Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology   Date: November 20, 2006

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

Change the course level for ANTH 400 Anthropological Theory to the 365 level.

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

This change would make the course accessible to students earlier in their academic
careers, which would facilitate greater utilization of theory in subsequent courses,
especially during the senior capstone experience (SOCI/ANTH 497).

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? (circle one) Yes   No   If yes, specify which one:

This will be a permanent or temporary course. (circle one) N/A

How often will the course be offered? Same as listed in catalog

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

How will the change be staffed? By existing staff

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

Will the above items be covered by a present budget? Yes

Proposed date of implementation: Fall 2006

Sociology/Anthropology Dept.
- add "W2" code to ANTH 400 (already approved for the current year by Alice Hines)
Hendrix College
Proposed Curricular Revision

Department ________ Education ________ Date ________ Nov 2006 ________

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.) EDUC 330 Children's Literature, P-4 (LS) [SW]

Delete “one hour” from the phrase “one hour lab.” (See last sentence in the course description below)

Examines literature for children, significant authors and illustrators, creative book activities, and aids in the selection and evaluation of literature for children of all social, emotional, developmental, and cultural backgrounds. A variety of genres will be explored with emphasis given to non-fiction and historical fiction literature. An interdisciplinary approach to the study of literature will be used. This course will include a lab which will meet outside of class during a specific time.

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

Better reflects content of course

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]. (LS) [SW]- no change

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? ______ no ______ Specify- no change

This will be a ____________________________ temporary course. - no change

How often will the course be offered? No change: On odd years- This was approved by the Curriculum Committee last year.

Prerequisite(s) and/or recommended prior courses: Prerequisites: No change: EDUC 210. EDUC 220 is strongly recommended.

How will the change be staffed? No change

Equipment, supply, and bibliographic requirements (Items and cost) no change

Will the above items be covered by a present budget? No change

Proposed date of implementation: no change

Signatures

Initiator(s) of Proposal ____________________________

Department Chair ____________________________
Hendrix College

Department EDUCATION  Date 11-14-06

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

Offer a Topics in Education course

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

Issues related to education in America are in the news almost every day. Our students need to be exposed to an in-depth analysis of some of these issues. In addition to preparing our students for teaching roles in the classroom, it is also important to prepare them for leadership and/or decisionmaking roles in education (or as citizens in America).

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]. CW

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?____No____Specify

This will be a _X_permanent _temporary course.

How often will the course be offered?
_Hopefully, once each academic year, depending on needs._

Prerequisite(s) and/or recommended prior courses:
NONE

How will the change be staffed?
_Dr. Jennings and Dr. Perry will take turns teaching the course, and team teaching will be considered when possible and when needed._

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

None

Will the above items be covered by a present budget? _Yes_ _No_

Proposed date of implementation: _Beginning in Spring 2008_

Topics in Education – EDUC 400

Challenges of the Contemporary World – This course is expected to address “racial and ethnic differences, social inequities,” and various contemporary issues in America. The No Child Left Behind initiative offers a major challenge for the educational landscape in America, and this course will examine these challenges. Actually, the challenge to improve the educational system in America will affect America’s ability to succeed in the global economy.

Catalog description: An in-depth examination of major topics within the field of Education. The content and format of this course may vary according to the interests of students and faculty. Each course will focus on a single topic. Some possible examples are the future of urban education, English as a Second Language Learners, high-poverty schools, closing the achievement gap in reading and mathematics, education in developing countries, etc. Field observations and guest speakers will be used as needed.
Hendrix College
Proposed Curricular Revision

Department: History/Gender Studies  Date: Nov. 8, 2006

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

Add an HP code to GEND 267/HIST 267: Introduction to Gender Studies

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

The class is taught primarily as a history class, and therefore should have an HP designation.

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].

HP

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

Does this replace a course? No Specify

This will be a permanent _ temporary course.

How often will the course be offered?

Every other year.

Prerequisite(s) and/or recommended prior courses:

None

How will the change be staffed?

Current 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: 2008-2009

Signatures

Initiator(s) of Proposal ________________________________

Department Chair ________________________________

Area Chair ________________________________
Hist 267: Topics: Introduction to Gender Studies (CW, HP)

An interdisciplinary course designed for first or second year students that will explore men's and women's experiences in American society and the role that ideas about sexual differences have played in shaping those experiences. Areas of inquiry will include, but are not limited to, the following: The construction of gender roles and sexuality; the relationship between gender and other social, political, and legal structures and institutions; the interplay of gender with race, class, and ethnicity in cultural perceptions and expectations of both men and women. This course will strive to assist students in formulating questions about gender as it relates to their on-going work in various disciplines across the curriculum. This course will be cross-listed in the department of the instructor of record for that semester. Course content may vary accordingly. Currently cross-listed as GEND 267.

