zen and Tibetan writing. The course includes an experiential component that involves undertaking a regular practice of breathing meditation or doing a creative art project at the end.
Instructor: McDaniel
Code: VA and CW
Rationale for Coding: This course introduces students to the worldview and values of contemporary Buddhists who are “making the case” for Buddhism's relevance to personal spiritually, psychological health, environmental well-being, the rights of women, the rights of minorities, and social justice. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.
Category Pertinent to Major: World Religions
Frequency Offered: Once every two years.

RELI 3xx Tibetan Buddhist Culture
Centering on the vibrant religious culture of Tibet, this course examines how Tibet and Tibetan religion have been conceived and depicted in scholarship and in contemporary culture, and it proceeds by exploring key elements of Tibetan Buddhist philosophy, cultural history, and socio-religious diversity. The early part of the course addresses the assimilation of Indian Buddhist thought and the development of Tibetan traditions of practice. The course then considers the interface of religion and politics in Tibet, the development of sects, and the historical rise of monasticism. The latter part of the course assesses vital ongoing traditions of ‘popular’ or ‘folk’ religion and the religious specialists and communities associated with them, and it concludes by considering contemporary issues of religious revival and identity among modern Tibetans.
Instructor: Gorvine
Code: VA
Rationale for Coding: While this course includes sustained attention to historical, literary, and ethnographic materials, the most basic aim centers on developing students’ understanding of the principles and values that constitute Tibetan worldviews and lifeways. Throughout the course, students reflect upon their own assumptions and values, both implicit and explicit, as they grapple with issues of ultimate concern to Tibetans.
Category Pertinent to Major: World Religions.
Frequency Offered: Once every two years.

RELI 3xx Contemporary Islamic Thought
In the twenty-first century Muslims are developing ways of thinking and approaches to life that are intended to be relevant to contemporary Muslims and the wider world. Some build upon the mystical traditions of the Muslim past, especially Sufism; some build upon what they call “liberal” or “progressive” currents of more recent Muslim history, seeking to show how Islam can promote freedom of thought, democracy, respect for the rights of women, appreciation of science. In a different vein, other strands of contemporary thinking emphasize that Islam provides a constructive alternative to Western ways of
thinking. This course is intended to introduce students to a wide array of contemporary Islamic thinking: mystical, militant, liberal, feminist, and conservative.

Instructor: McDaniel
Code: VA and CW

Rationale for Coding: This course introduces students to the worldview and values of contemporary Muslims who are “making the case” for Islam’s relevance to the world. Some focus on a clash between Islam and the West; others focus on a dialogue between Islam and the West. The mystically-oriented thinkers and the “progressives” focus on issues of personal spiritually, environmental well-being, the rights of women, the rights of minorities, and social justice. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

Category Pertinent to Major: Philosophy of Religion and Theology
Frequency offered: Once every two years.

**RELI 41x Topics in Asian Religions**
An intensive analysis of a critical issue in the study of Asian religion. Potential topics may range from a thematic treatment of religious phenomenon across more than one tradition (e.g., Pilgrimage, Saints and Sages, Death and Afterlife, Gender and Status) to an in-depth study of particular texts and traditions (Hindu Epic and Devotional Literature, Tibetan Meditation). Prerequisite: Junior standing and two courses in religion or instructor’s consent. Recommended: one of either RELI 110, 121, 221 or 223.

Instructor: Gorvine
Code: VA

Rational for Code: While this course will typically include attention to a variety of historical, literary, and ethnographic materials, the course’s most basic aim centers on developing students’ understanding of the principles and values that constitute particular worldviews and lifeways in an Asian religious context. Throughout the course, students reflect upon their own assumptions and values, both implicit and explicit, as they grapple with issues of ultimate concern to religious communities in Asia.

Category Pertinent to Major: World Religions
Frequency Offered: At least once every two years.

**RELI 42x Topics in Biblical Studies**
Code: HP/LS

Rationale for Coding: There are no courses I could teach under this rubric that would not utilize, throughout the course, a combination of historical criticism and literary criticism, which is foundational to biblical studies. Potential offerings include: Apocalypse and Evil in Biblical Tradition; Jewish Responses to Empire; Genesis; World of the Hebrew Bible.

Frequency: At least once a year.
Category Pertinent to Major: Biblical Studies

**RELI 430x Topics in Religion and Culture**
Code: VA
Rational for Coding: Courses offered in RELI 430 introduce students to the worldviews and values of theologians, philosophers, and religious writers at the leading edges of reflection concerning religion and culture. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

RELI 44x Topics in Philosophy of Religion and Theology.
Code: VA
Rationale for Coding: Courses offered in RELI 440 introduce students to the worldviews and values of theologians, philosophers, and religious writers at the leading edges of religious thought, historical and contemporary. Implicitly and explicitly, students are encouraged to compare the worldviews and values of these writers with their own, identifying areas of commonality where relevant and reflecting on differences, whether contradictory or complementary.

RELI 497: Senior Thesis. This research project will build upon the theoretical and methodological principles explored in RELI 300, with subject matter emerging from advanced coursework in religion. A program of research will be developed in consultation with a departmental thesis advisor, and individual projects will be subject to peer-review prior to final presentation before the department faculty. Philosophy and Religion majors who have taken RELI 300 may elect this course for their Senior Capstone Experience.
Instructors: Harris, McDaniel, Sanders
Code: W2, Odyssey coding UR
Frequency offered: Every year
Religion Curriculum Course Numbers
with new numbering
pm 1-31-07

By course number: RELI

110: The World’s Religions: An Introduction
   New name for 110: Religion in a Global Context
   Catalog copy change; VA coding (unchanged)

124: Introduction to the New Testament
   Catalog copy change; LS coding (unchanged), add HP coding

145: American Religions: An Historical Survey
   New name for 145: History of Religion in America
   Catalog copy change; HP and VA coding (unchanged)

1xx: Asian Religions: An Introduction
   New course; VA coding

1xx: Exodus
   New course; LS coding

1xx: Christianity: An Introduction
   New course; VA coding

210: Native American Religions
   Catalog copy change; VA coding (unchanged), add CW

216: Judaism
   Catalog copy change; VA coding (unchanged)

