

CAPC: October 6, 2009
11:30pm UC Board Room

Members: Jennell Charles; Nikki Finlay; David Furman; Susan Hornbuckle; Byron Jeff; Sam Maddox; Catherine Matos; Katherine Ott; Howard Ralph; Ximena Zornosa.

Non-Members: Wendy Burns-Ardolino; Micheal Crafton; Tom Eaves; Sherwin James; LaJuan Simpson; Tammy Wilson.

Meeting called to order at 11:33 a.m. by Finlay.

A motion was made to approve the 5/5/09 minutes by Maddox, seconded by Ralph, council approved. A motion was made by Jeff, seconded by Furman to approve the 9/1/09 minutes, council approved.

<http://adminservices.clayton.edu/provost/CAPC/050509.pdf>;

<http://adminservices.clayton.edu/provost/CAPC/090109.pdf>

New Business

1. Changes to Core Curriculum
 - a. **Addition of AFAM 2010 to Area E4 and Modification of WST 2500 add to Area E4** – Burns-Ardolino explained changes to prerequisites for WST 2500, department will review student registrations to make sure CPC requirements are fulfilled. A motion was made by Byron, seconded by Hornbuckle to approve removal of prereq's. Council approved unanimously. Wilson stated that Banner Action Forms must be submitted in order for changes to be made in Banner. Both courses are included in Area E at Georgia State and Armstrong. The Chairs of Psychology and Social Sciences are both in agreement and feel inclusion will relieve some of the burden. Two sections will be added per year and will be covered by current faculty. Crafton stated that until the Board makes a decision on the revised Core Curriculum the course will not be added to the current E4. The prerequisite(s) for AFAM 2010 need to remain at this time. A motion was made by Hornbuckle, seconded by Jeff to include in Area E4 once BOR approves new Core Curriculum. Council Approved.
2. New Courses in AFAM minor
 - a. **AFAM 4800: Special Topics** – Simpson stated that the course is being created to explore other topics (such as August Wilson, playwright), this course is an elective in the minor program. Maddox made a motion to approve, Furman seconded and Council approved.
 - b. **AFAM 3510/WST 3510: Black Feminist and Womanism Theory** – Simpson gave an overview. Council discussed the difference between this course and the Feminist Theory course. Substitutions will be made as deemed appropriate by department. After further discussion as motion was made by Jeff, seconded by Hornbuckle to approve the new courses. Council approved unanimously.
3. Notification of potential new proposals – Hornbuckle stated that the Chemistry degree proposal may be ready by Oct. 20; Finlay will notify Council if a meeting is needed. Crafton suggested that CAPC meet to discuss the new Core Curriculum and provide suggestions on ways to improve. There will be opportunity to adjust courses to meet requirements, etc. Other issues were discussed briefly and a motion was made by Jeff, seconded by Charles to adjourn.

Meeting adjourned at approximately 12:05 p.m.

Submitted by: Tammy Wilson

MEMORANDUM

TO: CAPC, Nikki Finlay, Chair

FROM: Dr. Nasser Momayezi, Dean, College of Arts and Sciences

RE: Proposal for Modification of Prerequisites for an Existing Course and Adding Courses to the Core Curriculum at CSU

DATE: September 3, 2009

Modification of course Prerequisite for WST 2500:

We propose to change the prerequisites for WST 2500 – Introduction to Women’s Studies in order to meet new demands for core courses that provide global perspectives to first year students.

- **Current prerequisites:** for WST 2500 are ENGL 1102(C) and CRIT 1101 (C)
- **Proposed change:** Eliminate these prerequisites in order to enable first year students to take WST 2500 in their first term. The original prerequisite was implemented based on the conception that first year students would not have the critical reading, writing and thinking skills necessary to access the course content; however, over the past several years we have come to recognize that the course content helps to develop critical reading, writing and thinking skills. CSU students meeting CPC requirements have been successful in this course.

Adding AFAM 2010 and WST 2500 to Area E4 of the CSU core

We propose to add AFAM 2010: Introduction to African American Studies and WST 2500: Introduction to Women’s Studies, which focus on global perspectives, social understanding and an appreciation for cultural diversity to Area E4 of the CSU core.

- **Please see attached USG Forms for Adding Courses to the Core Curriculum**
- **Please see attached CSU Core Curriculum in 2009-2010 Catalog with proposed changes**
- **Please see attached copy of the CSU mission statement**
- **Please see attached copies of Area E Core Curriculums from Armstrong Atlantic and Georgia State**

**Council on General Education
Core Curriculum Course Proposal Form**

1. Institution __Clayton State University_____
2. This is a proposal for (check one): (a) A new course
3. Requested to satisfy Core Area___E4_____
4. Course Subject/Prefix ___AFAM_____
5. Course Number ___2010_____
6. Course Title _____Introduction to African American Studies_____
7. Lecture Hours-Laboratory Hours-Credit Hours ___3-0-3_____
8. Course Prerequisites (if any)___None_____
9. Course Co-requisites (if any)___None_____
10. I have reviewed the list of common course prefixes, numbers and descriptions, (see <http://www.usg.edu/academics/handbook/section2/2.04/2.04.05.phtml>) and this course is in compliance. Yes
11. Explain how this course fits within the context of the institution's mission and general education program and advances the institution's general education learning outcomes.

AFAM 2010 – Intro to African American Studies directly addresses the first objective outlined in CSU's Mission as "recognizing and responding to the increasingly complex global context of contemporary life." AFAM 2010 focuses on global perspectives, social understanding and an appreciation for cultural diversity. At the completion of the course students will be informed global citizens, aware of global multicultural issues, and able to explain the differences among personal, social, political and economic decision-making.

12. Attach a catalog description and a **syllabus** with detailed information regarding the content of the course, required reading, grading requirements, and course objectives. Please see attachment.
13. Has this course been reviewed and approved by the institution's curriculum committee and/or other appropriate campus committees that oversee the core curriculum? Yes.
14. Provide any additional information you want considered in support of the Council's consideration of the proposed course.

The following USG Institutions list African American Studies or Africana Studies courses with similar course descriptions in Area E:

Georgia State University – AAS 2010: Introduction to African-American Studies
Intellectual and social origins of African-American Studies. Key concepts, themes, and theories of the discipline

Armstrong Atlantic State University – AFAS 2000: Introduction to African American Studies
Interdisciplinary introduction to African American studies from a social science perspective.

Savannah State University – AFRS 2000: Introduction to Africana Studies
This course is a broad based survey course designed to give the student an understanding of the general history of the development of the discipline and to define its scope. The conceptual parameters of study will be established an distinguished from other fields of academic inquiry.

PROCEDURE FOR ELECTRONIC SUBMISSION

The Chief Academic Officer should complete this form and email it with the requested attachments to Virginia Carson, Chair of the Council on General Education at virginia.carson@sgc.edu

**Council on General Education
Core Curriculum Course Proposal Form**

1. Institution __Clayton State University_____
2. This is a proposal for (check one): (a) A new course
3. Requested to satisfy Core Area__E4_____
4. Course Subject/Prefix ____WST_____
5. Course Number ____ 2500_____
6. Course Title ____Introduction to Women's Studies_____
7. Lecture Hours-Laboratory Hours-Credit Hours __ 3-0-3_____
8. Course Prerequisites (if any) __None_____
9. Course Co-requisites (if any) __None_____
10. I have reviewed the list of common course prefixes, numbers and descriptions, (see <http://www.usg.edu/academics/handbook/section2/2.04/2.04.05.phtml>) and this course is in compliance. Yes
11. Explain how this course fits within the context of the institution's mission and general education program and advances the institution's general education learning outcomes.

WST 2500 – Intro to Women's Studies directly addresses the first objective outlined in CSU's Mission as "recognizing and responding to the increasingly complex global context of contemporary life." WST 2500 focuses on global perspectives, social understanding and an appreciation for cultural diversity. At the completion of the course students will be informed global citizens, aware of global multicultural issues, and able to explain the differences among personal, social, political and economic decision-making.

12. Attach a catalog description and a **syllabus** with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, and course objectives. Please see attachment.
13. Has this course been reviewed and approved by the institution's curriculum committee and/or other appropriate campus committees that oversee the core curriculum? Yes.
14. Provide any additional information you want considered in support of the Council's consideration of the proposed course.

The following USG Institutions list Introduction to Women's Studies in Area E:

Georgia State University – WST 2010: Introduction to Women's Studies
Introduction to Women's Studies. History and purposes of women's studies, basic concepts, and issues.

Armstrong Atlantic State University – GWST 1101: Introduction to Women's Studies
Introduction to the major issues and problems in the field of women's studies. Investigation and analysis of women's roles in society, theoretical and practical aspects of equality and gender difference, and the constructions of sex and gender as understood from socio-historical, multi-cultural, and interdisciplinary perspectives. The dynamics and working of gender in such areas as family, work, education, imagery in popular culture, law, technology, environmentalism, sexuality, health, and access to information on reproductive options.

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CSU Core Curriculum

Guidelines for the Core Curriculum are established by the University System of Georgia in order to insure a solid general education foundation for all graduates. Courses taken within the Core are guaranteed to transfer within the University System in accordance with guidelines. To a great extent, Areas A-E of the Core are “major free,” meaning that they will apply regardless of major; however, certain majors do have specific mathematics, science, and other requirements in Areas A-E. All baccalaureate degree graduates and all A.A. and A.S. degree graduates must complete Areas A-F of the Core Curriculum, as specified below. The areas of the Core and courses that can satisfy area requirements are as follows:

AREA

A. Essential Skills

9 hours

A1. Two Composition Courses

ENGL 1101 English Composition I
ENGL 1102 English Composition II

A2. One Mathematics Course from Among

MATH 1101 Mathematical Modeling
MATH 1111 College Algebra
MATH 1112A Trigonometry & Analytical Geometry*
MATH 1113 Precalculus
MATH 1241 Survey of Calculus
MATH 1501 Calculus I

B. Critical Thinking and Communication

4-5 hours**

B1. One Critical Thinking Course

CRIT 1101 Critical Thinking

B2. One or Two Foreign Language or Communication Courses from Among

COMM 1001 Presentational Speaking
COMM 1002 Presentation Applications
COMM 1110 Spoken Communication
FREN 1002 Elementary French II
SPAN 1002 Elementary Spanish II

C. Humanities

6 hours

C1. One Literature, Philosophy, or Foreign Language Course from Among

ENGL 2111 World Literature I—Pre-Modern
ENGL 2112 World Literature II—Modern World
ENGL 2121 British Literature I
ENGL 2122 British Literature II
ENGL 2131 American Literature I
ENGL 2132 American Literature II
FREN 2001 Intermediate French I
FREN 2002 Intermediate French II
PHIL 2201 Introduction to World Philosophy
PHIL 2601 Ethics in Historical/Contemp. Perspective
SPAN 2001 Intermediate Spanish I
SPAN 2002 Intermediate Spanish II

C2. One Fine Arts or Intermediate Foreign Language Course from Among

ART 2301 Art of the Pre-Modern World
ART 2302 Art of the Modern World
CMS 2100 Introduction to Film
FREN 2001 Intermediate French I
FREN 2002 Intermediate French II
MUSC 2101 Music Appreciation
MUSC 2301 Introduction to World Music
PHIL 2401 Introduction to Aesthetics
SPAN 2001 Intermediate Spanish I
SPAN 2002 Intermediate Spanish II

* Completion of MATH 1112A in Area A satisfies the pre-calculus requirement for certain majors.