Gend 267 Topics: Introduction to Gender Studies—Social Sciences (CW, HP)

An interdisciplinary course designed for first or second year students that will explore men's and women's experiences in American society and the role that ideas about sexual differences have played in shaping those experiences. Areas of inquiry will include, but are not limited to, the following: The construction of gender roles and sexuality; the relationship between gender and other social, political, and legal structures and institutions; the interplay of gender with race, class, and ethnicity in cultural perceptions and expectations of both men and women. This course will strive to assist students in formulating questions about gender as it relates to their on-going work in various disciplines across the curriculum. This course will be cross-listed in the department of the instructor of record for that semester. Course content may vary accordingly. Currently GEND 267 is cross-listed as Hist 267 and Gend 268 is cross-listed as PHIL 267.

HP Designation:
Because this class focuses primarily on the history of gender in the U.S., it will fulfill the HP criteria of examining "contemporary issues from a historical perspective" and studying the development of American society and culture over time, in order to "gain insight into the richness of human experience and...into our own convictions and actions."
Hendrix College
Proposed Curricular Revision

Department: History
Date: Nov. 8, 2006

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)
Add new 100-level course entitled Leisure in America. See attached catalog copy.

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

Leisure in America will meet a need for more 100-level courses in history. It will also provide another course appropriate for entry-level students, which should be useful if the college continues to have large entering classes.

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].

HP

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

Does this replace a course? ___ No ___ Specify

This will be a ___ permanent ___ temporary course.

How often will the course be offered? ___ Every other year ___

Prerequisite(s) and/or recommended prior courses:
___ None ___

How will the change be staffed?
___ Current faculty ___

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

Will the above items be covered by a present budget? ___ Yes ___

Proposed date of implementation: 2008-2009

Proposed Catalog Copy:
History 100: Leisure in America

What is the place of leisure in a country that has traditionally defined itself through the Protestant work ethic? From minstrel shows to film, from ballroom dance to sports, from vaudeville to NASCAR, we will be examining what leisure can tell us about American life in the past and present. Special emphasis will be placed upon variations in recreational habits across lines of age, region, gender, class, race, and ethnicity.

HP Designation:
As a history course, Leisure in America will fulfill the HP criteria of examining “contemporary issues from a historical perspective” and studying the development of American society and culture over time, in order to “gain insight into the richness of human experience and...into our own convictions and actions.”
Hendrix College
Proposed Curricular Revision

Department History Date Nov. 8, 2006

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

Add new 100-level course entitled Great Wars, the Great Depression, and the Great Gatsby, 1914-1945. See catalog copy attached.

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

The course will meet a need for more 100-level courses in history. It will provide another course appropriate for entry-level students, which should be useful if the college continues to have large entering classes. It will also fill a gap between my existing courses that cover the Progressive Era (1890-1920) and 1945-present.

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].

HP

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

Does this replace a course? NO Specify

This will be a permanent temporary course.

How often will the course be offered? Every other year.

Prerequisite(s) and/or recommended prior courses:

None

How will the change be staffed?

Current faculty

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

None.

Will the above items be covered by a present budget? Yes

Proposed date of implementation: 2008-2009

Proposed Catalog Copy:
History 100: Great Wars, the Great Depression, and the Great Gatsby, 1914-1945

The period between 1914 and 1945 was a time of hardships that tested the American people, producing spectacular changes in the nation’s role in the world, in leisure and consumerism, and in the place of government in people’s everyday lives. We will focus on topics such as civil liberties during World War I and World War II, radicalism during the Great Depression, race and the military, and social change during the “flapper” era of the 1920s.

HP Designation:
As a history course, this class will fulfill the HP criteria of examining “contemporary issues from a historical perspective” and studying the development of American society and culture over time, in order to “gain insight into the richness of human experience and...into our own convictions and actions.”
Course descriptions for new African History courses

1XX: Images of Africa: A History  (HP, CW)

Using traveler's accounts, fiction, popular films and documentaries, newspapers and magazines, this course explores changing images of Africa. How have various images of Africa affected our understanding of the African continent and African peoples? The course also explores how African peoples have portrayed themselves and their continent.