223: Hinduism
   Catalog copy change; VA coding

230: History of Christianity to 1500
   New name for 230: Western Christianity to 1500
   Catalog copy change; HP coding (unchanged), drop VA and W2

231: History of Christianity since 1500
   New name for 231: Western Christianity since 1500
   Catalog copy change; HP coding (unchanged), drop VA and W2

2xx: Introduction to the Hebrew Bible
   Replaces 123: Introduction to the Hebrew Bible; not to be double counted
   Catalog copy change; LS and HP coding (unchanged)
2xx: Buddhism
   Replaces 311: Buddhism; not to be double counted
   Catalog copy change; VA coding (unchanged)

2xx: Contemporary Currents in American Religions
   Replaces 343: Religion in Contemporary American Culture; not to be double counted
   Catalog copy change; VA coding added to existing W2

2xx: African American Religions
   Replaces 360: African American Religions; not to be double counted
   Catalog copy change; VA and CW coding (unchanged), drop W2

2xx: Chinese religions
   New course; VA coding
   [Was 222 a long time ago]

2xx: World Christianity: Asian, African, and Latin American Perspectives
   New course; VA coding

2xx: Contemporary Christian Lives: Prophets, Mystics, and Scientists
   New course; VA coding

2xx: Jesus through the Centuries
   New course; HP coding

2xx: Concepts of God
   New course; VA coding

2xx: Varieties of Evangelical Theologies
   New course; VA coding

2xx: Ecotheology: Religion, Animals, and the earth
   New course; VA coding

300: Angels and Apocalypses in Early Judaism and Christianity
   New name for 300: Dead Sea Scrolls and Apocrypha
   Catalog copy change; LS coding (unchanged), HP added

330: Religion, Gender, and Sexuality
   New name for 330: Women and Religion
   Catalog copy change; CW coding (unchanged); add VA

336: John Wesley and Methodism
   Catalog copy change; VA coding (unchanged), drop W2
346: Contemporary Christian Thought
    New name for 346: Modern Christian Theology, 1799-1968
    Catalog copy change; VA coding (unchanged)

370: Philosophy of Religion
    Nothing changed

3xx: State of the World
    Replaces 200: State of the World; not to be double counted
    Catalog copy change; CW coding (unchanged), add VA

3xx: Religion and Literature
    Replaces 266: Religion and Literature; not to be double counted
    Catalog copy change; W2 coding (unchanged), drop LS and VA

3xx: Religion, Film, and Visual Culture
    New course; VA coding
    [This was an old Topics course]

3xx: Religion and Politics
    New course; VA and CW coding
    [Was 317 a while back]

3xx: Process Philosophy and Its Applications
    New course; VA coding
    [Was 392 a while back]

3xx: Inter-Religious Dialogue and Christian Mission
    Replaces 492 Topics
    Catalog copy change; VA coding

3xx: Mysticism, Meditation, and Prayer
    Replaces 494 Topics
    Catalog copy change; VA coding

3xx: Theories and Research in the Study of Religion
    New course; no coding

3xx: Shamans and Scholars
    New course; VA coding

3xx: Contemporary Buddhist Thought
    New course; VA and CW coding
3xx: Tibetan Buddhist Culture
    New course; VA coding

3xx: Contemporary Islamic Thought
    New course; VA and CW coding

3xx: Process Philosophy and Its Applications
    New course; VA coding
    [Was 392 a while back]

41x: Topics in Asian Religions
    New course; VA coding

42x: Topics in Biblical Studies
    New course; HP and LS coding

43x: Topics in Religion and Culture
    New course; VA coding

44x: Topics in Philosophy of Religion and Theology
    New course; VA coding

497: Senior Thesis
    New name for 497: Senior Colloquium
    Catalog copy change; W2 and UR coding (unchanged)

**Discontinued courses**

220: Advanced Studies in World Religions

229: Varieties of Early Christianity

240: Biblical Archaeology

250: Hebrew Prophecy and Wisdom

305: Search for the Historical Jesus

315: Advanced Studies in Religion and Culture

340: World Religions: Contemporary Perspectives

356: Christian Theology: Contemporary Perspectives
375: Orthodoxy and Catholicism

390: Advanced Studies in Contemporary Religious Thought

420: Death and Eternal Life

430: Medieval Religion
Hendrix College
Proposed Curricular Revision

Department__Foreign Languages_____________ Date__12-19-2006_____

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) Make the following changes in the description of its Spanish major and minor.

The major is currently described as
At least nine courses above the basic sequence, including
- SPAN 310 Survey of Spanish Literature to 1800
- SPAN 320 Survey of Spanish Literature since 1800
- SPAN 330 Survey of Latin American Literature
- SPAN 200 Conversation and Composition
  or
  SPAN 300 Advanced Grammar and Composition

We propose to change it to read
At least nine courses above the basic sequence, including
- Only one course from
  SPAN 200 Conversation and Composition
  or
  SPAN 300 Advanced Grammar and Composition
- SPAN 310 Survey of Spanish Literature to 1800
- SPAN 320 Survey of Spanish Literature since 1800
- SPAN 330 Survey of Latin American Literature

The minor is currently described as
At least five courses at or above the 200-level.

We propose to change it to read
At least five courses at or above the 200-level. Either SPAN 200 or SPAN 300 can be counted among the five courses but not both.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Needs clarification to avoid confusion by advisors and students.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? __________ Specify

This will be a ___permanent ___temporary course.

How often will the course be offered?

Prerequisite(s) and/or recommended prior courses:

How will the change be staffed?
Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget?

Proposed date of implementation:

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Department: Theatre Arts and Dance

Proposed change: Add TART 215-Modern Dance Technique
A 200 level Modern Dance Technique Class focusing on developing the dance techniques of Martha Graham, Doris Humphrey and Deborah Hay along with a holistic approach to a life long learning of physical health and fitness.

Rationale for course within departmental and collegiate context:
The Modern Dance Technique course would be added to fulfill requirements for students who seek a Dance Minor. This will be the first of three anticipated Dance Technique Courses. Those being: Modern, Ballet and Jazz. (See Dance Minor proposal).

Proposed code(s): Which, if any, course codes will this course fulfill?

