

The Interdisciplinary Study of the Humanities and Sciences  
Concentration Proposal  
October 16, 2016

**Introduction**

We propose the creation of a concentration in the Interdisciplinary Study of the Humanities and Sciences (ISHS) within Drake University's College of Arts and Sciences, as outlined below.

This proposal grows out of a series of meetings among members of the ISHS working group held in summer, 2015. The group was convened by Craig Owens, Professor of English, after soliciting university-wide expressions of interest in participating, and included Jeff Karnicky, Associate Professor of English; Milan Sherman, Assistant Professor of Mathematics; Karen Zwier, Adjunct Professor of Philosophy; Martin Roth, Associate Professor of Mathematics; Mark Vitha, Professor of Chemistry; and Joseph Schneider, Ellis and Nelle Levitt Distinguished Professor of Sociology.

These meetings were underwritten by a program development grant (\$5,000) from the Center for the Humanities and a collaborative development grant (\$2,500) from the College of Arts and Sciences Dean's Office.

The proposed program received approval from the College of Arts and Sciences Council in Fall, 2015

**Program Description**

The Program in the Interdisciplinary Study of the Humanities and Sciences (ISHS) is an 18-hour concentration that invites students from any academic discipline to investigate topics in humanities and sciences from a variety of perspectives. It engages with historical, philosophical, ethical, cultural, and representational aspects of scientific and mathematical investigation. It also examines social formations, cultural objects, texts, and discourses from empirical and experimental perspectives. Students will engage with these issues, questions, and perspectives both collaboratively and individually. In doing so, they will develop and articulate their understanding of how scientific inquiry, mathematical reasoning, and humanistic analysis and interpretation relate to one another. Students who successfully complete the concentration in ISHS will be able to articulate a complex, nuanced, reflective, and informed understanding of the way the sciences and humanities interrelate.

**Topics and Themes**

Among the topics to be explored in ISHS courses are:

- The history, philosophy, and sociology of science and mathematics
- Literary, journalistic, historiographical, media, and artistic representations of and responses to developments in the sciences and mathematics
- The comparative study of science, mathematics, and humanities methods
- The influence of technological innovation on the pursuit of scientific, mathematical, and humanities inquiry
- The role of narrative in framing developments in the sciences, mathematics, and humanities
- Scientific and humanities perspectives on language, identity formation, gender/sex/sexuality, discourse, and subjectivity
- Hybrid humanities-scientific-mathematical approaches to framing and addressing social issues (such as public health, technological innovation, gender and sex identity, new media literacy, education, race, and social justice)
- The ethics of scientific research and technological development.

While ISHS 100: Themes in the Interdisciplinary Study of the Humanities and Sciences has been created newly designed as a core course anchoring the concentration in a common experience among its concentrators, ISHS will draw principally from among course already taught at Drake. The following courses have been offered by their instructors for inclusion in the concentration. Upon final approval of the concentration, we will request the inclusion of additional courses—particularly lower-division ones—to round out the offerings. One note about FYS courses: CAAD's approval (Council of Academic and Administrative Departments) of the concentration came contingent upon our stipulating that students could *request* that their FYS "count" toward the program after the fact, but they said we could not designate FYS courses as ISHS-Concentration-approved in advance.

### **ISHS 100: Themes in the Interdisciplinary Study of the Humanities and Sciences**

#### **Course Description**

How has Charles Darwin influenced the field of literary study? How has neuroscience affected movie making? What can artists tell us about the scientific advancements of their time? How might these advancements have affected art itself? How has biology affected the social sciences? What can the history of science tell us about the process of scientific discovery? Why were so many famous scientists also philosophers? Why and how has religion had such a strong influence on science? What does science have to say about faith? Why are math and philosophy so strongly connected? When, why, and how did science and the humanities become different fields of studies?

The concentration program in the Interdisciplinary Study of the Humanities and Sciences

(ISHS) explores how we might address such. This course is the cornerstone course in the ISHS curriculum; as such, it familiarizes students with the various ways in which the humanities and sciences interact with, influence, and inform one another. The course begins by raising questions about: (1) the nature/definition of the humanities and the sciences as (sets of) disciplines; (2) the boundaries/distinctions between the various fields within/across disciplinary lines; and (3) the characteristic ways in which knowledge is produced, transmitted, and used within each set of disciplines. The course also offers a survey of various models of interaction between the humanities and sciences, including a sampling of work from fields such as philosophy of science, history of science, sociology of science, literary studies of science, science dramatization, fine arts and science, religious studies and science, science journalism, and cultural studies of science. The course equips students to frame and address particular questions (ethical, social, epistemic, practical) that arise at the intersection of the humanities and the sciences.