2XX: History of West Africa  (HP; PM—History)

This is a regional survey that examines the history of West African peoples from the agricultural revolution to independence. A central aim of the class is to highlight the diversity of experience in West Africa, culturally, economically, and politically. Major themes include the earliest agricultural synthesis, long-distance trade and its significance, the practice of Islam, the slave trade, and the colonial imprint in the region.

2XX: History of East Africa  (HP; PM—History)

This regional survey explores the rich history of East Africa, from the earliest times of cultural and economic exchange to the rise of states and a bustling coastal trade with the Indian Ocean world. The course will also examine how the diversity of colonial powers and experiences impacted the region into the independence period.

2XX: History of Central Africa  (HP; PM—History)

This regional survey explores equatorial Africa, focusing on the social structures that shaped societies of region, the impact of the Trans-Atlantic slave trade, and finally, the problematic politics of independence.

Courses being dropped:

History 120: Early African History (being replaced by Images of Africa: A History)
History 240: History of the Islamic World

Rationale for African history course codes

For History of West, East, and Central Africa:

HP: each course examines change over time; assumes a chronological narrative

For Images of Africa: A History:

HP: the course examines change over time; assumes a chronological narrative

CW: The course explores "racial and ethnic differences" and "issues of global citizenship" by examining how historical images of the continent have impacted contemporary understandings of African peoples, and how, in turn, images of the continent shape our approaches to political and economic policy for Africa.
Hendrix College
Proposed Curricular Revision

Department________ History________ Date____11/9/06____

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

Add Hist 1XX: Images of Africa: A History

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

Replaces Hist 120: Early African History

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].

CW, 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?____no_____ Specify

This will be a ___permanent ___ temporary course.

How often will the course be offered?

Every year depending on demand/ or every other year

Prerequisite(s) and/or recommended prior courses:
none

How will the change be staffed?

Shutt

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

None more than usual library orders

Will the above items be covered by a present budget? yes

Proposed date of implementation: Fall 2007

Signatures

Initiator(s) of Proposal____ Allison K. Shutt______________________________

Department Chair__________________________

Area Chair______________________________
**Hendrix College**  
*Proposed Curricular Revision*

Department: History  
Date: Nov. 1, 2006

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

Hist 2XX: History of Central Africa

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

Adds regional survey course to African curriculum

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].

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

This will be a **permanent** temporary course.

How often will the course be offered?

Prerequisite(s) and/or recommended prior courses: none

How will the change be staffed?

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

None needed other than regular library orders

Will the above items be covered by a present budget? Yes

Proposed date of implementation:

2007-08

Signatures

Initiator(s) of Proposal: Allison K. Shutt

Department Chair

Area Chair

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Hendrix College
Proposed Curricular Revision

Department_______History Date____Nov. 1, 2006____

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

Hist 2XX: History of East Africa

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

Adds regional survey to Africa course lists

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].

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?____no____Specify

This will be a _____permanent _____temporary course.

How often will the course be offered?

Every other year

Prerequisite(s) and/or recommended prior courses:

None

How will the change be staffed?

Shutt

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

None other than normal library orders

Will the above items be covered by a present budget? yes

Proposed date of implementation: 2007-08 or 2008-09

Signatures

Initiator(s) of Proposal_______Allison K. Shutt__________________________

Department Chair__________________________

Area Chair__________________________

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Hendrix College
Proposed Curricular Revision

Department __________ History ____________ Date __________ Nov. 1, 2006

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

Add Hist 2XX: History of West Africa

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

Adds a regional survey of Africa

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].

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

This will be a _____permanent ____temporary course.

How often will the course be offered?

Every other year

Prerequisite(s) and/or recommended prior courses:

none

How will the change be staffed?

Shutt

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

Regular book orders to Bailey are adequate

Will the above items be covered by a present budget? yes

Proposed date of implementation: 2008-09

Signatures

Initiator(s) of Proposal: Allison K. Shutt

Department Chair __________________________

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

This would be a new course. Please see the attached page for the catalog description.

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

There is currently no single survey course offered by our department that covers European history from 1789 to 1945. We do offer a post-1945 survey course on Europe, and this proposed course would compliment that by providing a survey of prior European developments.

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].

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? No Specify

This will be a permanent temporary course.

How often will the course be offered?

Every other year.