Learning Domains
- Expressive
  Modern Dance Technique focuses grasping, interpreting, and responding to artworks and to practices in dance within historical, cultural, or aesthetic contexts with direct experience in the creating or performing process in the theatrical arts.

Does this replace a course? No

This will be a permanent course.

How often will the course be offered?
The course will be offered during the fall semesters.

Prerequisite: None

How will the change be staffed?
Brigitte Brumbelow (current Adjunct Dance Instructor). Contingent on approval as a full time faculty 07-08.

Equipment, supply, and bibliographic requirements (Items and cost)
N/A

Will the above items be covered by a present budget?
N/A

Proposed date of implementation: Fall 2007

Signatures

Initiator(s) of Proposal __ Brigitte Brumbelow /Danny Grace

Department Chair __ Danny Grace

Area Chair

33
Hendrix College
Proposed Curricular Revision

Department: Theatre Arts and Dance
Date: 1-30-06

Proposed change: Add TART 320- Choreography. A 300 level course focusing on the fundamentals of the craft of choreography through theory and process.

Rationale for course within departmental and collegiate context: The Choreography course would be added to fulfill requirements for students who seek a Dance Minor (See Dance Minor proposal).

Proposed code(s): Which, if any, course codes will this course fulfill?
Learning Domains
  • Expressive
    Choreography focuses on grasping, interpreting, and responding to artworks and to practices in dance (theory and process) within historical, cultural, or aesthetic contexts with direct experience in the creating of performance works in the theatrical arts.

Does this replace a course? No

This will be a permanent course.

How often will the course be offered?
The course will be offered during the spring semesters.

Prerequisite:
TART 160 Reading and Writing Dance, TARA A30 01 Dance Ensemble (Four Semesters), One TART Dance Technique Class or permission of the Instructor.

How will the change be staffed?
Brigitte Brumbelow (current Adjunct Dance Instructor).
Contingent upon approval as full time faculty for 07-08.

Equipment, supply, and bibliographic requirements (Items and cost)
N/A
Will the above items be covered by a present budget?
N/A

Proposed date of implementation: Spring 2008

Signatures
Initiator(s) of Proposal Brigitte Brumbelow/Danny Grace
Department Chair Danny Grace
Area Chair

34
Hendrix College
Proposed Curricular Revision

Department: Mathematics
Date: 1-16-07

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) FYI Change name of MATH 110 from Journey through Mathematics to Mathematics in the Global Context.

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

Does this replace a course? Specify

This will be a permanent temporary course.

How often will the course be offered?

Prerequisite(s) and/or recommended prior courses:

How will the change be staffed?

Equipment, supply, and bibliographic requirements (Items and cost)

Will the above items be covered by a present budget?

Proposed date of implementation:

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair

25
Proposed curricular revision

Department: Kinesiology
Date: Dec 19, 2006

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add BUSI 100 Contemporary Issues in Business and Entrepreneurship as one option for Sport Management emphasis. The list would be:

Sports Management - 3 courses
- ECON 100 Survey of Economics Issues
  or
  BUSI 100 Contemporary Issues in Business and Entrepreneurship
  or
  BUSI 200 Fundamentals of Accounting and Business
- BUSI 290 International Marketing
- KINE 498 Individual Internship

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Lyle Rupert suggested this course would be appropriate for Kinesiology majors interested in Sport Management

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].
N/A

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria. N/A

Does this replace a course? No Specify:
This will be a permanent temporary course.

How often will the course be offered? Every year

Prerequisite(s) and/or recommended prior courses: N/A

How will the change be staffed? Business and Econ staff—

Equipment, supply, and bibliographic requirements (Items and cost) None

Will the above items be covered by a present budget? Yes
Proposed date of implementation: Fall 2007

Signatures
Initiator(s) of Proposal: Earlene Hannah, Jerry Mayo

Department Chair

Area Chair
Hendrix College

A proposal for

A Revised Major in International Relations

Submitted by the Department of Politics

Revised—December 2006
Overview

The program in International Relations & Global Studies (IRGS) was instituted in 1997. Statistics collected from the Registrar indicate that, when we add together declared majors in Politics or IRGS, the IRGS majors have historically made up one-third of that total. This number has been higher in more recent years, e.g., between 38 and 44 percent from 2001 to 2004. Indeed, this growth was the primary reason why a new tenure-track line in international politics was added to the Politics Department this academic year. On their own, the growth in the number of IRGS majors and the addition of a new position in Politics necessitate a thorough review and probable restructuring of the IRGS program. But additional impetus for change is also prompted by the program’s experience over the last nine years which has made it clear that certain aspects of IRGS need significant revision.

From an academic standpoint, the discipline of International Relations (IR) has a long history on its own, as well as being a recognized field within the domain of Political Science. It employs a number of theoretical approaches—positivist and post-positivist—that are unique to its field of inquiry, as well as recognizable, generational research programs. These facts are reflected in the continuing proliferation of graduate IR and public policy programs that have arisen to meet an ever-growing demand for professional and academic training in the wide-ranging sub-fields of IR: human security; development; human rights; international trade and finance; and international law, to name a few. In the United States alone, there are currently 19 professional graduate schools that are members of APSIA (the Association of Professional Schools of International Affairs), in addition to nearly twenty smaller graduate programs that enjoy affiliate status with the Association.

These realities, as well as a number of others unique to Hendrix College that are outlined below, have led us to the conclusion that the current IRGS major at Hendrix is in need of substantial revision. The addition of Dr. Whelan to the Politics faculty further enables us to consider the following set of proposals for the restructuring of the International Relations major.

Challenges Confronting the Current IRGS Major

1. The program is too broad and lacks the rigor that comes with coherence. When IRGS was first formulated it faced severe resource limitations which necessitated drawing upon the support of as many academic departments as possible. While this state of affairs encouraged a valuable degree of interdisciplinarity, it also promulgated a lack of focus, as many interests from several different disciplines had to be accommodated. For instance, an IRGS major only has to take one Politics course or one Economics course in order to complete the major. Not only is this unacceptable today, but it also seriously impairs the quality of the IRGS Senior Seminar since students come to that seminar with no common set of core experiences.