### Course Objectives

- To equip students to question and critically reflect on traditional disciplinary boundaries between the humanities and sciences and the ways in which those boundaries advance or inhibit the growth of knowledge
- To foster in students an appreciation of the benefits of interdisciplinary approaches
- To survey various fields in which humanistic and scientific scholarship are brought to bear on one another
- To provide students with the tools and background necessary to study particular interdisciplinary topics in future ISHS courses

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### **Theories of Language and Discourse (Eng 174/Eng 128/Hon 184)**

Instructor: Craig Owens

### Overview

Participants in this class will work toward an understanding of discourse and discursive formations, systems, and regimes as the intersection of *representation* and *ideology*. We will look closely at the way science, technology, and rationality have been represented in Western drama over the past century, paying particular attention to the way these representations identify, anatomize, analyze, and, in some cases, work against the way techno-rationalist and scientific discourse deploys power in order to impose order on, and thus to construct, knowledge.

### Goals and Outcomes

This class enrolls students from three more or less distinct courses: English 128: Theories of Language and Discourse; Honors 184: Theories of Language and Discourse; and English 128: Advanced Topics in Drama. Despite that fact, we will strive toward several common goals.

- To learn to articulate the relationship among ideology, representation, and discourse.
- To read dramatic texts as ideological and discursive formations.
- To recognize and analyze the way discourse operates within representation.
- To recognize and analyze the ways scientific discourse are inflected by ideological and representational dynamics.
- To learn to speak and write confidently and knowledgably about ideology, discourse, and representation.
- To refine the ability to take part in collaborative learning and intellectual discussion.

In addition to these common goals, depending on which course number they have enrolled in, students will engage in the sustained analysis of either...

- A dramatic text or performance, with special attention to its discursive registers and ideological operations, or...
- A present-day manifestation of techno-rationalist discourse in any medium or genre.

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### **SCSS (Sociology) 135/HONR 165 Technoscience Culture and Practice**

Instructor: Joseph Schneider

#### Course Content and Themes

This course offers something of an historical and theoretical overview of the interdisciplinary field called science studies or the social studies of science and technology; this also sometimes is called the sociology of science, if we restrict ourselves to sociological writings. Readings, class discussion, and writing draw on scholarly work that has emerged since the 1970s, although earlier important arguments and writing will be referenced. The history of the social study of science framed here—in which science is taken as the topic for study and analysis—is one of movement from (1) the examination of so-called “social factors” or “forces” that are thought to “influence” and “shape” *the social organization* of scientific work and knowledge (this is more the sociology of science) to (2) science studies, which has taken the production of scientific knowledge itself as topic for study; that is, knowledge and knowledge production come front and center as topic. This science studies work sees science or technoscience (they are now surely inseparable) as a set of mundane and always local

practices available for critical examination. There is, surely, a demystification move here, as in all sociology, attempting to take something that seems strange and make it familiar (the move in the other direction is also a common sociological and critical one). Here, science *is* society rather than thought to be somehow separate from it, and the old understanding that science is somehow a world apart from the social-cultural-historical is rejected (the slightly mysterious view). This science-is-social view is a refusal of the binary view of there being an “inside” of science that is not amenable to socio-cultural study and analysis, on the one hand, and then an outside to/of science thought of as society and culture—the social—that is somehow distinct from the former, on the other. This refusal of the dualism—like so many other refusals—has come to represent much current writing on science and technology done in the humanities and social sciences. The refusal of this dualism is also a kind of signature move of sociology itself relative to virtually anything humans in co-presence do (and even for some of us, beyond humans).

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### **Math 17: Spirit of Mathematics**

Instructor: Milan Sherman

#### Course Description

The nature of the topics will vary but will expose students to a wide variety of mathematics. Topics from advanced mathematics will be included but will be presented at a level appropriate to college students who do not have an extensive mathematical background. Topics considered for current versions of the course include financial mathematics, fractals, chaos, environmental mathematics, conceptions of space, the nature of infinity, encryption techniques and topics from the history of mathematics. Among the mathematical techniques that will be used: functions and equations (exponential, linear and quadratic); difference equations; equation solving techniques (algebraic and technological); problem solving and mathematical reasoning techniques; basic probability and statistics; graphical analysis; geometrical analysis; the concept of infinity. Prereq.: None.

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### **CS 83: Computer Ethics**

Instructor: Eric Manley

#### Course Description and Objectives

This course examines the ethical and social issues arising from advances in computer technology, and the responsibility that computer professionals and users have with regards to computer use. The course will serve to increase understanding of issues related to ethics, professional conduct and social responsibility as they arise in the field

of computer science. Students will be exposed to the history of the discipline from a social point of view, and to various frameworks from which ethical and professional decisions can be made within the discipline. Additionally, the course serves to develop 1) the ability to think clearly; 2) habits of professional responsibility and behavior; and 3) effective writing and presentation skills.