** The sum of credits taken in areas B and D must total 15 credits. This means that students taking more than 7 credits in area D1 (e.g., science majors) need to take only one credit in area B2.

THEA 1100 Theater Appreciation

D. Natural Sciences, Mathematics, and Technology **10-11 hours**

D1. One Science Sequence from Among

- a. BIOL 1107 Principles of Biology I
BIOL 1107L Principles of Biology Laboratory I
BIOL 1108 Principles of Biology II
BIOL 1108L Principles of Biology Laboratory II
- b. BIOL 1111 Introductory Biology I
BIOL 1111L Introductory Biology Laboratory I
BIOL 1112 Introductory Biology II
- c. CHEM 1151 Survey of Chemistry I
CHEM 1151L Survey of Chemistry Laboratory I
CHEM 1152 Survey of Chemistry II
- d. CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry Laboratory I
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry Laboratory II
- e. PHYS 1111 Introductory Physics I
PHYS 1111L Introductory Physics Laboratory I
PHYS 1112 Introductory Physics II
- f. PHYS 2211 Principles of Physics I
PHYS 2211L Principles of Physics Laboratory I
PHYS 2212 Principles of Physics II
PHYS 2212L Principles of Physics Laboratory II
- g. SCI 1111 Integrated Science I
SCI 1111L Integrated Science Laboratory I
SCI 1112 Integrated Science II

D2. Additional Science, Math, or Technology: One Course or Sequence from Among

- MATH 1221 Finite Mathematics
- MATH 1231 Introductory Statistics
- MATH 1241 Survey of Calculus
- MATH 1113 Precalculus
- MATH 1501 Calculus I
- MATH 2502 Calculus II
- CPTG 1111 Introduction to Computing
- and CPTG 1010 Computing with Spreadsheets
- CSCI 1301 Computer Science I
- SCI 1901 Selected Topics in Science

E. Social Sciences **12 hours**

E1. One American Government Course

POLS 1101 American Government

E2. One World History or Social Sciences Course from Among

- HIST 1111 Survey of Pre-Modern World History
- HIST 1112 Survey of Modern World History
- SOSC 2501 Survey of Social Science and Contemporary Issues

E3. One American History Course from Among

- HIST 2111 Survey of U.S. History to 1877
- HIST 2112 Survey of U.S. History since Reconstruction

E4. One Behavioral Sciences Course from Among

- SOCI 1101 Introduction to Sociology
- PSYC 1101 Introduction to Psychology
- [AFAM 2010 Introduction to African American Studies](#)
- [WST 2500 Introduction to Women's Studies](#)

USG Core Curriculum Evaluation Committee: Core Curriculum Policy

Final Recommendation, May 18, 2009

Material in [] is a comment or example.

Informal Overview

The Committee found a clear desire for two goals that are in tension: ease of transfer and institutional flexibility to develop cores that fit their unique missions. In addition, the current grave economic context means that any changes to the core must not impose any significant additional costs on institutions.

In light of these factors, the Committee is currently considering the following proposal:

1. The core will remain at its current size, 42 hours in Areas A-E and 18 hours in Area F.
2. The areas A-F will remain but the USG will not specify a precise number of hours. Instead it will specify minima as follows:

Area A1: Communication Skills:	At least 6 hours
Area A2: Quantitative Skills:	At least 3 hours
Area B: Institutional Options:	At least 3 hours
Area C: Humanities/Fine Arts:	At least 6 hours
Area D: Natural Sciences, Math, and Technology:	At least 7 hours
At least 4 of these hours must be in a lab science course.	
Area E: Social Sciences:	At least 6 hours
Area F: Lower-Division Major Requirements:	18 hours
3. All core courses must transfer, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit for a math course in humanities/fine arts area). However, the transfer restrictions for science majors are preserved.

This proposal makes room for innovation. For example, one institution could expand Area B to make room for interdisciplinary or theme-based courses. Another institution could focus on the arts and humanities by expanding Area C. A third institution might focus on global issues and require a great deal of foreign language in the core. A fourth might use its Area B as a locus for its SACS-required Quality Enhancement Plan.

Because the current core fits within the parameters of the proposed core, the proposal would require no significant changes in this time of serious budget problems.

Ease of transfer is assured because all core courses transfer, even if an area is not completed.

Informal Comparison of Current and Proposed Cores

Current Core

Area A1: Communication Skills	6 hours
Area A2: Quantitative Skills	3 hours
Area B: Institutional Options	4-5 hours
Area C: Humanities/Fine Arts	6 hours
Area D: Science, Math, Technology	10-11 hours
Area E: Social Sciences	12 hours
Area F: Courses Related to the Program of Study	18 hours

Proposed Core

Area A1: Communication Outcomes	At least 6 hours
Area A2: Quantitative Outcomes	At least 3 hours
Area B: Institutional Options	At least 3 hours
Area C: Humanities/Fine Arts	At least 6 hours
Area D: Natural Sciences, Math, and Technology	At least 7 hours
At least 4 of these hours must be in a lab science course.	
Area E: Social Sciences	At least 6 hours
Area F: Lower-Division Major Requirements	18 hours

Key Rule Changes

1. All institutions are required to develop and assess learning outcomes for each area of the core.
2. Three new learning goals, US Perspectives (US), Global Perspectives (GL), and Critical Thinking (CT), are added to the core. The US and GL are incorporated as overlay requirements. Each institution would designate some courses in Areas A-E as US courses and some courses in Areas A-E as GL courses. In fulfilling the Area A-E requirements, every student must take at least one US course and at least one GL course. CT is added by requiring each institution to develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills.
3. Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another System institution (even if the Area has not been completed) as long as (a) the course is within the Area hours limitations of either the sending institution **OR** the receiving institution and (b) the student does not change from a non-science major to a science major.

Informal Example to Illustrate Cross-Area Transfer Credit

	Decatur State	Winder State	Moultrie State
Area A1	6 hours	6 hours	6 hours
Area A2	3 hours	3 hours	3 hours
Area B	3 hours	3 hours	3 hours
Area C	12 hours	9 hours	9 hours
Area D	9 hours	12 hours	9 hours
Area E	9 hours	9 hours	12 hours
Total	42 hours	42 hours	42 hours

Key Rule Change 3 above implies that there will be cases of cross-area transfer credit.

A student transferring from Decatur State to Winder State having completed the Decatur State core must be given credit in Area D (Natural Science) for the 3 excess hours of work done in Area C (Humanities/Fine Arts). If a student took 12 hours of Area E (Social Science) courses at Decatur State, only nine of those hours would transfer to Winder State but all 12 would transfer to Moultrie State.

1 **Formal Policy**

2 [The following rules replace those found in the Academic Affairs Handbook, Sections 2.04.01 to
3 2.04.04.]

4 **General Education Learning Goals**

5
6 The University System of Georgia is a composite of diverse institutions which, in spite of their
7 diversity, require System-wide coherence to facilitate success for transfer students. To achieve
8 these ends, the System outlines general education learning goals that serve as guides for each
9 institution to develop its own general education learning outcomes. Each institution is required
10 to develop one or more learning outcomes for each learning goal. Instead of presenting the
11 learning goals with descriptions or specific required outcomes, examples of learning outcomes
12 that would fall under each learning goal are provided.

13 The learning outcomes for Goals A-E and Goals I-III developed by institutions must be approved
14 by the Council on General Education. All learning outcomes must be collegiate level, not skills-
15 based, and broadly focused. They must be consistent with the learning goals and with the
16 mission of the University System of Georgia.

17 The academic advisory committees will specify learning outcomes for each Area F. These
18 learning outcomes must be collegiate level and provide an appropriate base for later learning
19 outcomes in the relevant degree program. They must be consistent with the mission of the
20 University System of Georgia.

21 Per the new System Comprehensive Program Review Policy, the assessment of general education
22 learning outcomes is now required at all institutions and must be a part of each institution's
23 regular report on comprehensive program review submitted to the Office of Academic Programs.
24 SACS' final recommendations and findings regarding the assessment of general education
25 outcomes (if any) must also be sent to the Office of Academic Programs.

26 ***Learning Goal A1 Communication Outcomes***

27 [Examples of learning outcomes that would forward this goal:

- 28 -Students produce well-organized communication that meets conventional standards of
29 correctness, exhibits an appropriate style, and presents substantial material.
- 30 -Students communicate effectively using appropriate writing conventions.
- 31 -Students have the ability to assimilate, analyze, and present in oral and written forms, a body of
32 information.
- 33 -Students have the ability to adapt communication to circumstances and audience.
- 34 -Students have the ability to interpret content of written materials on related topics from various
35 disciplines.
- 36 -Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use

37 of information sources.]

38 ***Learning Goal A2 Quantitative Outcomes***

39 [Examples of learning outcomes that would forward this goal:

40 -Students have a strong foundation in mathematical concepts, processes, and structure.

41 -Students effectively apply symbolic representations to model and solve problems.

42 -Students have the ability to model situations from a variety of settings in generalized
43 mathematical forms.