2. The program lacks a departmental home. Academic programs that lack a departmental home run the risk of not being adequately taken care of. The faculty that supervise and participate in interdisciplinary programs nearly always have other responsibilities and duties which (understandably) take precedence over their contributions to these programs. Additionally, the majors in these interdisciplinary programs also run the risk of not being adequately and equitably served by the faculty. Departmental anchoring creates a much
stronger sense of program “ownership” by the faculty members in those departments, and with ownership comes greater attention and care.

3. **Putting International Relations and Global Studies under the same roof has proven to be unmanageable and has contributed to the lack of focus and rigor.** While there are good reasons to offer both IR and GS, it does not seem wise to try to do so within the parameters of one academic program for reasons already discussed above.

4. **IRGS has created a serious asymmetry in the Politics program.** Potential Politics majors who are primarily interested in the international or global aspect of the discipline, as opposed to the American, have become IRGS majors instead of Politics majors. This means that the vast majority of Politics majors are now “Americanists.” Consequently, the Senior Research Seminar in Politics is almost entirely made up of projects in American politics. This breeds an obvious lack of intellectual diversity which is detrimental to both Politics and IRGS majors.

5. **The Politics Department in essence is now supervising two separate senior research seminars (Politics and IRGS) which together constitute some 20-30 students per year.** This is unsustainable, an inefficient use of resources, and constitutes poor management. It is also detrimental to the intellectual experience of both Politics and IRGS majors as noted in #4 above.

**Proposed Changes**

1. **Discontinue the current IRGS major and house a separate and reconfigured IR major exclusively within the Department of Politics.**

With two full-time members of the Politics department able to teach broadly in the field of IR (Whelan and King), it is now possible to offer a coherent, rigorous, and competitive IR program centered on courses primarily in political science (see the proposed new IR major requirements below). It is also desirable that we do so given the requirements of graduate programs in IR. This proposal will also address many of the problems in IRGS outlined above:

- it will engender intellectual coherence and rigor in IR;
- it will give IR majors and faculty a departmental home;
- it will re-balance the Politics department’s senior research seminar;
- it will prepare IR majors much better for graduate school in IR;
- and, it will ease the Politics department’s work load in offering both Politics and IR majors a more intellectually meaningful capstone experience as well as Odyssey Program opportunities.

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1 For those unfamiliar with the jargon, IR essentially refers to the broadly political relations between nations and therefore primarily draws upon courses in Politics, History, and Economics, although certainly not exclusively so. GS essentially refers to cross-cultural studies and therefore primarily draws upon courses in Foreign Languages, Religion, Sociology/Anthropology, and the Arts, although again not exclusively so. IRGS majors have tended to make their course choices primarily along just one of these axes in IRGS.
Creating a separate IR major could provide the impetus for a reinvigorated Global Studies major at Hendrix. Insofar as the establishment of a unified IR curriculum can benefit the Department of Politics and serve the needs of students at Hendrix who are interested in that major, so too could the its separation from Global Studies provide a catalyst for rethinking the purposes and goals of a revitalized major in Global Studies. That major could place more of a concerned emphasis on comparative literature, religion, and a focus on the study of global cultures and cross-comparative studies in the Liberal Arts tradition. As with most courses on campus, the IR program would welcome into its courses students majoring in Global Studies.

Finally, with the anticipated creation of an International Business major in the Department of Economics and Business, these three majors—International Relations, Global Studies, and International Business—will offer students an attractive menu of choices for those interested in studying distinct yet interrelated aspects of our age of interdependency and globalization.

2. **Change the name of the Department of Politics to “Politics and International Relations”**. PIR would offer two separate majors: Politics, and IR. It is preferable for students to have “IR” as the title of their major as opposed to “Politics with an emphasis in IR”—whether they intend to pursue employment in fields related to IR immediately upon graduation, and especially for those interested in pursuing graduate work in IR. While there are valid objections to the continued use of IR in some circles (preferring “Global Politics” instead), the use of the title IR works best, all things considered. For instance, the title “Politics and Global Politics” just doesn’t seem to work given the aims we have in mind with this proposal.

**Curriculum**

The proposed curriculum for the major and minor in International Relations, as well as descriptions of new courses, are contained in Appendices 1, 2 and 3.

**Transition Issues**

Current IRGS majors will have the option to adopt the new major. However, if this proposal is adopted, the Department will eliminate the current “capstone” course, IRGS 400 (Senior Seminar). For those students wishing to exercise their option to keep the IRGS major, they will have three options for meeting the requirement: (a) enrolling in the research sequence for Politics majors (POLI 400/497); take a comprehensive exam (part of the old IRGS program); or complete an independent study under the direction of a member of the faculty.

**Recommendations for Supporting Coursework, Graduate School, and Career Planning**

Career opportunities in international relations are numerous and span many disciplines and subject matters. Graduate programs now increasingly reflect this diversity. We will urge IR majors to research graduate school requirements for the specific subfields in IR they wish to pursue as early as possible. Different specializations require different course choices even at the undergraduate level.
In their advising of IR majors, the Politics faculty will be placing specific emphasis on the following recommendations for additional (but not required) coursework to strengthen students’ training in the discipline, especially toward the end of preparing students for further graduate study.

We will strongly recommend that students pursue additional foreign language training beyond the College’s basic requirements. The vast majority of APSIA graduate programs require reading and writing proficiency in at least one foreign language. Those students who have received this training as undergraduates often meet this requirement, and thus are at an advantage insofar as they do not have to invest additional time and resources for that training while in graduate school.

We will strongly recommend that students compliment the major by taking courses in Sociology, Anthropology, and/or Religion. While this new major is intended to bring more rigor to the study of international society and politics, coursework examining social forces, culture, and religion—within a single country, a region, or comparatively—are important compliments to the IR course of study.

We will strongly recommend students take ECON 200 (Microeconomics) and ECON 210 (Macroeconomics). For those students interested in satisfying the Economics requirement for the IR major by taking ECON 360 (International Economics), the survey courses will be required as prerequisites.

We will advise students to seriously consider significant study abroad and internship experiences. The profile of students enrolling in APSIA graduate programs has been trending away from the “straight-out-of-undergrad,” “nothing-but-coursework” norm evident 10 or 15 years ago. As these programs grow increasingly competitive, admissions committees are looking for students who have a diversity of experiences outside of the classroom. We will thus strongly encourage IR majors whom we advise to consider these opportunities for enhancing their academic credentials.