The Values and Ethics Area of Inquiry requires at least two of the following learning outcomes. I expect that you will exit this course with the ability to do all five:

1. Recognize and reflect critically on ethical issues.
2. Identify values that underlie human activities.
3. Articulate ethical issues that arise in their professional or civic life.
4. Articulate relevant ethical issues and apply them in developing solutions for critical problems and questions.
5. Articulate a reasoned vision of their own values or core beliefs.

### Course Format

This course is primarily discussion-based. This format requires your participation in order for it to be successful. Therefore, I expect you to 1) read the reading assignments ahead of time, 2) come to class, 3) respectfully participate in the class discussion. In order to motivate you to do this, a portion of your grade will come from quizzes over the reading assignments and my evaluation of your participation.

Although this class focuses on morality, it is not my intent to tell you what is right or wrong. I will facilitate discussion by raising questions and prodding you to justify your answers. I may also play devil's advocate or take sides in order to help the discussion along. I will occasionally ask you to argue a perspective that you do not necessarily agree with (and you may choose to do this without my direction). In the end, the goal is to understand the ethical issues we discuss and to think critically about ethical arguments and opinions.

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### **FYS: Data, the Politics of the Information Society & You**

Instructors: Deb DeLaet and Dan Alexander

### Course Description

This first year seminar will examine and analyze the expanding role of 'big data' in our social, political, and economic lives. Data has come to structure and shape our daily lives in critical ways. Economic efficiencies, technological developments such as artificial intelligence and machine learning, and an ascendant analytical worldview now allow for the storage and processing of massive amounts of digital data. Companies collect big data so you get better ad clicks and so they can improve their bottom lines.

Governmental institutions use big data as a surveillance tool. Even social media—our tweets, family photos, news stories, personal opinions, daily routines and habits—has

become a new source for big data. In turn, a data-driven approach to our every day lives—whereby we track fitness and nutrition, travel and recreation, and our social plans via apps—has become increasingly prevalent, not always for the good.

But big data can have many positive uses. Foremost, it enables us to strive for decisions that are driven by analytical evidence rather than anecdotal or impressionistic thinking. Evidence-based decision-making should lead to more accurate analyses by individuals, organizations, and governments. At the same time, big data has a downside. It involves information on such a vast scale that the evidence that informs decision-making may be very far removed from the individuals and communities affected by key decisions—moreover, it may ignore important evidence gathered by other means. Critics argue that a big data approach to our social, political, and economic lives risks diminishing our humanity as digitized interactions displace genuine interpersonal relationships and as individual privacy is threatened by an ever-expanding sphere of consumable ‘public’ data. This FYS will provide students with opportunities to investigate both the positive uses and downside risks of big data as they consider its effects in their daily lives as individuals, consumers, and citizens.

There are no quantitative pre-requisites for this course. The course will be informed by insights from multiple disciplines, and students whose primary interests are in mathematics, the natural sciences, the humanities, the social sciences, or the arts will be equally at home in this class. For those who need it, the course will provide a gentle introduction to quantitative analytical technique, including assignments and activities designed to help students develop skills in reading quantitative analysis.

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### **Art and Chemistry (Art 70/Chem 70)**

Instructors: Mark Vitha and Maura Lyons

#### Course Description

This course examines the intersections of art and chemistry, with specific focus on the medium of painting. It is grounded in the questions of what art history can learn from chemical studies of artworks, and how knowledge of art history can guide chemical inquiries. Topics include the materials and processes of art making; the authentication, restoration, and conservation of art and their ethical implications; and the historical circumstances in which specific artworks were created. The course will include lecture, discussion, laboratory experiments, and field trips.

#### Learning Outcomes:

- Use the skills of visual and historical analysis to interpret artworks, including paintings by Jan Vermeer, Anthony van Dyck, Mark Rothko, and Jackson Pollock.

- Gain a familiarity with some of the chemical analysis methods used to examine paintings.
- Conduct research in the area of art restoration, conservation, and authentication.
- Recognize the ethical dimensions of art conservation and restoration.
- Articulate examples in which art historical questions motivated specific scientific examination of an artwork.
- Articulate examples in which chemical findings motivated specific art historical scholarship.

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### **Religion and Science (PHIL 151 / REL 151 / HONR 148)**

Instructor: Martin Roth

What is Science? What is Religion? Why has there been so much conflict in western history between these cultural forces, and is such conflict inevitable? Do religious believers who speak about science or scientists who speak about religion overstep the legitimate boundaries of their respective disciplines? This course offers an examination of these and other questions. We will begin with an introduction to several perspectives and terms that will shape our discussion, and then we will proceed with a historical survey of the interaction of science and religion in western culture. Students who successfully complete this course will achieve a greater knowledge of the history of science and religion, sharpened skills for analyzing the nature of both the scientific enterprise and religious thought and practices, and a cultivated awareness of how science and religion continue to interact in contemporary American society to shape public policy and perceptions. This is an honors course for motivated students; it will involve grappling with difficult primary source readings and substantial writing.