44 -Students have the ability to express and manipulate mathematical information, concepts, and
45 thoughts in verbal, numeric, graphical and symbolic forms while solving a variety of
46 problems.

47 -Students have the ability to solve multiple-step problems through different (inductive, deductive
48 and symbolic) modes of reasoning.]

49 ***Learning Goal B Institutional Options***

50 System institutions may develop additional learning goals (and their associated outcomes) that fit
51 their respective missions. Examples of possible additional goals include: collaboration,
52 technology, ethics, civic responsibility and/or civic engagement, and service learning.

53 ***Learning Goal C Humanities/Fine Arts***

54 [Examples of learning outcomes that would forward this goal:

55 -Students can compare and contrast the meaning of major texts from both Western and
56 non-Western cultures.

57 -Students recognize themselves as participants in a particular culture and see how this affects
58 their experiences and values.

59 -Students have the ability to make informed judgments about art forms from various cultures
60 including their own culture.

61 -Students have the ability to recognize the fine arts as expressions of human experience.

62 -Students have the ability to critically appreciate historical and contemporary fine art forms as
63 they relate to individual and social needs and values.

64 -Students have the ability to apply knowledge of historical, social, and cultural influences to
65 understanding a work of art.]

66 ***Learning Goal D Natural Sciences***

67 [Examples of learning outcomes that would forward this goal:

68 -Students have the ability to understand the physical universe and science's relationship to it.

69 -Students have the ability to understand the changing nature of science.]

70 ***Learning Goal E Social Sciences***

- 71 [Examples of learning outcomes that would forward this goal:
72 -Students have the ability to describe how historical, economic, political, social, and spatial
73 relationships develop, persist, and change.
74 -Students have the ability to articulate the complexity of human behavior as a function of the
75 commonality and diversity within groups.]

76 ***Learning Goal I US Perspectives***

- 77 [Examples of learning outcomes that would forward this goal:
78 -Students understand the history of the U.S. and can see the effect of this history on
79 contemporary culture.
80 -Students understand the importance of cultural diversity in the U.S.
81 -Students understand the constitutional principles and related political, social, and institutional
82 developments and governmental processes fundamental to an understanding of American
83 democracy and political participation, from colonial times to the present.]

84 ***Learning Goal II Global Perspectives***

- 85 [Examples of learning outcomes that would forward this goal:
86 -Students are engaged and informed global citizens, aware of global multicultural issues, and
87 able to explain the differences among personal, social, political and economic decision-
88 making processes at the state, federal and international levels of government.
89 -Students effectively explore the place of the U.S. in the diverse realm of societies across the
90 globe.
91 -Students have communicative competence in a second language.
92 -Students recognize individual and cultural differences across the globe and demonstrate an
93 ability to communicate and interact effectively across cultures.]

94 ***Learning Goal III Critical Thinking***

- 95 [Examples of learning outcomes that would forward this goal:
96 -Students are active, independent, and self-directed thinkers and learners who apply their
97 thinking skills and innovation to solve problems.
98 -Students confront ambiguous situations and go beyond traditional approaches to devise more
99 useful and favorable solutions.
100 -Students effectively identify, analyze, evaluate, and provide convincing reasons in support of
101 conclusions.
102 -Students have the ability to consider and accommodate opposing points of view.
103 -Students have the ability to interpret inferences and develop subtleties of symbolic and indirect
104 discourse.
105 -Students have the ability to recognize when information is needed and have the ability to locate,
106 evaluate, and use effectively the needed information.
107 -Students have the ability to identify the audience, intent, value, and disciplinary perspective of

108 potential sources of information.]

109 **Areas A-F**

110 Every institution in the USG will have a core curriculum of precisely 42 semester hours and an
111 Area F of precisely 18 hours. Every student must meet the core requirements of the institution
112 from which they receive their degree. (However, see the rules regarding transfer credit below.)

113 Area A1 Communication Outcomes At least 6 hours
114 Courses that address learning outcomes in writing in English.

115 Area A2 Quantitative Outcomes At least 3 hours
116 Courses that address learning outcomes in quantitative reasoning.

117 Area B Institutional Options At least 3 hours
118 Courses that address general education learning outcomes of the
119 institution's choosing.

120 Area C Humanities/Fine Arts At least 6 hours
121 Courses that address humanities/fine arts learning outcomes.

122 Area D Natural Science, Mathematics, and Technology At least 7 hours
123 Courses that address learning outcomes in the natural sciences,
124 mathematics, and technology.
125 At least 4 of these hours must be in a lab science course.

126 Area E Social Sciences At least 6 hours
127 Courses that address learning outcomes in the social sciences.

128 Area F Lower-Division Major Requirements 18 hours
129 Lower division courses required by the degree program and
130 courses that are prerequisites to major courses at higher levels.

131 [The minima for Areas D and E are lower than the hours required in these Areas in the 1998
132 core. The Committee does not intend this as a signal that institutions should reduce (or increase)
133 the hours in these areas. The Committee merely intends to put this matter in the hands of the
134 faculty of individual institutions by roughly requiring two courses in each of Areas C-E.]

135 **Areas US, GL and CT**

136 Each institution's Areas A-E will include three additional requirements.

137 Area US US Perspectives

138 Courses that focus on the United States of America.

139 Area GL Global Perspectives

140 Courses that focus on countries other than the United States of America.

141 Each institution will designate one or more courses in Areas A-E as US courses and one or more
142 courses in Areas A-E as GL courses. No course may be both a US course and a GL course. As
143 they are fulfilling the Area A-E requirements, every student must take at least one US course and
144 at least one GL course.

145 [An Example: Rels 1234, Introduction to World Religions is in Area C of the core at Decatur
146 State University. It is designated a GL course. A student who takes Rels 1234 would satisfy the
147 GL requirement and also earn hours toward the Area C requirement.]

148 Area CT Critical Thinking

149 Each institution must have a core curriculum CT plan to insure that students who complete Areas
150 A-E acquire foundational critical thinking skills. Institutions are encouraged to be innovative in
151 their CT plans. Options include but are not limited to:

- 152 - designating a course or courses in Areas A-E as CT courses and requiring that as they are
153 fulfilling the Area A-E requirements, every student must take at least one CT course.
- 154 - requiring students to develop a CT portfolio composed of materials from assignments in Area
155 A-E courses. This portfolio would then be evaluated by designated faculty.
- 156 - requiring that students earn a particular score on a nationally recognized critical thinking test
157 (e.g., the California Critical Thinking Skills Test, the Analytical Writing Section of the
158 GRE General Test, the SAT Writing test).

159 **Details Regarding Area A-F**

160 All courses in Areas A-E must be taught at the collegiate level and be broadly focused. They
161 must clearly address the general education learning outcomes of the institution. They must be
162 consistent with the University System of Georgia's mission and strategic plan.

163 ***Area A1 Communication Skills***

164 If offered, Engl 1101 and Engl 1102 must be placed in this area. Other approved courses may be
165 placed in this area. (See below for course approval rules.)

166 Effective Fall 2010, students who have earned 60 hours but have not completed Area A1 must
167 enroll in the next course necessary to make progress toward completing this Area in every
168 semester in which they take classes. Effective Fall 2011, this hour limit is lowered to 45 hours.
169 Effective Fall 2012, the hour limit is lowered to 30 hours. Institutions are allowed to move to the
170 45/30 hour limits before they are required to do so. For students with Learning Support
171 requirements in reading or writing, taking the required Learning Support course(s) counts as

172 making progress toward completing Area A1.

173 ***Area A2 Quantitative Skills***

174 If offered, Math 1111, Math 1113 and either Math 1001 or Math 1101 must be placed in this
175 area. Math 1113 may also be placed in Area D. Other approved courses may be placed in this
176 area. (See below for course approval rules.)

177 For students majoring in mathematics, physics, chemistry, biology, engineering technology,
178 architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy,
179 secondary science, or mathematics education, pre-calculus must be the required mathematics
180 course in Area A2 at all institutions. In this document, these majors are collectively referred to as
181 “science programs.” Institutions may require pre-calculus in Area A2 for majors in agricultural
182 science and environmental science. While students may fulfill this requirement with a math
183 course higher than pre-calculus, institutions may not require them to do so.

184 A calculus course is required in Area A2 for all engineering majors and for all programs at
185 Georgia Institute of Technology. While students may fulfill this requirement with a math course
186 higher than a first course in calculus, institutions may not require them to do so.

187 At institutions where trigonometry serves as an immediate prerequisite for Calculus I, the
188 completion of trigonometry will be regarded as completion of pre-calculus in Area A2.
189 Institutions do not need Council on General Education approval to add such trigonometry courses
190 to Area A2, but the course catalog and the institution’s listing of Area A2 courses on the core
191 curriculum website (http://www.usg.edu/academics/programs/core_curriculum/a-e.html) should
192 indicate that the trigonometry course in Area A2 meets the pre-calculus requirement.

193 Symbolic logic and math for liberal arts may not be used as substitutions for algebra or
194 mathematical modeling in Area A2.

195 Institutions or programs may grant one semester hour of credit for an Area A2 course to count in
196 Area F or in the general degree requirements.

197 Effective Fall 2010, students who have earned 60 hours but have not completed Area A2 must
198 enroll in the next course necessary to make progress toward completing this Area in every
199 semester in which they take classes. Effective Fall 2011, this hour limit is lowered to 45 hours.
200 Effective Fall 2012, the hour limit is lowered to 30 hours. Institutions are allowed to move to the
201 45/30 hour limits before required to do so. For students with LSP requirements in mathematics,
202 taking the required LSP course counts as making progress toward completing Area A2.

203 ***Area B Institutional Options***

204 These courses must include analytical, historical, critical and/or appreciative material.

205 ***Area C Humanities/Fine Arts***

206 These courses must include analytical, historical, critical and/or appreciative material.

207 ***Area D Natural Science, Mathematics, and Technology***

208 These courses must be introductory and broadly focused. They must be analytic in nature and
209 have a problem-solving component.

210 Science programs must require two four-hour laboratory science courses in Area D.

211 Science programs may specify a higher level math course in Area D.

212 Institutions may have Area D requirements specific to all science programs, but no science
213 program may require that students take a particular science in Area D. (See the rules on
214 prerequisites below.)