Faculty Deployment

The Department of Politics now enjoys two full time faculty teaching in the area of International Relations. Furthermore both Dr. King and Dr. Whelan can share in the workload of the core curriculum, especially for the larger introductory courses, to ensure that these are offered each year, rather than every other year or only occasionally. Both King and Whelan are prepared to offer courses in the other parts of the curriculum that match their interests and expertise. Courses offered in the History Department round out the curriculum in the one area where the Department tends to be weakest: regional studies.
Appendix 1. Major in International Relations: Proposed Curriculum (12 Credits)

Foundations (3 Credits)

POLI 100: Issues in Politics
and
POLI 250: History of the International System²
and
POLI 251: Theories of International Relations³

Economics (1 Credit)

POLI 260: Political Economy
or
ECON 360: International Economics

Comparative/Regional Studies (1 Credit)⁴

POLI 372: China and East Asia
HIST 242: China since the Ming Dynasty
HIST 243: Modern Middle East
POLI 373: Palestine, Israel and the Middle East
HIST 170: Contemporary Europe
HIST 222: England Since 1688
HIST 333: Russia Since 1917
HIST 280: Contemporary Africa
POLI 371: Latin America

Institutions & Governance (1 Credit)

POLI 325: International Law and Organizations
POLI 326: International Human Rights⁵
POLI 353: Conflict Management and Resolution⁶
HIST 334: Comparative Genocides

Foreign Policy (1 Credit)

POLI 280: U.S. Foreign Policy⁷
or
POLI 281: Comparative Foreign Policy⁸

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² Title change, replacing “Global Politics I.”
³ Title change, replacing “Global Politics II.”
⁴ This list is unfortunately incomplete since it draws heavily upon courses offered in the History Department which is simultaneously undergoing significant revision.
⁵ New course; see description in Appendix 3.
⁶ New course; see description in Appendix 3.
⁷ New course; see description in Appendix 3.
⁸ New course; see description in Appendix 3.
Research Methods/Capstone (3 Credits)

MATH 210: Statistics for the Social Sciences\(^9\)
Poli 400: Methods in Political Analysis
Poli 497: Senior Research Seminar

Electives (2 Credits)

Electives can be taken from any of the courses listed above. Students are also invited to submit other courses that may have substantial relationship to the major for consideration as electives, which will be approved by the Department on a case-by-case basis.

Topics Courses and Independent Studies

Topics courses numbered Poli 430/440 and Independent Studies may also count toward any of the requirements for the major. Majors must receive Departmental approval in advance.

Study Abroad

All IR majors must complete at least one study abroad experience that earns at least one Hendrix course credit. Students must seek approval from the Department before completing this requirement.

The study abroad credit may also count toward any of the requirements listed above. Pre-approval by the Department is required, and will be granted on a case-by-case basis.

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\(^9\) This is a proposed new course under discussion. It would be a prerequisite for Poli 400.
Appendix 2. Minor in International Relations: Revised Curriculum (7 Credits)

International Relations (2 Credits)

POLI 250: History of the International System
    and
POLI 251: Theories of International Relations

Economics (1 Credit)

POLI 260: Political Economy
    or
ECON 360: International Economics

Comparative/Regional Studies (1 Credit)

POLI 372: China and East Asia
HIST 242: China since the Ming Dynasty
HIST 243: Modern Middle East
POLI 373: Palestine, Israel and the Middle East
HIST 170: Contemporary Europe
HIST 222: England Since 1688
HIST 333: Russia Since 1917
HIST 280: Contemporary Africa
POLI 371: Latin America

Institutions & Governance (1 Credit)

POLI 325: International Law and Organizations
POLI 326: International Human Rights
POLI 353: Conflict Management and Resolution
HIST 334: Comparative Genocides

Foreign Policy (1 Credit)

POLI 280: U.S. Foreign Policy
    or
POLI 281: Comparative Foreign Policy

Elective (1 Credit)

The elective can be taken from any of the courses listed above. Students are also invited to submit other courses that may have substantial relationship to the major for consideration as electives, which will be approved by the Department on a case-by-case basis.
Appendix 3. New Courses in the IR Major

POLI 250: History of the International System (SB, HP)

An introductory survey of the emergence and development of international society from the mid-17th century to the present. The course will primarily focus on the development of the concepts and practices of sovereignty, customary international law, diplomacy, the Great Powers, and modern international institutions of the present day. Part of a two-course sequence required for Majors in International Relations.

This course is coded HP since it significantly traces the historical development of norms (such as sovereignty), institutions (international law) and practices of states and policy-makers. It is also coded SB since it addresses practices of sovereignty, customary international law, diplomacy, the Great Powers, and the development of modern international institutions, which have impacted and continue to limit and affect the behavior of nation-states in the international system.

POLI 251: Theories of International Relations (CW, SB)

An introductory survey of the diverse theoretical approaches to the study of International Relations. Approaches will include realism, liberalism, idealism, Marxism, critical theory, postmodernism, constructivism, feminism, environmentalism and evolutionary theory. Part of a two-course sequence required for Majors in International Relations.

This course is coded SB since it explores the various theoretical approaches that underscore and affect human and institutional behavior in the international realm. It is also coded CW since these various theoretical approaches require students to consistently confront issues of world citizenship.

POLI 280: U.S. Foreign Policy (CW, SB, HP, W2)

The tension between American isolationism and engagement in the affairs of the world has been a constant theme in the history of U.S. foreign policy. With reference to a number of significant cases, this course examines American national identity and its outward projection through periods of isolation, engagement, leadership, and exceptionalism/exemotionalism. The course will examine the history of U.S. foreign policy with specific emphasis on the 20th century, and especially the roles of the executive and congressional branches of government in the making of foreign policy.

This course is coded HP since it significantly traces the historical development of norms, institutions and practices of states and policy-makers, particularly the evolving roles of the executive and congressional branches of government in the making of American foreign policy.