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### **Physics and Philosophy (PHIL 151 / HONR 173)**

Instructor: Karen Zwier

Some of our current physical theories have quite radical and seemingly paradoxical things to say about reality. But what do they really mean? What are their philosophical consequences? Why should we take them seriously? This course offers an examination of these and other questions. We will study various conceptions of space and time across history and consider philosophical issues arising from classical and quantum mechanics. Topics will include: the various conceptions of space and time; the debate between absolute and relative space; special and general relativity; spatio-temporal locality and non-locality; the ontology of fields; determinism and indeterminism; and interpretation of quantum mechanics, including wave-particle duality, the measurement problem, and the uncertainty principle. The course is self-contained: all of the math and physics necessary for doing well in the course will be taught in class. A prior detailed

knowledge of physics is not required. The course will be presented primarily on a conceptual level, with use of mathematics limited as much as possible, but we will occasionally make use of some algebra and basic calculus. This is an honors course.

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**PHIL 129: Philosophy of Science**

Instructor: Martin Roth

The course will examine the major topics and issues of contemporary philosophy of science, including (but not limited to) the demarcation criteria of science, the rationality and objectivity of scientific theories, the verification and falsification of scientific theories, and the claims and merits of realism, pragmatism, empiricism, and constructivism. The course will also consider the ways in which various contexts of scientific activity (technological, social, historical, economic, political, personal) affect the practice and aims of science.

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**PHIL 130: Minds, Brains, and Computers**

Instructor: Martin Roth

What is it to “have” a mind? Are minds “things”? If so, are they physical things? What is the relationship between your mind and your brain/body? Can computers think, feel, and be conscious? Might you be a computer? In this class we will analyze and critically evaluate a variety of answers to these questions and the arguments given for those answers. We will start by examining some traditional approaches to the relationship between mental and physical phenomena, including dualism, logical behaviorism, functionalism, and the mind/brain identity theory. Next, we will consider the nature and locus of consciousness and intentionality and how the phenomena of consciousness and intentionality may bear on theories about the mind/body relationship. We will also examine the “common-sense” appeal to beliefs, desires, and intentions in explaining human behavior and explore whether and/or to what extent those explanations can be illuminated, supplemented, revised, or undermined by empirical science. Our discussion of these issues will be informed by the arguments of prominent philosophers, as well as theoretical and empirical developments in psychology, computer science and neuroscience.

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**PHIL 140: Neuroscience and the Law**

Instructor: Martin Roth

Our laws reflect certain assumptions about the nature of—and relationship between—intent, choice, reason, emotion, action, responsibility, and punishment. In this course, we will examine these assumptions in light of our growing understanding of how the brain works. Among the questions we will consider include: What are these assumptions in the first place, i.e. what picture of human beings do they suggest? Do results from cognitive neuroscience support or undermine these assumptions? What are some of the conceptual challenges that arise when attempting to use cognitive neuroscience to study and understand mind, choice, and responsibility? In what ways (if any) might we revise our legal system, in light of the science? Most of the works we will read are by legal scholars, philosophers, and/or neuroscientists.

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### **Gender, Technology, and Embodiment (SCSS 178/HONR 160)**

Instructor: Janet Wirth-Cauchon

In this course, we will study the social and ethical implications of new technologies that alter the understanding and experience of embodiment and that challenge the boundaries and meaning of gender and race-ethnicity. Through study of critical feminist and social analyses of topics such as genetic testing, new imaging technologies, reproductive technologies such as ultra-sonography and transnational surrogate motherhood, posthumanism and affect and biotechnologies of control, we will address the politics of “life itself.” We will study theoretical concepts through which to analyze the changing relations between biotechnologies and social relations.

#### Course Goals

- Overall goal: To gain an understanding of how new biotechnologies are affecting social life, so that we may be better prepared to confront and respond to the social and ethical issues they raise.
- To become conversant with critical feminist analysis of new biotechnologies and their role in transforming the understanding of embodiment.
- To address the ways new technologies may reinforce or help ameliorate social inequalities of gender and race.
- To critically examine the popular representation of genetics in media.
- To learn to speak and write about these social implications, drawing on feminist, sociological and cultural analyses.

### **SCSS 150/Honr 117 New Materialist Feminisms**

Instructor: Janet Wirth-Cauchon

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This course is a study of what has become to be called the “nonhuman turn” in social

sciences and humanities that addresses questions of matter, nature, affect, and the nonhuman in relation to culture. We will examine how feminist thought has taken up these themes, and we will read several contemporary works addressing issues such as the meanings of “nature” and culture, the agency of matter, ecological co-existence, feminist readings of evolutionary theory, animal studies and companion species, and technology and objects.