Prerequisite(s) and/or recommended prior courses: None

How will the change be staffed? Todd Berryman will teach this course.

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

ATTACHMENT I
DEPARTMENT CATALOG

HIST 223: Modern Europe, 1789 – 1945 (HP)
This course surveys European developments between 1789 and 1945. Particular attention is given to the major powers of Europe. Topics include Europe's revolutions, the rise of the nation-state, and warfare.

ATTACHMENT II
CODES

This course looks at historical developments, follows a chronological format, and investigates continuity and change over time.
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

This would be a new course. Please see the attached page for the catalog description.

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

There is currently no survey course offered by our department that covers modern Middle Eastern history. Furthermore, this course will serve as a foundation for additional courses on Middle Eastern history that I would like to offer in the future.

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].

HP, CW

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? ___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: None

How will the change be staffed? Todd Berryman will teach this course.

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

ATTACHMENT (I)
DEPARTMENT CATALOG

HIST 243: The Modern Middle East (HP, CW)
This course surveys Middle Eastern political and cultural developments. Particular emphasis is placed on the previous 200 years of the region’s history. Topics include the rise of Arab nationalism, the Arab-Israeli conflict, the challenges of Islamist movements, and terrorism.

HP
This course looks at historical developments, follows a chronological format, and investigates continuity and change over time.

CW
Now more than ever, Americans are focused on Middle Eastern events and developments. Three US-led wars in that region during the last fifteen years, the ongoing Intifada within Israel and the Occupied Territories, Iran’s foray into the nuclear race, and continuous reports about terror networks — to name only a handful of topics — have captured our public’s attention. This course seeks to enrich students’ understanding of these and other developments within the Middle East by presenting them within their historical context. The goal of this class is to help students understand the news coming out of the Middle East by first understanding Middle Eastern history. Approximately 50% of the readings and topics treat the past 50 years of Middle Eastern history.
Proposed Curricular Revision

Department________History________ Date________Nov. 1, 2006________

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)
Drop Hist 240: History of the Islamic World

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)
Changing course selections and addition of a course in Modern Middle East

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?_______nope____Specify

This will be a ______permanent ______temporary course. Not relevant

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______________ Allison K. Shutt

Department Chair

Area Chair__________________________

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Hendrix College  
Proposed Curricular Revision  

Department: History  
Date: 11/01/06  

Arab-Israeli Conflict  

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

This would be a new course. Please see the attached page for the catalog description.

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

This course comes out of our department’s interest in continuing to develop a global curriculum. As an upper division course, it will provide students who have already taken the Modern Middle East survey course with an opportunity to investigate one of the most important and ongoing conflicts within the Middle East.

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].

HP, CW  

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? No Specify

This will be a permanent temporary course.

How often will the course be offered?

Every third year.

Prerequisite(s) and/or recommended prior courses: HIST 243 (The Modern Middle East)

How will the change be staffed? Todd Berryman will teach this course.

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

ATTACHMENT I  
DEPARTMENT CATALOG

HIST 3XX: The Arab-Israeli Conflict (HP, CW)
This course treats the ongoing Arab-Israeli conflict. Emphasis will be placed on the political, military, and social history of the period starting with the rise of Zionism in the late 19th century and continuing through to the conflict’s most recent developments. HIST 243 (The Modern Middle East) is recommended.

HP
This course looks at historical developments, follows a chronological format, and investigates continuity and change over time.

CW
The purpose of this course is to provide students with an historical understanding of the Arab-Israeli conflict and its resolution. In this context, we will examine the complex relationships within the region.
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

This course would replace HIST 314 (Age of Democratic Revolutions)

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

Currently, our department offers a course entitled “Age of Democratic Revolutions”, which covers the period from 1789 through 1848. This revision proposes that the period covered be shifted to 1700 through 1815 and that the title of the course be changed to “From Reason to Revolution.” Changing the dates (and thus the title) will provide better opportunity to cover the intellectual foundations that birthed Europe’s age of revolution.

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].

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? ___Yes___ Specify: HIST 314 (Age of Democratic Revolutions)

This will be a _X_ permanent _temporary_ course.

How often will the course be offered?

Every other year.

Prerequisite(s) and/or recommended prior courses: None

How will the change be staffed? Todd Berryman will teach this course.