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10 A note about learning domains -- Virtually all courses offered in the Department of Politics fall within the Social and Behavioral Analysis (SB) domain, which recognizes that "human experience always takes place in the context of larger social forces, organizations and institutions: families, organizations, communities, governments and economies." Politics courses attempt to develop the student's understanding of the social, political and economic contexts or constraints that affect the human experience and limit human, social and political behavior. All but one of these new courses—POLI 250—also deal primarily with Challenges of the Contemporary World (CW), as they have issues of world citizenship at their core, and often address ethnicity, gender and economic inequities, as well.
It is also coded SB since it pays particular attention to the evolving role of executive and congressional branches of government and the factors which shape their responses to events in the international sphere.

Finally, it has been coded CW since it deals with a whole series of critical issues in the contemporary world including the emergence of the U.S. as a global superpower.

POLI 281: Comparative Foreign Policy (CW, SB, W2)

An examination of the foreign policy worldviews, strategies, and decision-making systems of a select number of nation-states representing the diversity extant in the contemporary world system. They will be compared with the United States with a view to thinking about how to make foreign policy as effective as possible.

This course is coded SB since it pays particular attention to the role of political institutions in shaping policy in the international sphere and it utilizes the comparative method.

Finally, it has been coded CW since it deals with a whole series of critical issues in the contemporary world including diverse worldviews and complex, perhaps even competing decision-making structures.

POLI 325: International Law and Organizations (CW, SB, HP, W2)

Even in the absence of global government, there is still governance. This course will explore how nation-states interact within a system of law and institutions developed to promote cooperation, avoid armed conflict, and regulate conflict when it does occur. An overarching frame of the course is how the practices of national sovereignty and international cooperation mutually constitute one another. Through close examination of specific cases, the course will explore competing schools of thought in international law; the history of the development of international legal norms and institutions; customary vs. conventional (or treaty) law; the role of the United Nations, and institutional issue regimes, such as arms control and non-proliferation, development, and humanitarian and human rights law.

Prerequisite: POLI 250 or 251, or consent of instructor.

This course is coded HP since it significantly traces the historical development of norms, institutions and practices of states and policy-makers, with particular emphasis on the development of international legal norms and institutions.

It is also coded SB since it pays particular attention to the way “nation-states interact within a system of law and institutions developed to promote cooperation, avoid armed conflict, and regulate conflict when it does occur,” while paying close attention to the impact that national sovereignty and international co-operation have on these interactions.

CW – International law and organizations have played a role in exacerbating as well as attempting to remedy gender, ethnic and racial inequities, internationally. This course examines “the structures and functions of the United Nations, and institutional issue regimes, such as … development, and humanitarian and human rights law.”
POLI 326: International Human Rights (CW, SB, VA, W2)

This course will look closely at the development of the human rights idea in theory, history and practice. The course will look closely at competing theories of human rights, the development of international and regional human rights institutions especially in the 20th century, the influence of non-governmental organizations in the promotion and protection of human rights, the expansion of human rights protections to diverse populations, and emerging human rights approaches to solving a number of pressing global problems.
Prerequisite: POLI 250 or 251, or consent of instructor.

This course is coded VA since it examines in some detail different and sometimes competing philosophical and value systems that underscore and generate significant tensions in human rights theory and practice.

It is also coded SB and CW since it examines “the development of international and regional human rights institutions”.

POLI 353: Conflict Management and Resolution (CW, SB, VA, W2)

This course will look closely at the institutions and processes through which societies, countries, regional organizations, and the international community deal with managing and resolving armed and unarmed conflicts, and confront post-conflict challenges. By examining specific cases in-depth, topics will include: peacekeeping operations; humanitarian relief operations; the extent and limits of diplomacy, mediation and negotiation; post-conflict nation-building; and the delicate balance between demands for post-conflict justice vs. reconciliation.
Prerequisite: POLI 250 or 251, or consent of instructor.

CW - It deals with a whole series of primary issues in the contemporary world including: conflict resolution in international relations; economic justice and development; post-conflict peace building; nation-building; humanitarian assistance; foreign aid; the promotion of human rights.

SB - all of these issues clearly fall within the rubric of social science and the course uses social scientific analysis and policy "solutions" to address them.

VA - all of these issues are pragmatic policy concerns that require significant ethical discernment in conceptualizing, evaluating, and justifying them. At its core PCR has the primary goal of "making the world a better place" both in a material and a moral sense.

POLI 371: Latin America (CW, SB, W2)

An overview of contemporary Latin American politics with in-depth examination of the policies of two or three specific countries. Relations between the United States, the Latin American region as a whole, and specific countries in the region will receive significant attention.

CW – One could not possibly discuss Latin American politics without devoting significant attention to issues of ethnicity, colonialism and the enduring social and economic inequities that have resulted, raising issues of world citizenship.
SB – Moreover, policies and law have played a role in exacerbating as well as attempting to remedy inequities in Latin America. Again, the course uses social scientific analysis in order to understand these inequities and examines some policy "solutions" which have sought to address or remedy these inequities.
There are a number of reasons for requesting the addition of C6, C7, and C8 periods. One is that we have too many sections of beginning language that, currently, have to be packed into C1 through C5. The only ones of those who have conflicts with labs (see below) are C1 through C3. With the growing enrolment, particularly in Spanish, we have found a need to schedule more than one section at the same hour, and that has made for some situations that we wish to avoid. In addition, finding classroom space for these expanding needs has become somewhat of a challenge, and it would be nice to be able to use some of the space in Fausett (our preferred location) to provide these classes to the students. The English department (and others) would certainly appreciate the reduction in conflicts for rooms in the aforementioned building during the morning hours. As for the students, it would seem that the percentage of those who take science courses would have more options available with these additional sections for courses that meet 4 times per week, and it would make it easier for them to choose options that would allow greater opportunities to take what they desire and need as they pursue their degree at Hendrix.

First, the current C1, C2, and C3 periods have conflicts already with some labs. To wit, C1 currently conflicts with 2 course periods (A1, B1), one studio meeting time (D1), and 4 lab periods (L1, L2, L3, and L5). C2 conflicts with 2 class periods (A2, B1), 2 studio meeting times (D1, D5), and 3 labs (L1, L3, L4, and L5). C3 currently conflicts with 1 other class period (A3), 2 studio meeting time (D2 and D6), and no labs.