### **Concentration Requirements**

To complete the concentration in ISHS, students will...

- Take ISHS 100: Themes in the Interdisciplinary Study of Science and the Humanities—3 Credits
- Take an additional 12 hours of ISHS-designated coursework (at least 6 at the upper division)
- Engage in a culminating, individualized 3-credit learning experience that integrates scientific and mathematical inquiry with humanities and social sciences inquiry.

### **Program Goals and Outcomes**

#### Learning Goals

- To engage in reflective interdisciplinary thinking about the sciences and humanities.
- To use methods and approaches characteristic of the sciences and humanities for investigating a variety of topics.
- To develop the ability to synthesize these approaches and methods.
- To interrogate assumptions about the ways the sciences and humanities relate to each other.
- To encourage habits of mind that enable lifelong inquiry into and reflection upon issues in the sciences and humanities.

#### Learning Outcome

Students successfully completing the ISHS Program will have articulated an informed, nuanced, and complex understanding of the sciences and humanities as they relate to each other.

#### Strategic Goals

- Recruit and retain students interested in the interdisciplinary study of the sciences and humanities.

- Support the mission of the University by working to integrate the liberal arts and sciences and to foster collaborative learning.
- Attract grants and gifts in support of the program's goals.
- Establish relevant campus programming, such as film series, readings, lectures, and the like.
- To advocate for the co-relevancy of the sciences and humanities.

### **Operational Logistics**

The ISHS Program will administer itself by means of the following operational practices:

- Oversight of the program, courses, and assessment will be shared among faculty teaching in the program.
- A designated director will oversee such matters as course scheduling, meetings, and assessment activities and will represent the program at the college and university levels.
- The program will not undertake faculty performance review, except in the context of consultative, formative assessment (such as course observation and faculty development activities)
- Course offerings will be based on a variety of factors including:
  - The degree to which courses advance the goals and outcomes of the program.
  - The potential for courses to fulfill needs in addition to program goals and outcomes, such as
    - Fulfilling AOI and/or Honors Track Requirements
    - Contribute to the FYS and Engaged Citizen programs
    - Fulfilling requirements in students' declared majors
    - Fostering active, reflective, and collaborative learning
    - Engaging in high-impact learning practices
  - The regular availability of courses to be offered.
  - The ability for faculty to teach courses contributing to the program as part of their regular teaching load.

### **Implementation Timeline**

Presuming approval by Spring 2017, the following timeline will guide implementation of the ISHS concentration:

- Spring 2017: Solicit additional course for inclusion in the concentration catalogue, with special attention to lower-division courses.
- Summer 2017: Create and launch webpages; publicize the availability of the concentration.
- Fall 2017: Launch of the program.

- Fall 2017 and after: Fundraising
- Every semester afterwards: A meeting of the faculty teaching in the program to assess, refine, and continue to build the program and courses.

## **Resources**

Initial resource needs will be minimal, and will include a modest supplies budget and the availability of one reassignment from disciplinary teaching responsibilities to allow a member of the ISHS faculty member to teach ISHS 100 annually. In its first few years, the concentration's director will coordinate the scheduling of courses as part of their regular institutional service assignment.

Depending on program growth after three years, additional annual resource needs would include:

- Funding for a 1-course reassignment for the director (\$5,000)
- Operational funding for supplies, photocopies, and the like (\$1,500)
- Summer course development funding (\$10,000)
- Programming funding to support events, visiting lecturers, etc. (\$10,000)
- Student research travel support (\$5,000)

These costs would be entirely underwritten by grant and donor fundraising from sources outside Drake.

# Approved

## Proposal for an International Relations Minor

The Department of Political Science is proposing to add an International Relations Minor to complement our existing major in International Relations, major in Politics, and minor in Politics.

### Requirements for the Minor in International Relations:

1. Minors must complete a minimum of 21 hours in International Relations in the following manner:

a. Two introductory-level required courses for a total of 6 credit hours:

- POLS 065 Comparative Politics (3 hrs)
- POLS 075 World Politics (3 hrs)

b. Three upper-level required courses for a total of 9 credit hours:

- POLS 170 International Law (3 hrs)
- POLS 1xx International Security (3 hrs)
- POLS 126 Political Economy of Globalization (3 hrs)

c. One 3-credit upper-level elective course in comparative politics, to be determined in consultation with your advisor.

d. The final 3 credit hours will be taken through language study at Drake or an affiliated institution abroad.

2. For graduation, minors must have at least a 2.00 cumulative G.P.A. in all courses counted towards the minor.

3. Only Pols 065 and Pols 075 can count as credits towards both an IR minor and a Politics major or minor.

Learning Outcomes:

Our learning outcomes for the minor fall under the three categories of content, skills, and attitude.