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

ATTACHMENT (I)
DEPARTMENT CATALOG

HIST 3XX: From Reason to Revolution (HP)
This course examines Europe’s turbulent 18th-century Enlightenment with an eye toward determining the causes of the upheavals that followed. The French Revolution of 1789 and Napoléon Bonaparte’s later conquest of Europe are then considered. Particular attention will be given to intellectual, political, and military history.

ATTACHMENT II
CODES

HP
This course looks at historical developments, follows a chronological format, and investigates continuity and change over time.
HIST 3XX: Theories of Nationalism (HP, CW)
This course treats the topic of nationalism within the European context from the 18th century to the present. Students will read scholarly theories about the origin, character, and spread of Europe’s nationalisms and apply those theories to an analysis of nationalist texts from the past and present. (S)
Hendrix College
Proposed Curricular Revision

Department  History  Date 11/01/06

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

This would be a new course. Please see the attached page for the catalog description.

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

This course supports our department’s desire to offer courses in global history – and the topic of genocide can help us do so within a comparative framework.

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].

HP, CW, VA

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? No Specify

This will be a permanent temporary course.

How often will the course be offered?

Every other year.

Prerequisite(s) and/or recommended prior courses: None

How will the change be staffed? Todd Berryman will teach this course.

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

HIST 334: Comparative Genocides (HP, CW, VA)

This course examines major genocides that have occurred during the 20th and 21st centuries. These will be investigated with an eye toward determining both the causes of genocide and the motivations of perpetrators.

HP
This course looks at historical developments, follows a chronological format, and investigates continuity and change over time.

CW
Genocide remains a challenge to the contemporary world. Although genocides from the first half of the 20th century will be analyzed (including the Armenian Genocide and the Holocaust) – most of the genocides considered pertain to more recent history. These include the mass killings that have occurred in the former Yugoslavia, Rwanda, and the on-going conflict in Darfur.

VA
Genocide is a product of violence perpetrated in the name of identity. Toward that end, in addition to investigating the historical contexts in which various genocides have taken place, this course seeks to consider the specific social value-systems that have given rise to genocide. Furthermore, the course will scrutinize the labels of "perpetrator" and "victim" in order for students to see the complexities associated with modern manifestations of mass killing. Students will also be encouraged to think about what the act of genocide tells us about the human condition.
Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

This would be a new course. Please see the attached page for the catalog description.

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

There is currently no course offered by our department that covers Jews in European history.

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].

HP, VA

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? ___No___ Specify

This will be a ___ permanent ___ temporary course.

How often will the course be offered?

Every third year.

Prerequisite(s) and/or recommended prior courses: None

How will the change be staffed? Todd Berryman will teach this course.

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

HIST 335: German History and the Jewish Question (HP, VA)
This seminar considers the long and often troubling history of German-Jewish interactions. Readings pertain to the treatment of Jews during the medieval Crusades, Protestant reformers' ideas about Judaism, Enlightenment debates over Jewish identity, Jewish emancipation during the Napoleonic Era, Jewish assimilation and integration during the 19th and 20th centuries, the Nazi Era, and Holocaust commemoration. (S)

HP
This course looks at historical developments, follows a chronological format, and investigates continuity and change over time.

VA
This course treats a fundamental human question: What does it mean to belong to a group? The case-study of Jews in the German-speaking lands shows how -- during different periods of history -- both Jews and non-Jewish Germans answered this question in different ways. During the late Middle Ages and into the Early Modern era, belonging tended to be defined along religious lines. But starting with the rise of cultural nationalism in the 19th century, the "Jewish Question" took on new dimensions as Jews became "othered" along constructed ethno-racial lines. By investigating how Germans and Jews interacted in Europe, students will be challenged to think about how today -- even in our own society -- we erect classifications of "belonging." Furthermore, students will be encouraged to reflect critically on the meaning and utility of such classifications.
Hendrix College
Proposed Curricular Revision

Department History Date 11-1-06

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

Change African American to 1865 from History 390 to History 290

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

This course tends to be a survey course since most of my students have absolutely no background in African American history. Although past students have been successful, it is anticipated that more students will take advantage of this opportunity to learn about African American history if the course number is lowered, and if the course requirements are modified.

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]. 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? NO Specify

This will be a permanent temporary course.