215 [For example, chemistry may not require that chemistry majors complete Area D with chemistry
216 courses.]

217 Creative writing and technical communication courses may not be included in Area D.

218 Institutions or programs may grant one semester hour of credit for an Area D course to count in
219 Area F or in the general degree requirements.

220 Students in the health professions, including nursing, must fulfill the Area D science requirement
221 with a two-semester laboratory sequence in either physics, chemistry, or biology. The only
222 biology courses that may be used to fulfill this requirement are Introductory Biology (designed
223 for non-science majors) and Principles of Biology (designed for science majors). The Survey of
224 Chemistry sequence (Chem 1151 and Chem 1152) has been designed for the Area D health
225 professions track. Health professions majors have the option of taking the Survey of Chemistry
226 sequence or the sequence appropriate for science majors, but they may not fulfill their Area D
227 requirements with chemistry courses designed for non-science majors.

228 Non-science majors may use the Survey of Chemistry sequence to fulfill the Area D
229 requirements, but it may not be used to fulfill the science requirements for science majors not in
230 the health professions.

231 ***Area E Social Sciences***

232 These courses must include analytical, historical, critical and/or appreciative material.

233 If course work is used to satisfy the U.S./Georgia history and constitutions requirements, these
234 course(s) must be part of Area E.

235 ***Area F Lower-Division Major Requirements***

236 This area must be composed exclusively of 1000/2000 level courses. These courses may be
237 prerequisites for other Area F courses and/or for major courses at higher levels.

238 **Additional Rules**

239 ***Rules Regarding Inclusion in Areas A-F***

240 Every institution must offer a path to completing all Area A-E requirements composed
241 exclusively of 1000 and 2000 level courses. Other approved 3000 and 4000 level courses may
242 also be placed in Areas A-E. (See below for course approval rules.)

243 Physical education activity/basic health requirements may not be placed in Areas A-F. Up to
244 four hours of physical education activity/basic health courses may be required outside of Areas
245 A-F in excess of the maximum number of hours indicated for undergraduate degrees. Offerings
246 in physical education/health in excess of the maximum number of hours indicated for
247 undergraduate degrees must be limited to activity, basic health information, first aid, CPR, and
248 safety courses. Transferring students taking physical education/basic health hours at one
249 institution may not be required to duplicate these hours at the receiving institution.

250 Orientation courses may not be placed in Areas A-F. Up to four hours of orientation courses may
251 be required outside of Areas A-F in excess of the maximum number of hours indicated for
252 undergraduate degrees. Transferring students taking orientation hours at one institution may be
253 required to take additional orientation hours (outside the maximum hours indicated for the
254 undergraduate degree) at the receiving institution.

255 Courses with a primary emphasis on studio, performance, field study, or internship may not be
256 placed in Areas A-E.

257 Institutions may decide that the first course in a foreign language falls outside of the maximum
258 number of hours indicated for undergraduate degrees and/or outside of Areas A-F. Institutions
259 that decide that the first course in a foreign language falls outside of the maximum number of
260 hours are not required to grant transfer credit for such courses but may do so if they wish.

261 Courses in Areas A-F may not carry a fraction of a semester hour of credit.

262 Institutions may not permit the completion of any course to fulfill requirements in more than one
263 Area A-F. Where the same course is authorized in more than one Area A-F, the student
264 completing the course to meet the requirements of one area must take another course in the
265 second area to meet the requirements of the second area.

266 ***Approval Procedures***

267 Each institution will submit the courses they propose for Areas A-E first to the relevant
268 Academic Advisory Committee and then to the Council on General Education. US/GL/CT
269 courses and plans must be approved by the Council on General Education.

270 The courses in Area F must be approved by the relevant Academic Advisory Committee.

271 Courses previously approved for use in Area A-F at an institution do not require re-approval for
272 use at that institution.

273 [There are a few disciplines that do not currently have Academic Advisory Committees. These
274 additional Advisory Committees need to be created. Every course prefix used in Areas A-F
275 anywhere in the System needs to be assigned to an Advisory Committee.]

276 *Prerequisites*

277 Courses in one area (A-E) may be prerequisites for other courses in that area.

278 Except as noted below,

- 279 a. no course in Area A-E may be a prerequisite for any course outside Areas A-E and
280 b. no course in one area (A-E) may be a prerequisite for any course in any other area (A-E).

281 Exception 1

282 If a course is required in order to complete an Area, that course may be a prerequisite for a course
283 in another Area or for a course outside of Area A-E. (See also lines 372-374.)

284 Exception 2

285 Degree programs may add courses in Areas A-E to their Area Fs. Students in such degree
286 programs will receive credit for the course in Area F and this course may be a prerequisite for
287 courses in Area F or the major.

288 Exception 3

289 Institutions may require their students to complete their A2 requirements before taking math
290 courses in Areas D and F. They may do so by making their A2 courses prerequisites for their
291 math courses in Areas D and F.

292 Exception 4

293 A course that, according to an institution's 2008-2009 catalog, appears in Area A-E (but not in
294 Area F) and is a prerequisite for a course outside of Area A-E may remain a prerequisite for that
295 course and remain in the core.

296 Exception 5

297 Institutions may apply for permission to specify that students in one or more of their degree
298 programs are required to take particular courses within Areas A-E. Institutions may apply for up

299 to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for
300 courses in Area F or in the major's degree requirements.

301 Applications will be considered first by the relevant Academic Advisory Committees (the
302 advisory committee for the degree program and the advisory committee for course), then by the
303 Administrative Committee on Academic Affairs (RACAA), then by the Council on General
304 Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the System's
305 Chief Academic Officer.

306 Applications will be considered only if requiring particular courses in Areas A-E will allow the
307 degree program to reduce the number of hours required for the degree.

308 In evaluating such requests RACAA and the Gen Ed Council will consider the following criteria:

- 309 1. the degree program is in an area in which demand for graduates in Georgia significantly
310 outstrips the supply,
- 311 2. the degree program requires a special admission process beyond that required for admission to
312 the institution,
- 313 3. the degree program has an accreditation body that requires so many hours it is difficult to
314 design a degree program that is 120 hours without requiring particular courses in Areas
315 A-E, and
- 316 4. graduates of the degree program must pass a certification or licensure exam before they can
317 exercise the relevant profession.

318 The courses required in Areas A-E must be available to and count in Areas A-E for all students,
319 not just those in the degree program.

320 [Some Examples:

321 A. Phil 2010 is in Area C at Winder State. It is one of many courses in Area C and is not
322 required in the philosophy Area F and is a prerequisite for upper-level philosophy courses. This
323 is **not** allowed.

324 B. Phil 2010 is in Area C at Decatur State. It is also required in the philosophy Area F and is a
325 prerequisite for upper-level philosophy courses. Philosophy majors receive credit for Phil 2010
326 in Area F and must take other courses to fulfill their Area C requirements. This is allowed.

327 C. Moultrie State requires Engl 1101 and 1102 in Area A1. Engl 1101 is a prerequisite for Engl
328 1102. This is allowed.

329 D. Jesup State requires all students to take Engl 1102 in Area A1. Engl 1102 is a prerequisite for
330 Engl 2110 and Engl 2110 is in Area C. This is allowed.

331 E. Seneca State requires nine hours in Area A1, Engl 1101, Engl 1102 and one of the following
332 four courses: Engl 1105, Writing in the Humanities, Engl 1106, Writing in the Fine Arts, Engl

333 1107, Writing in the Natural Sciences, Engl 1108, Writing in the Social Sciences. Engl 1105 is a
334 prerequisite for Phil 2010 in Area C. This is **not** allowed.

335 Seneca State’s nursing program wants to move from 123 to 120 hours. To do so, they propose to
336 require all nursing students to take a new course, Psych 1234, in Area E. Psych 1234 is approved
337 for use in the core according to the procedures noted in Exception 5 and counts towards Area E
338 for all students. This is allowed.]

339 ***Change of Major***

340 Students switching from a non-science major to a science major must meet the Area A2 and Area
341 D requirements for science majors even if they have already completed the Area A2 and Area D
342 requirements for non-science majors.

343 ***Transfer Rules***

344 Students in the USG must declare one home institution at a time. Students who transfer from one
345 institution to another automatically change their home institution.

346 Students must meet the System-specified minimum number of hours in each Area A-E.

347 Students successfully completing a course in one institution’s Areas A-E will receive full credit
348 in Areas A-E for the course upon transfer to another System institution as long as (a) the course
349 is within the Area hours limitations of either the sending institution **OR** the receiving institution
350 and (b) the student does not change from a non-science major to a science major.

351 [An Example to Illustrate Cross-Area Transfer Credit

	Decatur State	Winder State	Moultrie State
352 Area A1	6 hours	6 hours	6 hours
353 Area A2	3 hours	3 hours	3 hours
354 Area B	3 hours	3 hours	3 hours
355 Area C	12 hours	9 hours	9 hours
356 Area D	9 hours	12 hours	9 hours
357 Area E	9 hours	9 hours	12 hours
358 Total	42 hours	42 hours	42 hours

359 A student transferring from Decatur State to Winder State having completed the Decatur State
360 core must be given credit in Area D (Natural Science) for the 3 excess hours of work done in
361 Area C (Humanities/Fine Arts). If a student took 12 hours of Area E (Social Science) courses at
362 Decatur State, only nine of those hours would transfer to Winder State but all 12 would transfer

363 to Moultrie State.]

364 Students successfully completing a course in one institution's Area F will receive full credit for
365 the course upon transferring to another System institution as long as the student retains the same
366 major.

367 Students who transfer after having completed the US/GL/CT requirements of the sending
368 institution may not be required to complete the US/GL/CT requirements of the receiving
369 institution. Students who transfer after having completed Areas A-E but without having
370 completed the US/GL/CT requirements must complete the US/GL/CT requirements at the
371 receiving institution.

372 Receiving institutions may require transfer students to complete the requirements as specified for
373 native students. However, the total number of hours required of transfer students for the degree
374 must not exceed the number of hours required of native students for the same major.

375 Students who wish to take Area A-F courses (including distance learning courses) from a USG
376 institution other than the home institution, either concurrently or intermittently, may receive
377 transient permission to take and receive credit for Areas A-F courses satisfying home institution
378 Area A-F requirements.