The following is for proposed sections C6, C7, and C8

The proposed time slots, like all slots, will conflict with other appointed times. However, I do not think that this conflict would be unsurpassable. As standard practice, at least one section of each of the smaller language programs is offered during the C4 or C5 periods – periods that have no conflict with B classes (TTh) or with labs. For languages that offer only one or two sections, this should continue to be the case (in order to minimize possible conflicts). With Spanish sections, however, it would be possible to expand the options without removing the sections at these periods. What is more, the labs that do conflict with these new sections may be upper level classes, with a decent enrollment of upperclassmen, who, due to their rank, have had enough bid points to get into the section of language that they choose in order to avoid conflicts.

C6 (1:10-2:00 MWF and 12:10-1:00 Th) would conflict with:
- course periods
  - A6 (1:10-2:00 MWF)
  - B3 (1:15-2:30 Tth)
- lab periods (all from 1:10-4:00)
  - L6 (M)
  - L8 (W)
  - L10 (F)
- studio meetings
  - D3 (12:10-2:00 MW or WF)
  - D6 (12:40-2:30 Tth)

C7 (2:10-3:00 MWF and 3:10-4:00 Th) would conflict with:
- course periods
  - A7 (1:10-2:00 MWF)
  - B4 (2:45-4:00 Tth)
- lab periods (all from 1:10-4:00)
  - L6 (M)
L8 (W)
L9 (Th)
L10 (F)

studio meetings
D4 (2:10-4:00 MW or WF)

and senior seminars – S1, S2, and S3

C8 (3:10-4:00 MTWF) would conflict with:
courses
A8 (1:10-2:00 MWF)
B4 (2:45-4:00 Tth)

lab periods (all from 1:10-4:00)
L6 (M)
L7 (T)
L8 (W)
L10 (F)

studio meetings
D4 (2:10-4:00 MW or WF)

and senior seminars – S1, S2, and S3
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Daily Schedule
Had we had a C6 section of Spanish, it would have conflicted with:
  In Biology - 3 labs in the Fall and 5 labs in the Spring
    Fall: 250 (one section remains available), 300, 491
    Spring: 101, 365, 430, 450, 470
  In Chemistry - 5 labs in the Fall and 5 labs in the Spring
    Fall: 240 (both sections), ATC (both sections)
    Spring: 250 (both sections), 410, ATC (both sections)
  In CSCI - 1 lab in the Spring (scheduled in a D slot) - one section of Robotics (of two)
  In Physics - 2 labs in the Spring - 315 and 340

A C7 section would have conflicted with:
  In Biology - 5 labs in the Fall and 9 labs in the Spring
    Fall: 150 (two sections remain available), 250 (both sections), 300, 491
    Spring: 101, 150, 220 (one section remains available), 250, 365, 430, 450, 460, 470
  In Chemistry - 7 labs in the Fall and 5 in the Spring
    Fall: 100, 110 (two sections remain available), 240 (both sections), 330 (one section remains available), ATC (both sections)
    Spring: 250 (both sections), 410, ATC (both sections)
  In CSCI - 1 lab in the Spring (scheduled in a D slot) - one section of Robotics (of two)
  In Physics - 1 lab in the Fall and 3 labs in the Spring
    Fall: 230 (one section remains available)
    Spring: 220 (one section remains available), 315, 340

A C8 section would have conflicted with:
  In Biology - 6 labs in the Fall and 8 labs in the Spring
    Fall: 150 (two sections remain available), 220, 250 (one section remains available), 300, 365, 491
    Spring: 101, 210, 220 (one section remains available), 320, 365, 430, 450, 470
  In Chemistry - 6 labs in the Fall and 5 in the Spring
    Fall: 110 (two sections remain available), 240 (both sections), 330 (one section remains available), ATC (both sections)
    Spring: 250 (both sections), 410, ATC (both sections)
  In CSCI - 1 lab in the Spring (scheduled in a D slot) - one section of Robotics (of two)
  In Physics - 1 lab in the Fall and 3 labs in the Spring
    Fall: 210 (one section remains available)
    Spring: 240 (one section remains available), 315, 340

If there were sections available throughout the day, wouldn't a student just avoid the conflict?
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55
New Religion curriculum and courses

Rationale for Change: The Department of Religion is developing a new curriculum for two reasons. First, we have now added two new faculty members, each with distinctive areas of expertise not heretofore represented in the department. In the past some of their areas of expertise were partially covered, with various degrees of adequacy, in modules of already-existing courses. Now they can be more completely covered. This requires altering existing courses and adding new courses. Second, our old curriculum was organizationally burdensome, such that it was difficult for the registrar and others to understand. We realized that we wanted to change it and simplify it, but we needed to wait until our new faculty members were on board. That time has now arrived.

RELIGION

Professors Harris and McDaniel (chair)
Visiting Professor Sanders
Associate Professor Flannery-Dailey
Assistant Professor Gorvine

RELIGION MAJOR

A total of ten courses, including:

- RELI 3xx *Theory and Research in Religion*
- RELI 497 *Senior Thesis*
- Three additional courses at the 300 or 400 level

The ten courses should satisfy the following distribution:

- At least two (2) in World Religions:

  RELI 110 *The World’s Religions: An Introduction*
  RELI 1xx *Asian Religions: An Introduction*
  RELI 2xx *Chinese Religions*
  RELI 2xx *Buddhism*
  RELI 2xx *Hinduism*
  RELI 216 *Judaism*
  RELI 210 *Native American Religions*
  RELI 3xx *State of the World*
  RELI 3xx *Contemporary Buddhist Thought*
  RELI 3xx *Tibetan Buddhist Culture*
  RELI 3xx *Contemporary Islamic Thought*
  RELI 3xx *Shamans and Scholars*
  RELI 41x *Topics in Asian Religion*

- At least one (1) in Biblical Studies/Christianity:
RELI 1xx Exodus
RELI 1xx Christianity: An Introduction
RELI 124 Introduction to the New Testament
RELI 2xx Introduction to the Hebrew Bible
RELI 2xx African American Religions
RELI 230 History of Christianity to 1500
RELI 231 History of Christianity since 1500
RELI 2xx World Christianity: Asian, African and Latin American Perspectives
RELI 2xx Contemporary Christian Lives: Prophets, Mystics, and Scientists
RELI 300 Angels and Apocalypses in Early Judaism and Christianity
RELI 336 John Wesley and Methodism
RELI 42x Topics in Biblical Studies/Christianity