- Content
  - Understand that people’s responses to common problems are shaped by varied political, historical, socioeconomic, and cultural contexts.
  - Grasp contending concepts and theories that attempt to explain patterns of international cooperation and conflict and apply these theories to historical and contemporary cases.
- Skills
  - Become critical readers of books and articles about international relations and relate this information to their own lives.
  - Develop language and related skills allowing them to engage effectively in intercultural communication.
  - Develop the ability to make a reasoned and persuasive written argument in the context of knowledge and ideas about international relations.
- Attitude
  - Be prepared to act as responsible global citizens, ~~by viewing events from the units of analysis of global and international actors and dynamics defined as “active political, social, environmental or economic agents in an interdependent world in which new institutional forms beyond nations are beginning to emerge.” (Lagos)~~

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Rationale:

An IR minor would serve both our department mission and the university mission to instill a sense of global citizenship in Drake students and enhance intercultural understanding across the curriculum. This minor will serve those students who seek to complement an existing major, particularly in the hard sciences or fine arts, with an international minor. At this time their only option is an individualized minor.

Faculty Resources:

We do not expect a huge increase in numbers based on this new minor but we will be helping an underserved student population that has been seeking such an opportunity to add an international component to their college studies. Therefore, we will be able to use existing faculty resources. We are already teaching two sections of Pols 065 and Pols 075 each semester

(with 80% enrollment). We also already teach Pols 126 each fall. In spring 2018, we will begin teaching Pols 170 each spring as part of our new IR major requirements. In fall 2017 we are introducing a new course, International Security, currently Pol 109 (special topics course number). It will also be offered each year from now on under a new course number. Each semester we have multiple offerings for upper-level courses in comparative politics.

## NEW COURSE PROPOSAL FORM

Proposed course department, number, and title **MUS 157, Orchestral Performance in the Elementary & Secondary Schools.** Music Department

Number of credit hours 3

Contact person for the course/proposed teacher of the course \* Michele Senger (Ashley Sidon, faculty contact)

In what semester and year will the course first be taught? Spring 2018

How often will the course be taught? Depending on needs of department. Typically once every 2 years

What will the schedule be for this course during the semester? (e.g., it will meet twice weekly for 75 minutes) Once weekly for 3 hours

Has this course been taught as a special topics course in the past? If so, please indicate the title and when it was taught. No

Will this be a required course? If so, for students in what major(s) or program(s)? Yes, strings music education

What is the enrollment limit? 10

What is the grading category? (e.g., letter grades; credit/no credit) Letter grades plus also require to do 10 hours of observation

Proposed course description, as it would appear in the catalog (this should be no more than a paragraph in length) This course will cover the philosophical, pedagogical and administration of a successful orchestra program from elementary through secondary levels. Students will gain understanding of the new National Standards for Music Education as they apply to ensemble courses, develop curricular materials, and explore assessment models in a student-centered classroom.

Please list any prerequisites or corequisites. Junior standing

Will this course be submitted to fulfill an AOI? No

If appropriate, please list the majors and/or degrees that students must be pursuing to enroll in this course. If there are no restrictions on enrollment, please indicate this. Music Education only

Please include a sample syllabus for the course that includes the following:

- A detailed overview of course content
- Specific learning outcomes of the course
- Proposed projects, assignments, and other activities
- Examples of course texts and readings
- Outline of assessment methods

Approved

To: Music Department Faculty  
From: Music Education Committee  
Re: Modification to the Instrumental Music Education Curriculum

The Department of Music wishes to propose a modification to the instrumental-general music education degree, allowing students to enroll in either MUS 159 (Instrumental Performance in the Junior and Senior High School) or the newly proposed MUS 157 (Orchestral Performance in the Junior and Senior High School), according to their instrumental specialization.

In Spring 2017 the Music Education Committee, consisting of Lindsay Weiss, Ashley Sidon, Bob Meunier, Grady McGrannahan, and Aimee Beckmann-Collier, determined that a modification to the music education curriculum for strings music education students should be made. Students in that curriculum have been required to enroll in MUS 159, a methods course for instrumental music education majors that is focused on band programs at the secondary level. The committee proposed that a new course be created that would specifically focus on secondary orchestral programs. This course would become the required secondary methods class for strings music education students. The committee believes that those students will be much better served by this course, which will be specifically tailored to the materials, concerns, and teaching competencies of strings music education majors.