How often will the course be offered?
Once each academic year

Prerequisite(s) and/or recommended prior courses:
NONE

How will the change be staffed?
Dr. Jennings will continue to teach this course

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

ATTACHMENT - Departmental Catalog (with proposed changes)

HIST 290-A African American History to 1865 (HP)
This course examines the major topics in African American history from the emergence of the ancient African Kingdoms to the Civil War. Emphasis will be placed on the use of a multidimensional approach to analyze African American culture, lifestyles, and related issues. Major events related to the African American experience in America, as well as experiences throughout antebellum society, will be examined. (PM)
Hendrix College  
Proposed Curricular Revision

Department  History  Date  11-1-06

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

Change African American Since 1865 from History 395 to History 295

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

This course tends to be a survey course since most of my students have absolutely no background in African American history. Although past students have been successful, it is anticipated that more students will take advantage of this opportunity to learn about African American history if the course number is lowered, and if the course requirements are modified.

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]. 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? NO Specify

This will be a ___permanent ___temporary course.

How often will the course be offered?
Once each academic year

Prerequisite(s) and/or recommended prior courses:
NONE

How will the change be staffed?
Dr. Jennings will continue to teach this course

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

Will the above items be covered by a present budget? YES

Proposed date of implementation: Spring 2008

ATTACHMENT - Departmental Catalog (with proposed changes)

HIST 295-A African American History to 1865 (HP)
This course examines the major topics in African American history from the Civil War to the end of the Civil Rights Era. Emphasis will be placed on the use of a multidimensional approach to analyze African American culture, lifestyles, and related issues. Major events and themes from Reconstruction to the Civil Rights Era will be examined.
Hendrix College
Proposed Curricular Revision

Department________History______________ Date____11/9/06____

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

Add Hist 397: Junior Research
Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

Hist 397 is a non-credit, non-fee course that will help us track and audit history majors who have completed the department’s required research paper.

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].
	none

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?_____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:

Completion of a research paper in an “R” designated history course

How will the change be staffed?

History department faculty
Equipment, supply, and bibliographic requirements (Items and cost)

none

Will the above items be covered by a present budget? yes

Proposed date of implementation: 2007

Curricular proposal

Hist 397: Junior Research Paper

Hist 397 is required for graduation with a history degree. Students should enroll in this non-credit, non-fee course the semester immediately after successfully completing their 25-page research paper in a History department research course.

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

Change course number for KINE 100 Foundations of Kinesiology to KINE 220

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

Since we have changed Concepts to a 200 level course we have had an increased number of non-majors in Foundations of Kinesiology. This probably is because it is currently designated as a 100 level course. Moving Concepts of Fitness down to 100 level and Foundations up to a 200 level it should help direct students into the appropriate classes.

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? No Specify:

This will be a permanent temporary course.

How often will the course be offered? Every other year; as needed

Prerequisite(s) and/or recommended prior courses:

How will the change be staffed? Kinesiology 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  
Proposed Curriculum Revision  

Department  Kinesiology  Date Nov 9, 2006  

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

Change course number for KINE 210 Concepts of Fitness back to KINE 150  

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

This class is used as our main service class but numbers have been lower since moving the course to a 200 level. One possible reason is that our Foundations of Kinesiology course is still at the 100 level. We feel by moving the Concepts of Fitness course back to a freshman level and Foundations to a sophomore level we can improve numbers in Concepts and reduce the numbers of non-majors in Foundations.  

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? Kinesiology 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  

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Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology     Date: November 20, 2006

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

Add MATH 210 Statistical Analysis as an additional statistics course to the list of core
courses required for a sociology/anthropology major. If approved, students may pick
from a list of three statistics courses instead of the two currently listed.

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

This change would give students greater flexibility in meeting this core requirement.
Students would also have more opportunities to complete this course prior to taking
SOCI 335 Sociological Research Methods (see proposal to add statistics as a prerequisite
to methods).

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].

Same as listed.

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? (circle one) Yes     No     If yes, specify which one:
N/A

This will be a permanent or temporary course. (circle one) N/A

How often will the course be offered?
N/A

Prerequisite(s) and/or recommended prior courses: See above “proposed change”

How will the change be staffed?
N/A

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Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology    Date: November 20, 2006

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

Add new course to catalog: SOCI 230 Sport, Leisure, and Escape (see attached sheet for catalog description)

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

This course deals with an important area of social life not addressed in departmental offerings. A focus on this substantive area would give students broader exposure to the sociological examination of important contemporary issues.

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].

SB

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

See attached sheet

Does this replace a course? No. Specify

This will be a _X_ permanent _ _ temporary course.

How often will the course be offered?

It will be offered annually (as long as the interest is there).

Prerequisite(s) and/or recommended prior courses:

None.