379 Provided that native and transfer students are treated equally, institutions may impose additional
380 reasonable expectations, such as a grade of "C" in Area A-F courses.

381 Each institution will designate a Chief Transfer Officer (CTO) to facilitate the transfer of
382 students within the System. The CTO must have senior administrative and/or faculty status. The
383 CTO is the contact person for students, faculty, advisors, records and admissions personnel, and
384 academic administrators when problems related to transfer of Area A-F course work across
385 System institutions occur. However, CTO's should also be proactive and work to develop
386 institutional procedures that minimize transfer problems. Students with questions or concerns
387 about the transfer of credit between System institutions should contact the CTO at the receiving
388 institution.

389 ***Effective Date***

390 All institutions will implement this policy no later than Fall 2011 but may implement it earlier.
391 However, in order to allow for curricular alignment with four-year institutions, two-year
392 institutions may delay implementation until Fall 2012.

Mission of the University

Clayton State University provides an intellectually challenging, culturally rich learning environment, encouraging all students to take advantage of the outstanding educational and career opportunities provided for residential and commuter students from a diverse range of ethnic, socioeconomic, experiential and geographical backgrounds. The university offers undergraduate and graduate programs of superior quality taught by a professionally active teaching faculty committed to promoting academic excellence. University programs and services are informed and guided by the following essential considerations:

- recognizing and responding to the increasingly complex global context of contemporary life;
- promoting community-based, experiential learning to create enduring and meaningful connections between education and other aspects of life;
- encouraging and providing opportunities for continuous education and growth; and
- developing an understanding of advanced applications of modern technology.

Clayton State University promotes excellence in teaching, research, and service to the people and the State of Georgia, the nation, and the international community. University graduates communicate effectively, think critically, learn and work collaboratively, demonstrate competence in their chosen field, and possess the capability of adapting to changing circumstances and new challenges. Clayton State University students are encouraged to develop an individually compelling sense of social and civic responsibility, community leadership and service to society.



Armstrong Atlantic State University Core Curriculum Checksheet

**This document is intended for use as an advisement worksheet for undergraduate programs only. **

Course numbers are subject to change.

Revised 04/16/09

NOTE: The core curriculum recognizes three categories of majors: **Non-science Majors:** Art, Art Education, Criminal Justice, Early Childhood Education, Economics, English, English Communications, Gender & Women's Studies, Health & Physical Education, Health Science, History, Law & Society, Liberal Studies, Middle Grades Education, Music, Music Education, Political Science, Psychology (B.A.) Spanish, Spanish with Teacher Certification, Special Education, Theatre, Visual Arts; **Science Majors:** Applied Physics, Biology, Chemistry, Computer Science, Engineering Studies (RETP/GTREP), Information Technology, Mathematical Sciences, Mathematics with Teacher Certification, Psychology (B.S.), Rehabilitation Sciences; **Clinical Health Majors:** Communication Sciences & Disorders, Dental Hygiene, Medical Technology, Nursing, Radiologic Sciences, Respiratory Therapy.

Area A—Essential Skills—9 hours

ENGL 1101 or 1101H—Composition I _____
ENGL 1102 or 1102H—Composition II _____

One course selected from:

MATH 1001—Quantitative Skills & Reasoning _____
MATH 1111—College Algebra _____
MATH 1113—Pre-calculus Mathematics _____
(Minimum Requirement for Applied Physics, Biology,
Chemistry, Computer Science, Mathematics, &
Rehabilitation Sciences majors)
MATH 1161 or 1161H—Calculus I _____
(Minimum requirement for Engineering students)

Area B—Institutional Options—4-5 hours

1. Ethics & Values

One course selected from:

CHEM 2600—Ethical/Moral Issues in the Sciences _____
CRJU 2020—Ethical Theories & Moral Issues in
Criminal Justice _____
ENGL 2000—Ethics & Values in Literature _____
ETHC 2000—Interdisciplinary Ethics _____
GWST 2101—Ethics, Values, and Gender _____
HIST 2000—Ethics & Values in History _____
HONS 2100—Honors Topics in Ethics & Values _____
PHIL 2251—Intro. to Ethics & Moral Philosophy _____
POLS 1200—Ethical Theories in Government _____

2. Global Perspectives

One course selected from:

ANTH 1150—Global Perspectives in Anthropology _____
CHEM 2200—Science, Technology/Modern World _____
CRJU 2010—Universal Justice _____
ECON 1150—Global Economic Problems _____
ENGL 2050—Africa and the Diaspora _____
EURO 2000—Introduction to the European Union _____
GEOG 1100—World Regional Geography _____
GEOG 2120—Cultural Geography _____
GWST 2200—Gender in Global Contexts _____
HIST 1111—Civilization I _____
HIST 1112 or 1112H—Civilization II _____
HIST 2100—The African Diaspora _____
HLPR 2010—Culture, Illness, Diag. & Treatmt. _____
HONS 2000—Honors Topics in Global Perspectives _____
POLS 1150—World Politics _____
POLS 2290—Foundations of International Relations _____
PSYC 2300—Global Perspectives in Developmental
Psychology _____
RELI 2100—World Religions _____

Area C—Humanities and Fine Arts—6 hours

1. Literature or Philosophy

One course selected from:

ENGL 2100 or 2100H—Literature & Humanities _____
PHIL 2201—Introduction to Philosophy _____
PHIL 2251—Intro. to Ethics & Moral Philosophy _____

2. Art, Music, or Theatre

One course selected from:

ARTS 1100—Art Appreciation _____
ARTS/MUSC 1270—World Art and Music _____
ARTS 2710—Art History I _____
ARTS 2720—Art History II _____
MUSC 1100—Music Appreciation _____
THEA 1100—Theatre Appreciation _____
THEA 1200—Introduction to Theatre _____
THEA 2410—Oral Interpretation _____

Area D—Science, Math, & Technology—10-11 hours

Option I: Non-science Majors

1. One laboratory science course selected from:

BIOL 1107/1107L or 1107H—Prin. of Biology I _____
CHEM 1151/1151L—Survey of Chemistry I _____
CHEM 1211/1211L—Principles of Chemistry I _____
PHSC 1211/1211L—Physical Environment _____
PHYS 1111/1111L—Introductory Physics I _____
PHYS 2211/2211L—Principles of Physics I _____
SCIE 1212/1212L—Chemical Environment _____

2. One science course selected from:

ASTR 1010—Astronomy of the Solar System _____
ASTR 1020—Intro. to Stellar & Galactic Astr. _____
BIOL 1107/1107L or 1107H—Prin. of Biology I _____
BIOL 1108/1108L or 1108H—Prin. of Biology II _____
BIOL 1120—The Diversity of Life _____
BIOL 1130—Human Biology _____
BIOL 1140—Environmental Biology _____
CHEM 1151/1151L—Survey of Chemistry I _____
CHEM 1152/1152L—Survey of Chemistry II _____
CHEM 1211/1211L—Principles of Chemistry I _____
CHEM 1212/1212L—Principles of Chemistry II _____
GEOL 2010—Introduction to Physical Geology _____
PHSC 1211—Physical Environment _____
PHYS 1111/1111L—Introductory Physics I _____
PHYS 1112/1112L—Introductory Physics II _____
PHYS 2211/2211L—Principles of Physics I _____
PHYS 2212/2212L—Principles of Physics II _____
SCIE 1000—Introduction to Scientific Inquiry _____
SCIE 1212—Chemical Environment _____

Area E—Social Sciences—12 hours

Grade

3. *One math, science, or technology course:*

ASTR 1010—Astronomy of the Solar System	_____
ASTR 1020—Intro. to Stellar & Galactic Astr.	_____
BIOL 1107/1107L or 1107H—Prin. of Biology I	_____
BIOL 1108/1108L or 1108H—Prin. of Biology II	_____
BIOL 1120—The Diversity of Life	_____
BIOL 1130—Human Biology	_____
BIOL 1140—Environmental Biology	_____
CHEM 1151/1151L—Survey of Chemistry I	_____
CHEM 1152/1152L—Survey of Chemistry II	_____
CHEM1211/1211L—Principles of Chemistry I	_____
CHEM 1212/1212L—Principles of Chemistry II	_____
CSCI 1150—Fund. of Internet & World Wide Web	_____
CSCI 1301—Intro. to Programming Principles	_____
GEOL 2010—Introduction to Physical Geology	_____
MATH 1113—Pre-calculus Mathematics	_____
MATH 1161 or 1161H—Calculus I	_____
MATH 1950—Applied Math for Non-Science Majors	_____
MATH 2200—Elementary Statistics	_____
PHSC 1211—Physical Environment	_____
PHYS 1010—The Physics of Sports	_____
PHYS 1111/1111L—Introductory Physics I	_____
PHYS 1112/1112L—Introductory Physics II	_____
PHYS 2211/2211L—Principles of Physics I	_____
PHYS 2212/2212L—Principles of Physics II	_____
SCIE 1000—Introduction to Scientific Inquiry	_____
SCIE 1212—Chemical Environment	_____

1. American & Georgia History & Constitution

HIST/POLS 1100 or HIST 1100H— Political History of America and Georgia	_____
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2. World Civilization

One course selected from:

HIST 1111 or HIST 1111H—Civilization I	_____
HIST 1112 or 1112H—Civilization II	_____

3. Social Sciences

One course selected from:

ANTH 1102—Introduction to Anthropology	_____
ECON 2105—Principles of Macroeconomics	_____
ECON 2106—Principles of Microeconomics	_____
PSYC 1101 or 1101H—Introduction to Psychology	_____
SOCI 1101—Introductory Sociology	_____

4. History or Social Sciences

One course selected from:

AFAS 2000—Intro. to African American Studies	_____
ANTH 1102—Introduction to Anthropology	_____
ECON 2105—Principles of Macroeconomics	_____
ECON 2106—Principles of Microeconomics	_____
GEOG 2120—Cultural Geography	_____
GWST 1101—Introduction to Women’s Studies	_____
HIST 1111—Civilization I	_____
HIST 1112 or 1112H—Civilization II	_____
HIST 2111—History of America to 1877	_____
HIST 2112—History of America since 1865	_____
POLS 2100—Introduction to Political Science	_____
PSYC 1101 or 1101H—Introduction to Psychology	_____
SOCI 1101—Introductory Sociology	_____