<b>Proposed course title</b>	Physics and Philosophy
<b>Proposed course department and number</b>	PHIL 173
<b>Proposed course department and number</b>	will be cross-listed with HONR 173, PHY ???
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Karen Zwier
<b>Department submitting proposal</b>	Philosophy & Religion
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	once every 2 years
<b>Who else in the department is qualified to teach this course</b>	None
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	PHIL 151 / HONR 173
<b>Course Details</b>	
<b>Schedule type</b>	Discussion
<b>Offer to what levels of students</b>	Undergraduate Graduate Pharmacy Law Non-degree

<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	20
<b>Proposed course description (as it will appear in the catalog)</b>	Some of our current physical theories have quite radical and seemingly paradoxical things to say about reality. But what do they really mean? What are their philosophical consequences? Why should we take them seriously? This course offers an examination of these and other questions. We will study various conceptions of space and time across history and consider philosophical issues arising from classical and quantum mechanics. [The course is self-contained: all of the physics necessary for doing well in the course will be taught in class. A prior detailed knowledge of physics is not required. The course is presented primarily on a conceptual level, with use of mathematics limited as much as possible, but occasional use is made of algebra, matrices, and basic calculus.]
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	n/a
<b>List any required corequisites.</b>	n/a
<b>Indicate with which course this would be cross listed, if applicable.</b>	HONR 173 / PHY special topics
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No

<b>Include only students in this class</b>	SO JR SR
<b>Exclude only students in this class</b>	FR
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:</b>	Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Drugs, Law, and Society
<b>Proposed course department and number</b>	LPS 133
<b>Proposed course department and number</b>	LPS 133
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	William Garriott
<b>Department submitting proposal</b>	Law, Politics, and Society
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	Every other year
<b>Who else in the department is qualified to teach this course</b>	None of the current faculty
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	LPS 135 Drugs, Law, and Society
<b>Course Details</b>	
<b>Schedule type</b>	Lecture
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	28
<b>Proposed course description (as it will appear in the catalog)</b>	This course examines the social, legal, and political dimensions of drugs, drug use, and drug regulation, focusing on the United States in global and comparative perspective. A full range of drugs, both legal and illegal, will be discussed. Topics include: the historical development of drug policy in the United States, including the War on Drugs; the production, distribution, and consumption of different types of drugs; drug addiction, therapeutics, and recovery; the cultural construction of drugs and drug user identities; attempts to regulate drugs and drug users and their place in the context of state-making; the impact of drug regulations on the legal system, particularly criminal justice; and alternatives to contemporary drug policy and politics.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	LPS 001; LPS 002
<b>List any required corequisites.</b>	No
<b>Indicate with which course this would be cross listed, if applicable.</b>	None
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	AS
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students</b>	No class restrictions

**in this class**

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Yes, I will email the syllabus to [ask.as@drake.edu](mailto:ask.as@drake.edu).

<b>Proposed course title</b>	Internship in Arabic (Chinese, French, German, Italian, Japanese, Spanish)
<b>Proposed course department and number</b>	ARAB 145 (CHIN 145, FREN 145, GERM 145, ITAL 145, JAPN 145, SPAN 1450)
<b>Proposed course department and number</b>	ARAB 145 (CHIN 145, FREN 145, GERM 145, ITAL 145, JAPN 145, SPAN 1450)
<b>How many credit hours is the course?</b>	1-6--This will depend on the nature of the internship.
<b>Contact person or instructor(s) for this course</b>	Marc Pinheiro-Cadd
<b>Department submitting proposal</b>	Worse Languages and Cultures
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	Spring 2018
<b>With what frequency will this course be taught?</b>	every semester
<b>Who else in the department is qualified to teach this course</b>	Chinatsu Sazawa, Eduardo Garcia, Inbal Mazar
<b>Course Details</b>	
<b>Schedule type</b>	Independent Study
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	15
<b>Proposed course</b>	ARAB 145 (etc.) provides students the opportunity to earn

<b>description (as it will appear in the catalog)</b>	academic credit while engaging in linguistic and/or cultural activities off-campus, performing service for companies, universities, NGOs, non-profit organizations, etc.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	none
<b>List any required corequisites.</b>	none
<b>Indicate with which course this would be cross listed, if applicable.</b>	none
<b>Are there service-learning components of the proposed course?</b>	Yes
<b>Which AOI requirement will this course fulfill?</b>	None
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	No class restrictions
<b>If applicable, note which particular degree (e.g. BA, BS, BFA) a student must be pursuing to take this course.</b>	none
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping</b>	

**with the educational goals articulated in the college's mission statement. The course proposal form is not complete until you email a sample syllabus to ask.as@drake.edu. The syllabus must include the following:**

Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	Religions of Africa
<b>Proposed course department and number</b>	REL 066
<b>Proposed course department and number</b>	REL 066 (why is this field listed twice?)
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Tim Knepper
<b>Department submitting proposal</b>	Philosophy and Religion
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	J19
<b>With what frequency will this course be taught?</b>	every other year?
<b>Who else in the department is qualified to teach this course</b>	Daria Trentini (in SCS)
<b>If this course was taught as a special topics course in the past, please provide that course number and title.</b>	N/A
<b>Course Details</b>	
<b>Schedule type</b>	Discussion
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Categories</b>	Standard ABC