How will the change be staffed?

Department staff will teach the course.

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

None.
Hendrix College

*Proposed Curricular Revision: Sociology/Anthropology*

*Course Codes for SOCI 230 Sport, Leisure, and Escape*

SB code criteria:

This course, by design, examines the culture of sports through a myriad of individual, social and institutional contexts. Students will analyze a broad spectrum of social beliefs and behaviors as they relate sports.

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Hendrix College

*Proposed Curricular Revision: Sociology/Anthropology*

*Catalog Description for SOCI 230 Sport, Leisure, and Escape*

A survey of sociological theories, concepts, and findings related to the study of sport, leisure, and “getting away.” At various points in the semester the sociological eye will be turned to these phenomena on the individual, group, state, national, and international levels. Topics to be examined include subcultures, nationalism, globalization, the role of mass media, socialization and self, social problems, and issues of class, race, gender, and sexual orientation.
Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology      Date: November 20, 2006

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

Add a statistics course prerequisite to SOCI 335 Sociological Research Methods. Courses which meet this requirement include BUSI 250, MATH 210, or PSYC 290.

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

This change would promote more depth to the integration of statistical and methodological content and skills in the course.

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].

Same as listed in catalog.

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? (circle one) Yes   No   If yes, specify which one:

N/A

This will be a permanent or temporary course. (circle one) N/A

How often will the course be offered?
Same as currently stated in catalog.

Prerequisite(s) and/or recommended prior courses: See above “proposed change”

How will the change be staffed?
By existing staff.

Equipment, supply, and bibliographic requirements (Items and cost)
N/A
Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology    Date: November 20, 2006

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

Combine SOCI 260 Classical Sociological Theory and SOCI 410 Picturing Society:
Readings in Contemporary Social Thought into one course: SOCI 365 Picturing Society:
Readings in Social Thought.

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

This change would allow for greater cross comparisons of classical and contemporary
theories in the classroom. It would also make contemporary theories accessible to
students earlier in their academic careers, which would facilitate greater utilization of
theory in subsequent courses. Finally, this change would give the department greater
flexibility in the rotation of existing courses.

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].

Same as stated in catalog.

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? (circle one) Yes. If yes, specify which one:

It combines SOCI 260 and SOCI 410

This will be a permanent course.

How often will the course be offered? Annually, or as needed.

Prerequisite(s) and/or recommended prior courses:
Same as listed in catalog.

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How will the change be staffed? By existing staff

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 2006

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Hendrix College

Proposed Curricular Revision: Sociology/Anthropology

Catalog Description for SOCI 365 Picturing Society: Readings in Social Thought (SB, W2) [ur]

Sociological theorists have always looked for ways to “picture” society by mapping the invisible patterns of social relationships that make up human societies. This course explores how that picture changes as we move from key modern to postmodern sociological thinkers. The approximate period covered is 1822 to the present. The theoretical views are framed around a variety of contemporary issues including community, power, identity, gender, globalization, knowledge production, and the social construction of space, time, and meaning. Prerequisite SOCI 110 or consent of instructor.
Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology    Date: November 20, 2006

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

In addition to existing prerequisites for SOCI 497 and ANTH 497 Advanced Research/Practicum, we would like to add the prerequisite that students complete either SOCI 365 Sociological Theory or ANTH 365 Anthropological Theory. (Note: SOCI 365 is a combined theory course being proposed concurrently with this proposal; ANTH 365 is also being proposed concurrently)

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

This change would ensure exposure to core disciplinary content and skills and thus prepare students for a deeper and richer capstone experience.

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].

Same as listed.

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? (circle one) Yes    No    If yes, specify which one:
N/A

This will be a permanent or temporary course. (circle one) N/A

How often will the course be offered?
Same as listed.

Prerequisite(s) and/or recommended prior courses: See above “proposed change”

How will the change be staffed?
By existing staff

Equipment, supply, and bibliographic requirements (Items and cost) 46
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.**¹

   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.

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 System\(^2\)
and
POLI 251: Theories of International Relations\(^3\)

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 Rights\(^3\)
POLI 353: Conflict Management and Resolution\(^6\)
HIST 334: Comparative Genocides

Foreign Policy (1 Credit)

POLI 280: U.S. Foreign Policy\(^7\)
or
POLI 281: Comparative Foreign Policy\(^8\)

\(^2\) 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
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/exemptionalism. 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 courses 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.