Option IIA: Science Majors

1. *A laboratory science sequence selected from:*

BIOL 1107 (or 1107H)/1108 (or 1108H) (and labs)— Principles of Biology I/Principles of Biology II	_/____
CHEM 1211/1212 (and labs)—Prin. of Chem. I/II	_/____
PHYS 1111/1112 (and labs)—Intro. Physics I/II	_/____
PHYS 2211/2212 (and labs)—Prin. of Physics I/II	_/____

2. *One course selected from:*

MATH 1161—Calculus I (Required for Applied Physics, Chemistry, Computer Science, and Mathematics majors)	_____
MATH 2072—Calculus II (Required for Engineering students)	_____
MATH 2200—Elementary Statistics (Required for Biology and Rehabilitation Sciences majors)	_____

Option IIB: Clinical Health Majors

1. *A laboratory science sequence* selected from:*

BIOL 1107 (or 1107H)/1108 (or 1108H) (and labs)— Principles of Biology I/Principles of Biology II	_/____
CHEM 1151/1152 (and labs)— Survey of Chemistry I/ II	_/____
CHEM 1211/1212 (and labs)— Principles of Chemistry I/II	_/____
PHYS 1111/1112 (and labs)— Introductory Physics I/II	_/____
PHYS 2211/2212 (and labs)— Principles of Physics I/II	_/____

*In lieu of the laboratory science sequence, Nursing majors may select any two courses (with labs) from BIOL 1107/1107H, CHEM 1151, CHEM 1211, PHYS 1111, or PHYS 2211.

2. *And the following mathematics course:*

MATH 2200—Elementary Statistics	_____
---------------------------------	-------

Area F—Courses appropriate to major—18 hours

Course	Grade
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Physical Education—3 hours

	Grade
PEBC 2000—Concepts of Fitness <i>or</i>	_____
Three one-credit PEBC activity courses <i>or</i>	_____
PEEC 2000 and two PEBC activity courses	_____
_____	_____
_____	_____
_____	_____

AFAM 2010: Introduction to African American Studies

Spring 2009
2:10-3:25pm TR

Instructor: Dr. L. Simpson
Office: 105-F Arts and Sciences
Office Hours: 11:15am-12:30pm & 3:30-5:00pm Tuesday
4:00-6:15 pm Wednesday
11:15am-12:30pm Thursday and By appointment
Email: lajuansimpson@clayton.edu
Web Address: <http://a-s.clayton.edu/lsimpson/homepage.htm>
Office Phone: 678 466 4558

Course Description: A course that introduces the field of African America Studies by focusing on social sciences, historical studies, literary studies, religious studies, and the arts, both music and visual art.

Course Objectives

- To provide insight into the historical and cultural context of the peoples of the African Diaspora
- To teach, investigate, and analyze the knowledge and contributions of the descendents of African civilizations
- To further the university's mission to promote community-based learning
- To enhance communication skills, oral and written, and critical thinking skills

Program Outcomes:

- To further the university's mission statement to support practices and programs that promotes cultural, ethnic and gender diversity,
- To provide insight into the historical and cultural context of the peoples of the African Diaspora,
- To teach, investigate, and analyze the knowledge and contributions of the descendents of African civilizations,
- To further the knowledge of the connections of the African American community to Africa,
- To further the university's mission to promote community-based learning,

- To enhance communication skills, oral and written, and critical thinking skills.

COURSE REQUIREMENTS AND POLICIES

Basic Undergraduate Responsibilities

Please read the information found on this page--

<http://a-s.clayton.edu/BasicUndergraduateStudentResponsibilities.htm>

Accommodations: Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 214 VI phone at 770-961-3719 or via e-mail at disabilityservices@mail.clayton.edu.

Other Sources of Help

- The **Library** staff can help you locate information to use in your writing. Library resources are also available online at <http://adminservices.clayton.edu/library/>.
- The **Center for Academic Success** located on the lower floor of the Library, is available for help with writing or reading problems either on a drop-in basis or by referral from your instructor. Information about the CAS is available on the Internet at <http://caa.clayton.edu>.
- The Department of Language and Literature homepage (<http://a-s.clayton.edu/langlit/>) contains links to information on the Regents' Test and other useful materials such as the "mini-handbook" guide to the Clayton State University Writing Guidelines.
- The **Office of Enrollment Services**, reached in the Student Center, room 226, can direct you to sources of academic, career, and personal counseling, as well as to information about financial aid and student organizations and activities. The Internet address for this office is <http://adminservices.clayton.edu/provost/enrollmentservices.htm>.

Classroom Decorum

Before you enter the classroom, make sure that you have turned off all electronic devices, **especially cell phones**, read all newspapers and other assignments for other classes, taken off all caps, including wave caps, and have gotten an adequate amount of sleep. **Be sure that you have dined sufficiently before entering the classroom, for you are NOT permitted to eat meals in the classroom.** If you choose not to follow the above rules and regulations, you may be asked to leave the classroom. **This is your only warning.**

Additionally, in this course we will engage in many lively discussions. Hence, various opinions will be expressed and espoused. I ask that you be respectful of my opinions and those of your peers. In other words, refrain from rude and negative comments, for they will not be tolerated. If your beliefs are so strong that you cannot tolerate the opinions of others, please begin to practice tolerance now.

Please be respectful and courteous.

Attendance Policy

Students must attend classes, and roll will be called during every class. Any student who misses **six classes** in this class is subject to failure of this class or administrative removal no matter what the reason for absence, or your grade will be lowered one letter grade.

Late Policy

If you are fifteen minutes late to class three times, five points will be deducted from your **OVERALL** grade. The fourth time you are late and every time after it, three points will be deducted from your **OVERALL** grade. If you are more than twenty minutes late to class, you will be counted **ABSENT**. Please note the attendance policy above. I respectfully ask that you arrive **on time** for class.

Paper Guidelines

The paper must be typed, double-spaced, on white 8x11 typing paper, in a 12-point font, preferably Times Roman, and in MLA format. Please see the MLA Handbook for specific rules. Please do not use title pages. *Papers submitted outside of these guidelines will not be graded.*

*I do not accept late papers; however, you will have until the end of the day, before I leave, to turn in a paper. Your paper will be lowered one letter grade if you decide to take this option. A paper is considered late if it is not in hand at the **BEGINNING** of class. So, I advise you to be on time, especially when you have a paper due.*

Submission of Assignments

I will not accept papers or out-of-class assignments that are not typed. If you turn in a paper that is not typed, I will not grade it. Handwritten work is too difficult to decipher. Each assignment must have the following information: name, course number and section number, title of assignment, professor's name and date. (No email assignments will be accepted.)

Guest Lecturers

Throughout the semester, we will have a variety of Guest Lecturers representing various fields. You will be responsible for the information that these speakers provide during their lectures. No one will be admitted after the presenter begins his/her presentation for your interruption may distract the speaker. Please be advised to be on time each time a lecturer is presenting. (The dates are listed on the syllabus.) Remember, you will be responsible for the information.

Quizzes

Quizzes will be given at the **BEGINNING** of each class that has a required reading. You will **NOT** be able to make-up quizzes, so please be on time for class.

Paper

This semester you will be asked to interview a local African, Caribbean, and/or African American professional and/or entity. In addition to the typed transcript of the interview, you will be required to write a two-page paper about the individual. On April 2, 2009, the interview and paper will be due.

Current Events

On the date you are assigned, you will be asked to bring in a magazine or newspaper article about Current Events in the African, Caribbean, and/or African American community. You will be asked to present the article. (Yes, you need to print/copy the article for class.) You need to give a detailed summary (about a paragraph) of the article to the class. We will have a discussion of each current event.

Required Texts

Karenga, Maulana. *Introduction to Black Studies*. CA: The University of Sankore Press, 2002.

Obama, Barack. *The Audacity of Hope*, 2008.

Grades

Weekly Quizzes	100 points
Midterm	75 points
Final	125 points
Transcript of Interview	50 points
Paper	100 points
Review of Sankofa	100 points
Current Events Assignment	50 points

Grading Scale

90-100 A

80-89 B

73-79 C

72-64 D

63 and below F

Tentative Schedule

Week One

January 13: Introduction

January 15: "What is African American Studies?" Read Chapter One

Week Two

January 20: Research Day

January 22: Sankofa

Week Three

January 27: Sankofa

January 29: Review of Sankofa is due.

Week Four

February 3: Read Chapter 3 (Quiz 1)

February 5: Continue discussion of Chapter 3

Week Five

February 10: Read Chapter 4 (pp. 130-181) (Quiz 2)

February 12: Read Chapter 4 (pp. 181-230) (Quiz 3)

Week Six

February 17: Read Chapter 5 (Quiz 4)

February 19: Guest Lecturer: Mr. Robert Pryor

Week Seven

February 24: Review for Midterm

February 26: Midterm

Week Eight

March 3: Read Chapter Six (Quiz 5)

March 5: Guest Lecturer: Dr. Robert Wilson

Week Nine

March 10: Spring Break

March 12: Spring Break

Week Ten

March 17: Twenty interview questions are due. (They MUST be TYPED or I will not accept them.) Be prepared to share the subject of your interview and paper.

March 19: The Audacity of Hope (Quiz 6)

Week Eleven

March 24: The Audacity of Hope (Quiz 7)

March 26: The Audacity of Hope (Quiz 8)

Week Twelve

March 31: Research Day/Interview Day

April 2: Paper is due. View Ethnic Notions.

Week Thirteen

April 7: Read Chapter 8 (Quiz 9)

April 9: Guest Lecturer: Mr. Sylvester Hester

Week Fourteen

April 14: Read Chapter 9 (Quiz 10)

April 16: Read Chapter 10

Guest Lecturer: Dr. Eric Bridges

Week Fifteen

April 21: Current Events

April 23: Current Events

Week Sixteen

April 28: Current Events

April 30: Last Day of Class

Introduction to Women's Studies WST 2500

Dr. Wendy A. Burns-Ardolino
Spring 2009 12:00pm -1:15pm
Music Building 215
wburnsar@clayton.edu
Office Hours: Tues & Thurs 1-3pm and Wed 1-5pm
College of Arts and Sciences 110-C

Course Description:

In this course we will examine women and gender from an interdisciplinary perspective, borrowing from Humanities and Social Science fields such as English, psychology, philosophy, art, history, sociology, film studies, women's health, and cultural studies. At the same time, we will consider the ways that gender roles vary across time and in different cultural contexts, paying particular attention to analysis of interrelated gender, race, sexuality, and class oppressions.