• At least one (1) in Religion in America/Religion and Culture:

RELI 145 American Religions: An Historical Survey
RELI 2xx Contemporary Currents in American Religions
RELI 3xx Religion, Film and Visual Culture
RELI 3xx Religion and Politics
RELI 3xx Religion and Literature
RELI 3xx Religion, Gender, and Sexuality
RELI 43x Topics in Religion and Culture

• At least one (1) in Philosophy of Religion and Theology:

RELI 2xx Jesus Through the Centuries
RELI 2xx Concepts of God
RELI 2xx Varieties of Evangelical Theologies
RELI 2xx Ecolotheology: Religion, Animals, and Earth
RELI 346 Contemporary Christian Thought
RELI 3xx Inter-Religious Dialogue and Christian Mission
RELI 3xx Mysticism, Meditation, and Prayer
RELI 3xx Process Philosophy and its Applications
RELI 370 Philosophy of Religion
RELI 44x Topics in Philosophy of Religion and Theology
# Summer 2007

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## May

- 12 Commencement
- 21 Registration for Summer I; Summer I begins
- 23 Deadline to add
- 30 Deadline to drop with no grade or change to CR

## June

- 13 Deadline to drop with a “W”
- 22 Last day of Summer I and Final Exam
- 26 Summer I grades due
- 27 Registration for Summer II; Summer II begins
- 29 Deadline to add

## July

- 4 Holiday
- 9 Deadline to drop with no grade or change to CR
- 23 Deadline to drop with a “W”

## August

- 1 Last day of Summer II and Final Exam
- 3 Summer II grades due
- 10 Degrees conferred on summer graduates
Summer 2008

May 2008

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June 2008

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July 2008

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August 2008

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31

May

10 Commencement
19 Registration for Summer I;
   Summer I begins
21 Deadline to add
28 Deadline to drop with no grade or change
to CR

June

11 Deadline to drop with a “W”
20 Last day of Summer I and Final Exam
24 Summer I grades due
25 Registration for Summer II;
   Summer II begins
27 Deadline to add

July

4 Holiday
7 Deadline to drop with no grade or change
to CR
21 Deadline to drop with a “W”
30 Last day of Summer II and Final Exam

August

1 Summer II grades due
8 Degrees conferred on summer graduates

59
Rev. 1-24-2007
Support for faculty, students, and staff with small children

The Hendrix College family is growing. Bright young faculty and staff, and a record number of students are now enjoying the special environment that we have all worked hard to establish. This increase in population brings new challenges for the college. One such challenge is an increasing number of people on campus who are working hard to balance work and family. Twenty eight of the US News top 50 liberal arts colleges have childcare facilities on campus. At least three other ACS schools have on campus childcare facilities. The University of Central Arkansas also has an on campus facility. This document is meant to open a discussion about how our college might offer new support for its workers and students with small children.

I. Options

In the past, a small number of faculty have been granted permission to have babysitters watch their small children in vacant offices or rooms on campus. The administration is no longer supporting this option due to an increased demand for space for offices on campus. The business office has also declared that the current liability insurance of the college would not cover small children on campus and adding such insurance would be cost prohibitive.

A solution to the problem is to invite a third party business or church to run a daycare facility in a college-provided building. The third party agency would provide the necessary insurance and license requirements needed to run the business. The daycare would provide a structured, nurturing environment for infant to pre-school-aged children of faculty, staff and students as well as a practical, hands-on learning environment for students interested in early childhood development. Potential sites include the new athletic center, the new student center, the Cottage, and the Academic Village.

This center would be supported financially by the families involved and a collaborative effort between the college, education department, students, and the outside agency.

Please note that a similar proposal was made in 2004, with the Faulkner County Day School as the third party business partner. This proposal did not go forward due to problems finding acceptable space on campus.

II. Benefits to the College

A. For faculty, staff, and students with children who could use the daycare:

- Having a safe daycare facility on campus would alleviate a major stress in the lives of the parents.
- Parents would be able to see their children during the day.
- Decreased commute time.
• If the college daycare were required to be open for each day the college conducts classes, the parents would be assured daycare for their children even for days when public daycares close for holidays and inclement weather.
• Interested parents would have input into the physical facility, curriculum, and staff as this new program is developed.
• Less absenteeism.
• Increased job satisfaction.
• Increased productivity.

B. For the students:

• A chance for students to see a model for balancing work and family.
• An increase in the hours faculty and staff are available on campus.
• An opportunity for experiential learning in the field of early childhood education.
• An opportunity for employment.

C. For the College as a whole:

• Recruitment and retention of faculty, staff, and students with small children.
• Recruitment tool for Admission office with students interested in early-childhood development
• The education department would have a working laboratory for instruction and observation of early childhood education, meeting requirements for accreditation.
• Other classes, such as PSYC 210 Developmental Psychology, could also benefit.
• Family involvement and enhanced connection and loyalty to Hendrix.
• Less absenteeism
• Increased employee satisfaction.
• Increased productivity.

Having a daycare on campus could benefit the entire Hendrix community. The first step is an open discussion among faculty, staff, students, and administration.

A motion to the faculty:

Create an ad hoc committee to discuss the current and future College policy on childcare issues.
The committee members should be chosen by APC, starting with a solicitation for volunteers. The committee should contain representatives from faculty, staff, students, and administration.

The ad hoc committee should be charged with the following mission:

- Promote discussion on campus among all parties.
- Identify a third party business or church interested in starting a daycare on campus or nearby.
- Work on an operating budget to see if the proposal is financially feasible.
- Research risk management and liability issues.
- Investigate offering the daycare at a reduced rate for those with financial need.
- Research appropriate facilities for a temporary situation on campus now and design future facilities for the Academic Village.
- Research the facilities at other schools (UCA, Southwestern, etc.)
- Send a Hendrix representative to a seminar, course, or conference to learn more about starting a childcare facility.
- Report back to the faculty, administration, and College as a whole as soon as possible.
- Establish a “Faculty Programs Support Committee” (see page C-18 in faculty handbook) to carry on the mission of the Ad Hoc committee after Fall 2007.