<b>Maximum number of students to be enrolled in proposed course</b>	20
<b>Proposed course description (as it will appear in the catalog)</b>	This class serves both as an introduction to African religions and a critical assessment of the categories of African religion and religion. Students will learn about traditional African religions as well as African Christianity and African Islam. Students will also reflect on critical questions of scholarship including purity and hybridity, the normativity of religion and religions, and colonial and post-colonial constructions of religion in general and African religion in particular.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	none
<b>List any required corequisites.</b>	none
<b>Indicate with which course this would be cross listed, if applicable.</b>	none
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Global and Cultural
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	SO JR SR
<b>Exclude only students in this class</b>	FR
<b>If applicable, note</b>	

**which particular degree (e.g. BA, BS, BFA) a student must be pursuing to take this course.**

n/a

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Yes, I will email the syllabus to ask.as@drake.edu.

<b>Proposed course title</b>	War, Memory, and Political Activism
<b>Proposed course department and number</b>	Pols 109
<b>Proposed course department and number</b>	Pols 109
<b>How many credit hours is the course?</b>	3
<b>Contact person or instructor(s) for this course</b>	Mary M. McCarthy
<b>Department submitting proposal</b>	Political Science
<b>Has this course been approved by the department?</b>	Yes
<b>In what semester and year will this new course be taught for the first time?</b>	J-term 2019
<b>With what frequency will this course be taught?</b>	maybe only once
<b>Who else in the department is qualified to teach this course</b>	no one
<b>Course Details</b>	
<b>Schedule type</b>	Discussion
<b>Offer to what levels of students</b>	Undergraduate
<b>Grading Catagories</b>	Standard ABC
<b>Maximum number of students to be enrolled in proposed course</b>	20
This course will cover three cases of war, memory, and political activism: Japanese American Internment, the Armenian	

<b>Proposed course description (as it will appear in the catalog)</b>	Genocide, and the Comfort Women. It will explore these historical cases as controversial or disputed narratives and their legacies for US domestic politics, social activism, and foreign relations. This course will include travel to the Los Angeles area for ten days, as well as in-class discussion at Drake.
<b>Registration Specifications</b>	
<b>List any required prerequisites.</b>	None
<b>List any required corequisites.</b>	None
<b>Indicate with which course this would be cross listed, if applicable.</b>	None, but there are two AOIs, which this form does not allow me to indicate (Critical Thinking and Historical Foundations)
<b>Are there service-learning components of the proposed course?</b>	No
<b>Which AOI requirement will this course fulfill?</b>	Critical Thinking
<b>Restrictions</b>	
<b>Include only students from these colleges</b>	No restrictions
<b>Exclude only students from these colleges</b>	No restrictions
<b>Are there major exclusions for this course?</b>	No
<b>Include only students in this class</b>	No class restrictions
<b>Exclude only students in this class</b>	FR
<b>The Arts &amp; Sciences Curriculum Committee evaluates new course proposals in keeping with the educational goals articulated in the college's mission statement. The course proposal form is not</b>	Yes, I will email the syllabus to ask.as@drake.edu.

**complete until you  
email a sample  
syllabus to  
ask.as@drake.edu. The  
syllabus must include  
the following:**

<b>Current course title</b>	Rhetorical Criticism
<b>Current department and number</b>	Culture & Society SCSR124
<b>Contact person or instructor(s) for this course</b>	Joseph Schneider, chair
<b>Department submitting change request</b>	Culture and Society
<b>Semester changes effective</b>	Spring 2018
<b>Has this change been approved by the department?</b>	Yes
<b>Current title</b>	Rhetorical Criticism
<b>New title</b>	Texts, Images, Audiences
<b>Current course number</b>	SCSR 124
<b>New course number</b>	no change
<b>Current credit hours</b>	3
<b>Proposed credit hours</b>	3
<b>Rationale for change in credit hours</b>	no change
<b>Current course description</b>	Introduction to systems of rhetorical criticism and their application to various genres of public disclosure. Students collaborate in writing, editing, producing, and judging a journal of critical essays.
<b>Proposed course description</b>	A writing intensive course applying a range of theoretical perspectives to public discourses including both texts and images. Special attention is paid to the ways in which audiences respond to and are constructed in various forms of appeal and interpretation.
<b>Rationale for change of course description</b>	The proposed description both more accurately reflects what is being taught in the course and helps guide each new iteration in its focus. The former title is a bit obscure and formal and tends to obfuscate rather than make clear what the aims of the course are and what students are asked to do in it.
<b>Current cross-listed</b>	none

**courses**

**Proposed cross-listed courses**      none

**Current Prerequisites**      none

**Other reasons for change**      see above