Course Outcomes:

At the conclusion of the course students will be able to:

- Discuss, analyze, and evaluate the social construction of gender and its interaction with other constructions such as race, class and ethnicity
- Explain and understand the roles of women in society, politics, economics, and culture.
- Discuss, analyze and evaluate the political, social and economic conditions of women in the U.S and around the world

Plagiarism Policy: Plagiarism involves copying another person's words or ideas without citing the source with appropriate documentation. Any student who plagiarizes fails the plagiarized assignment. A plagiarized paper is considered an incomplete assignment. Any student who plagiarizes will fail the course. **All student papers will be submitted to Turnitin.com to check for plagiarism.**

Mid-term Progress Report: The mid-term grade in this course which will be issued on October 10 will account for 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by February 26.

February 29 is the last day to withdraw without academic penalty.

Policies: Late papers will be deducted a letter grade for each day late. Papers are to be turned in at the beginning of class. Students are expected to be on time, to be respectful of other students and to be responsible for the readings. 2 tardies = 1 absence. Students who miss more than 3 classes will have their group discussion participation grade lowered by one letter grade for each additional class missed. Also, students who miss reading quizzes will receive a 0 for the quiz on that day. Quizzes cannot be made up. **Students must be present on all days of Oral Presentations in order to receive credit for their own presentations.**

Environment: Clayton State University is committed to providing a respectful and responsible learning environment. Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, and phone: 678-466-5445. Necessary provisions to facilitate student needs will be made according to recommendations from this office.

Response Papers: Students will sign-up for 4 response papers to be turned in at designated points during the semester. Response papers should be 750 words minimum (12-point font, 1-inch margins, double-spaced). They should reflect the student's analysis of the reading(s) and/or media presentations on a weekly topic. Students are not required to do outside research for these papers, but they should reflect a rigorous interrogation of the issues and concerns discussed during this week. Each paper is worth 10% of the final course grade.

Reading Quizzes: Reading Quizzes will be given from time to time in class to assure that all students are reading critically and carefully. Quizzes will be unannounced and will cover readings assigned for that class day. Quiz grades will constitute 20% of your final grade. **Note: Quizzes cannot be made up. If you are absent on the day of a quiz, you will receive a 0 for the quiz on that day.**

Final Exam: Students will write a final exam for this course. The final exam will consist of 5 essay questions. Each student will be required to answer 3 questions. The questions will be taken directly from course readings, media presentations and in-class discussions. The final exam is worth 20% of the final course grade.

Class Discussion Groups: Discussion Groups will be assigned in-class. Students will be asked to meet in their small groups to discuss readings and to report back to the larger class. Participation in smaller discussion groups comprises 20% of your final grade. **Note: you cannot participate if you are not present in class.**

Required Texts:

Hernández, Daisy and Bushra Rehman eds. *Colonize This! Young Women of Color on Today's Feminism*. New York: Seal Press, 2002.

Heywood, Leslie and Jennifer Drake eds. *Third Wave Agenda: Being Feminist, Doing Feminism*. Minneapolis: University of Minnesota Press, 1997.

Guiding Themes For Women's Studies

Focus on the Experience and Lives of Women

valuing women as legitimate target of study - apart from the standard of male as norm;

questioning category of "woman" as representative of all women - exploring sources of variations among women, e.g., ethnic identities, socioeconomic status, disability, age, parenthood, and employment status;

encouraging research questions that were never imagined about women's lives - exploring research that is relevant to women's lives;

studying women in the context of their lives - viewing observed gender differences in the context of power dynamics and women's expected social gender roles across boundaries of race, ethnicity, nation, class, religion, and language.

Evaluation:

Class Discussion Group Participation	20%
Response Papers 10% Each	40%
Reading Quizzes	20%
Final Exam	20%
Total	100%

Grading:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

Online Articles: Galileo = G

Georgia View Articles = R

Third Wave Agenda = TW

Colonize This = CT

Course Schedule (Subject to Change)**Week 1 What is Women's Studies?**

T 1/8 Intro to course – meet and greet

HW – R “From Suffrage to Women’s Liberation: Feminism in 20th Century America”

Read Also Sojourner Truth’s “Ain’t I a Woman” and Lucy Stone and Henry Blackwell’s “Protest Against Marriage”

R 1/10 In-class – Screen *Equality : A History of the Women’s Movement in America* (30 min screening) In-class look at ERA In-class discussion to follow film

HW –R “Introduction: A Fifteen-Year History of Third-Wave Feminism”

Week 2 – U.S. Women’s Movement

T 1/15 In-class – Screen *Step by Step: Building the Feminist Movement* (56 min)

HW – R “Bringing the Global Home”

R 1/17 In-class discussion

HW – R “Feminism as a Social Movement”

Weeks 3 – Women and Work**T 1/22 In-class Discussion****HW – TW** “Living in McJobdom: Third Wave Feminism and Class Inequity”**R 1/24 In – class Screen** *Life and Times of Rosie the Riveter (65 min)***HW – CT** “What Happen’s When your Hood is the last Stop on the White Flight Express?”**Week 4 – Social, economic and political change****T 1/29 In – class – Discussion****HW – CT** “Introduction” and “Colonize This”**R 1/31 – Screen** *Iron Jawed Angels***HW – TW** “Reading between the Waves”**Week 5 –Intersections: Race, Class and Gender****T 2/5 In-class – Screen 2nd Half –** *Iron Jawed Angels***HW – CT** “Dutiful Hijas: Dependency , Power and Guilt”**R 2/7 In-class discussion****HW – TW** “The Third Wave and Representation” and Part Animal, Part Machine**Week 6 – Multicultural Women Living in America****T 2/12 Midterm****HW – CT** “HIV and Me: The Chicana Version”**R 2/14 In-class presentations****HW - TW** “We Learn America like a Script”**Week 7 – Intersections: Race, Class and Gender****T 2/19 – Screen** *Maid in America***HW –CT –** “Organizing 101: A Mixed-Race Feminist in Movements for social Justice”**R 2/21 – Screen** *Coming to Class***HW – CT** “In Praise of Difficult Chicas: Feminism and Femininity”**Week 8 – The Politics of Representation in Language, Image, & Culture****T 2/26 In-class Discussion****HW – TW** “Hues Magazine: The Making of a Movement”**R 2/28 Screen –** *Killing us Softly 3***NOTE: 2/29 is the last day to withdraw and receive a W grade****Spring break week 3/3 – 3/9****Week 9 – Women on TV****T 3/11 – In-class Discussion****HW TW** “Roseanne: A woman for Gen X”**CT** “Femme-Inism: Lessons of my Mother”**R 3/13 - Screen** *Representation & The Media*

HW CT – “Chappals and Gym Shorts: An Indian Muslim Woman in the Land of Oz”

Week 10– Women and Culture

T 3/18 – In-class Discussion

TW “A Tale of Two Feminisms: Power and Victimization in Contemporary Feminist Debate”

R 3/20– Screen *bell hooks: Cultural Criticism & Transformation*

HW CT – “Because you’re a Girl”

Week 11 – Beauty and Fashion Cultures

T 3/25 – Screen various sitcoms

HW CT “The Black Beauty Myth”

CT “Heartbroken: Women of Color Feminism and the Third Wave”

R 3/27 In-class Discussion

HW TW “Masculinity without Men: Women Reconciling Feminism and Male-Identification”

CT “Man of the House”

Week 12 – Masculinity and Femininity

T 4/1 – In-class discussion

HW TW “Deconstructing me: Being (Out) in the Academy”

CT – “Living Outside the Box”

R 4/3 – Screen *Nobody knows my Name*

HW TW “Duality and Redefinition: Young Feminism and the Alternative Music Community”

TW “Doin’ It for the Ladies—Youth Feminism: Cultural Productions/Cultural Activism”

Week 13 – Feminism and Youth Culture

T 4/8 –In-class Discussion

HW CT “Lost in the Indophile Translanton: A Validation of My Experience”

R 4/10 – In class discussion

HW CT “Bring Us Back into the Dance: Women of the Wasase”

Week 14 –Women and Music

T 4/15 –In-class Discussion

HW TW “Hip Hop Matters: Rewriting the Sexual Politics of Rap Music”

CT “Love Feminism but where’s My Hip Hop? Shaping a Black Feminist Identity”

R 4/17 – In class Discussion

HW CT “I Sold my Soul to Rock and Roll”

CT “Testimony from a Hip Hop Feminist”

Week 15 –

T 4/22 –In-class Discussion

R 4/24 – Review for Final Exam

Final Exam Day– TBA

AFAM 4800: Special Topics Course

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Liberal Studies

Degree Program: African American Studies Minor

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A. Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)
AFAM 4800 (3-0-3)
2. **Title:** *Special Topics*
3. **Restrictions (if any):**
 - a. Prerequisite(s): AFAM 2010 with a C or better
 - b. Co-requisite(s) (normal or absolute): N/A
 - c. Other restrictions (e.g. major, junior standing, permission, etc.): N/A
 - d. Other comments (e.g. recommended sequencing, career course notice, etc.): N/A
 - e. Fees (Explain): None
 - f. Grade mode (normal or pass/fail): Normal
 - g. Course(s) are deleted as a consequence: None
4. **Course description for catalog:**
Topics will usually focus on African American Studies. The course may be repeated for credit as long as topics differ.
5. **Semester of implementation:**
Fall 2009

B. Justification

1. **Where will the course fit in the curriculum and what students are likely to take it?**
The course is directed toward the African American Studies minor.
2. **Why is the course needed at CSU?**
The course will enrich existing African American Studies offerings.
3. **What similar courses (models) at other institutions have helped guide this proposal?**

Georgia State University, AAS 4970. Topics in African American Studies.

Topics in African American Studies. Intensive treatment of selected topics in African American studies. May be repeated for 12 credit hours.

Temple University, AAS. 2200. Topics in African-American Studies.

Arranged each semester. Please consult with the instructor and/or check the course schedule for specific topic.

University of Illinois, AAS 450. Selected Topics of Special interest in African American Studies. Interdisciplinary topic is reflected in class title in each semester schedule. Description of topic will be available in Department office. May be repeated if topics vary.

4. **Why are the restrictions (prerequisites, co-requisites, etc.) needed?**
The prerequisite of AFAM 2010 ensures that undergraduate students are studying with a group of qualified peers.
5. **What impact will the addition of this course have on *other* courses and/or *other* programs**

(e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) at CSU?

None

C. Course Content

1. What learning outcomes for the major will the course address?

Students who Minor in African American Studies will be able to:

- Explain the historical and cultural context of the peoples of the African Diaspora,
- Analyze the knowledge and contributions of the descendents of African civilizations,
- Discuss their knowledge of the connections of the African American community to Africa,
- Use effective communication skills, oral and written, and critical thinking skills.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

- a. Through analysis and evaluation of texts and other research materials this course will enhance students' critical thinking skills.
- b. Content and assignments in the course will allow students to improve their research and writing skills to levels of excellence expected of undergraduate students.
- c. Course discussion and spoken presentations in this course will require students to demonstrate speaking skills at levels of competence expected of undergraduate students.

3. Tentative course materials (textbooks, software, etc.)

Wilson, August. Gem of the Ocean

Wilson, August Joe Turner's Come and Gone

Wilson, August Ma Rainey's Black Bottom

Wilson, August The Piano Lesson

Wilson, August Seven Guitars

Wilson, August. Fences

Wilson, August Two Trains Running

Wilson, August. Jitney!

Wilson, August. King Hedley II

Wilson, August. Radio Golf

Wilson, August. "The Ground On Which I Stand" Callaloo 20.3 (1998) pp. 493-503

Wilson, August, "National Black Theater Festival" Callaloo 20.3 (1998) pp. 483-492

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

Week One: Introduction

Week Two

Biography/Reference Presentations

"From Lorraine Hansberry to August Wilson: An Interview with Lloyd Richards" by Shannon Sandra Callaloo 14.1 (Winter 1991) pp. 124-135

"The Light in August" by Suzan-Lori Parks American Theatre (November 2005) pp. 22-25

Wilson, August. "The Ground On Which I Stand" *Callaloo* 20.3 (1997) 493-503
 Wilson, August, "National Black Theater Festival" *Callaloo* 20.3 (1997) pp. 483-492
 Week Three: *Gem of the Ocean*
 Week Four: *Joe Turner's Come and Gone*
 Week Five: *Ma Rainey's Black Bottom*
 Week Six: *The Piano Lesson*
 Week Seven: *The Piano Lesson* (film)
 Week Eight: *Seven Guitars*
 Week Nine: *Spring Break*
 Week Ten: *Fences*
 Week Eleven: *Two Trains Running*
 Week Twelve: *Jitney!*
 Week Thirteen: *King Hedley II*
 Week Fourteen: *Radio Golf*
 Week Fifteen: Presentations
 Week Sixteen: Presentations

D. Faculty, Facilities, and Expenses

- 1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?**

The course will be taught by existing faculty with current qualifications.

- 2. What impact will having faculty teach this course have on other courses?**

This course will be added to the rotation of upper division course offerings for AFAM.

- 3. What proportion of course sections are expected to be taught by full-time and part-time faculty?**

All sections will be taught by full-time faculty.

- 4. What expenditures (e.g., new equipment, new facilities, new software, etc.), if any, will be required beyond faculty salaries and routine clerical support?**

None

- 5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.**

- Galileo, MLA Int'l specifically Arts and Humanities

- 6. What additional library resources must be added to support the proposed course?**

The course can be taught with existing resources.

- 7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?**

None

E. Enrollment

- 1. What is the estimated number of sections per year?**

Section offerings will vary according to need.

- 2. What is the estimated average enrollment per section?**

Twenty-five

3. What is the estimated total enrollment per year?

Twenty-five or more

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any)

None.

AFAM 3510/WST 3510: Black Feminist and Womanist Theory

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Liberal Studies

Degree Program: African American Studies Minor

Signature, Department Head

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

School/College: Arts and Sciences

Signature, Dean of School/College originating proposal

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost Office

Signature, Associate Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

CAPC

Signature, Chairperson of CAPC

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

Provost

Signature, Provost

Action Taken
Date of Action Approved
 Disapproved
 Non-Applicable

A. Catalog Information

1. **Subject prefix, number, and hours (SCH and contact) distribution:** (Number subject to Registrar's approval.)
Crosslist AFAM 3510 and WST 3510 (3-0-3)
2. **Title:** *Black Feminist and Womanist Theory*
3. **Restrictions (if any):**
 - a. Prerequisite(s): AFAM 2010 (C or better) or CMS 2010 (C or better) or SOSC 2501 or WST 2500 (C or better)
 - b. Co-requisite(s) (normal or absolute): N/A
 - c. Other restrictions (e.g. major, junior standing, permission, etc.): Junior Standing
 - d. Other comments (e.g. recommended sequencing, career course notice, etc.): N/A
 - e. Fees (Explain): None
 - f. Grade mode (normal or pass/fail): Normal
 - g. Course(s) are deleted as a consequence: None
4. **Course description for catalog:**
Explores the theories of black feminism and womanism from the nineteenth century to the present.
5. **Semester of implementation:**
Fall 2009

B. Justification

1. **Where will the course fit in the curriculum and what students are likely to take it?**
Students pursuing an AFAM or WST minor or Liberal Studies major likely to take this course.
2. **Why is the course needed at CSU?**
The course will enrich existing African American Studies and Women's Studies offerings.
3. **What similar courses (models) at other institutions have helped guide this proposal?**
Georgia State University, AAS 4125. BLACK FEMINIST THOUGHT
Black Feminist Thought. Prerequisite: AAS 2010. (Same as WSt 4750.) Explores the tradition of Black feminism in the nineteenth and twentieth centuries. Students will critically read, discuss, and respond in writing to a series of texts representing Black feminist thought and its relationship to other feminisms. Students will be expected to demonstrate their knowledge of the Black feminist tradition and their ability to query, compare, and extend Black feminist theories.

Temple University, AF-AM 3205. The Black Woman (3 s.h.)

This course will review and analyze experience and representation of African American women from a variety of feminist, psychological, and African-centered perspectives. Students will apply theoretical and research findings from selected scholarly and anecdotal sources to understanding the unique challenges of African-American women's treatment and methods of coping, resistance, and survival in legal, educational and social systems steeped in racism, sexism, homophobia and patriarchy. Class assignments (e.g., reaction, papers, group project.) will help

students develop the skills necessary to communicate effectively and professionally, in both oral and written form, about these important issues.

University of Florida, AAS 3930-3459. Black Feminist & Womanist Theory

This course offers an interdisciplinary survey of African-American and other African descendant women's contributions to feminist theory as a heterogeneous field of knowledge encompassing multiple streams of gender- and race-cognizant articulation and praxis.

Among these are the interventions and projects known as "multiracial feminism," "critical race feminism," "transnational black feminism," and "womanism." Caribbean, Afro-Latin American, and Black British feminisms are also included when we map feminist consciousness and practice across the Black Atlantic and African Diaspora.

4. Why are the restrictions (prerequisites, co-requisites, etc.) needed?

The prerequisite of AFAM 2010 ensures that undergraduate students are studying with a group of qualified peers.

5. What impact will the addition of this course have on *other* courses and/or *other* programs (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.) at CSU?

None

C. Course Content

1. What learning outcomes for the major will the course address?

Students who minor in Women's Studies will be able to:

- expose students to interdisciplinary perspectives
- enable students to appreciate diversity
- expand awareness of global gender issues
- advance skills in the General Education outcomes of Critical Thinking and Communication (written, spoken, and computer-assisted)

Students who minor in African American Studies will be able to:

- Explain the historical and cultural context of the peoples of the African Diaspora,
- Analyze the knowledge and contributions of the descendents of African civilizations,
- Discuss their knowledge of the connections of the African American community to Africa,
- Use effective communication skills, oral and written, and critical thinking skills.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

- a. Through analysis and evaluation of texts and other research materials this course will enhance students' critical thinking skills.
- b. Content and assignments in the course will allow students to improve their research and writing skills to levels of excellence expected of undergraduate students.
- c. Course discussion and spoken presentations in this course will require students to demonstrate

speaking skills at levels of competence expected of undergraduate students.

3. Tentative course materials (textbooks, software, etc.)

Collins, Patricia Hill. *Black Feminist Thought*. New York: Routledge.

Hooks, bell. *Ain't I a Woman: Black Women and Feminism*. Cambridge, South End Press, 1999.

Hooks, bell. *Feminism is for Everybody: Passionate Politics*. Cambridge, South End Press, 2000.

Layli Phillips, ed. 2006. *The Womanist Reader*. New York: Routledge.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus

5. Attach a tentative course outline (one page or less)

Week One: Introduction

Week Two: Overview of Feminist Theory

Week Three: Overview of Black Feminist Theory

Week Four: Overview of Womanist Theory

Week Five: Overview of Womanist Theory

Week Six: Images in the Media

Week Seven: Images in the Media

Week Eight: Selected readings in African American Literature

Week Nine: Selected readings in African American Literature

Week Ten: Popular Culture and the Female Body

Week Eleven: Popular Culture and the Female Body

Week Twelve: Politics of the

Week Thirteen: Presentations

Week Fourteen: Presentations

Week Fifteen: Conclusion

D. Faculty, Facilities, and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

The course will be taught by existing faculty with current qualifications.

2. What impact will having faculty teach this course have on other courses?

This course will be added to the rotation of upper division course offerings for AFAM and WST.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All sections will be taught by full-time faculty.

4. What expenditures (e.g., new equipment, new facilities, new software, etc.), if any, will be required beyond faculty salaries and routine clerical support?

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

- Galileo, MLA Int'l specifically Arts and Humanities

6. What additional library resources must be added to support the proposed course?

The course can be taught with existing resources.

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None

E. Enrollment

1. What is the estimated number of sections per year?

Section offerings will vary according to need.

2. What is the estimated average enrollment per section?

Twenty-five

3. What is the estimated total enrollment per year?

Twenty-five or more

4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (Explanation, if any)

None.