

BA in Architectural History

University faculty meeting: 21 Mar 05

Educational Policy Committee meeting: 2 Mar 05

Impact:

The small number of students expected to fill an architectural history major would produce only a minimal impact on resources and facilities. Courses listed are all presently taught, most in the Dept. of Art & Architecture, a lesser number in History and Urban Studies. The library collection that presently services art and architecture majors is sufficient for any additional architectural history majors.

Catalog text:

Architectural History Major

39-44 credit hours are required

An architectural history major introduces students to the study of architecture as an academic discipline not centered in the studio. Rather, architecture will be presented as the means of understanding the broad range of ideas, issues and events traditionally associated with study in the humanities. This includes the study of history, art, religion, economics, politics, industrial development, business practices, etc. – all addressed by examination of the unique qualities inherent in the tangible artifacts that are buildings, and in the disparate ideas associated with the production of those buildings.

Students in architectural history may gravitate toward jobs in historic preservation, in municipal and state government in capacities related to growth and development, in museum and cultural institutions, or may pursue graduate study in the academic discipline. Or they may even go into archival and research work as part of an architectural practice.

An architectural history major at Lehigh has numerous resources available. The Special Collections of the library and the permanent collection of the Lehigh University Art Galleries contain a wealth of material. The summer foreign study programs of the Dept. of Art & Architecture as well as numerous semester-abroad programs are obvious valuable resources for the architectural historian. The proximity to New York and Philadelphia expand further the range of resources, and provide great urban repositories of building to study first-hand. Indeed, a wide area rich in architectural history surrounds the Lehigh student interested in focusing on the built environment.

Proposed Architectural History Major Program: 39-44 credits

Required Courses: 21 credits

Arch 1: Architectural History I or Art 1: Art History: Ancient and Medieval (3)
Arch 2: Architectural History II (3)
Art 3: Design Foundations I (3) *or* Art 4: Design Foundations II (3)
Arch 107: American Architecture (3)
Arch 210: 20th Century Architecture (3)
Arch 147: Building Materials and Methods (3)
Art 269 or Arch 271: Historiography and Research Seminar (3)

Distribution requirements: 9-11 credits

One course from the ancient world (3 credits)

Arch 174 (Art 174; Clss 174; Anth 174): Greek Archaeology (3)
Arch 176 (Art 176; Clss 176; Anth 176): Roman Archaeology (3)
Hist 21 (Clss 21): Greek History (3)
Hist 22 (Clss 22): Roman History (3)

One course from the medieval / renaissance world (3-4 credits)

Arch 206 (Art 206): Medieval Art and Architecture (3)
Arch 207 (Art 207): Renaissance Art and Architecture (3)
Art 22: Visions of God: 2000 Years of Christian History and Art (3)
Hist 150: Medieval Civilization (4)
Hist 156: The Late Middle Ages and the Renaissance (4)

One course from technology (3-4 credits)

Arch 361 (Hist 361): Evolution of Highrise Building Construction (3)
Arch 363 (Hist 363): Evolution of Long-span Bridge Building (3)
Arch 365 (Hist 365): Evolution of Modern Building Process (3)
Hist 107: Technology and World History (4)
Hist 111: Engineering in the Modern World (4)

Elective Courses: 9-12 credits

Three courses: any of the courses listed above as well as:

Arch 209: Architecture and Ideas (3)
Arch 213: The City (3)
Arch 212: The Architecture of Carlos Scarpa / Theory and Practice (3)
[part of Art & Architecture summer program in Italy]
Arch 253: Paris, the Planning of a Metropolis (3)
[part of Art & Architecture summer program in France]
Arch 254: Modern Architecture in France: New Directions (3)
[part of Art & Architecture summer program in France]

Elective Courses (continued):

Arch 367: Modernism to Postmodernism (3)
Art 175: Introduction to Museum Work (3)
Hist 333: American City to 1900 (3-4)
Hist 334: American City in the Twentieth Century (3-4)
US 61: The Study of Urbanization (4)
US 62: Contemporary Urban Issues (4)
US 363: Philadelphia: Development of a Metropolis

BA in Art History

University faculty meeting: 21 Mar 05

Educational Policy Committee meeting: 2 Mar 05

There is demand at Lehigh for an art history major. In the past, we have accommodated individual students by crafting special majors on an *ad hoc* basis, but formalizing the major would provide a consistency and transparency that is currently lacking. Moreover, art history is offered as a major program at almost all academic institutions of comparable size and quality to Lehigh University, as well as at most major liberal arts colleges.

Impact: The impact of adding an Art History major on library/technology, classroom/laboratory space, and faculty resources is minimal, since this step merely formalizes a major that has been available on an *ad hoc* basis to interested students for several years, and largely utilizes courses that are already being taught. Only one additional course is included: Art 2xx (Historiography and Research seminar), to be taught once every three semesters. This can easily be incorporated into Ann Priester's current course rotation.

Catalog text:

Art History Major

40 credit hours are required.

An art history major introduces students to the study of works of art as they relate to the historical and cultural contexts in which they are produced. Students will be exposed to a broad range of artistic production, from antiquity through the present, and to the varied intellectual concerns and methodological approaches that characterize the discipline. Because the discipline of art history approaches the study of works of art from diverse concerns and interests, students will also learn to use evidence from the study of history,

religion, economics, politics, literature, and gender studies. The art history major trains students in critical thinking and analytical skills that provide an excellent foundation for careers or further study in the field of art history, as well as for a wide range of other professional and educational options. Many students of art history at Lehigh have gone on to jobs in art galleries, museums, and other cultural institutions, or to graduate study in art history. Others have gone on to successful careers in such fields of law, business, and medicine.

Art history majors have a wealth of resources at Lehigh University. Majors are encouraged to make use of the original works of art in the collection of the Lehigh University Art Gallery, and the Special Collections of the Lehigh's library. Students are also able to study abroad through programs such as the Lehigh in Rome and Florence program and Lehigh in Paris program, as well as a number of semester abroad programs available to Lehigh students. Proximity to major art museums in New York and Philadelphia provide superb opportunities for studying first-rate, original works of art. Field trips to these cities are organized regularly through the Department of Art and Architecture.

Required Courses: 19 credits

- Art 1: Art History: Ancient and Medieval (3) **or** Arch 1: Architectural History I (3)
- Art 2: Art History: Renaissance to present (3)
- Art 3: Foundation Design 1 (3) **or** Art 4: Foundation Design 2 (3)
- Art 120: 20th Century Art (4)
- Art 175: Introduction to Museum Work (3)
- Art 356 - Historiography and Research Seminar. (3)

Distribution requirements: 15 credits

One studio course (in addition to Art 3 or Art 4): (3 credits)

- Art 11. Drawing I (3)
- Art 13. Sculpture I (3)

- Art 15. Figure I (3)
- Art 35. Painting I (3)
- Art 53 (Des 53). Graphic Design I (3) Fall And Spring
- Art 68 (Des 68). Color Theory (3)
- Art 73. Introductory Studio Practice (1-3)
- Art 77. Photography I (3)

One course from ancient art (3 credits):

- Art 174 (Arch 174, Clss 174, Anth 174): Greek Archaeology (3)
- Art 176 (Arch 174, Clss 174, Anth 174): Roman Archaeology (3)

One course from medieval/renaissance art (3-6 credits):

Art (Arch) 206: Medieval Art and Architecture (3)
Art (Arch) 207: Renaissance Art and Architecture (3)
Art 22: Visions of God: 2000 Years of Christian History and Art (4)
Art 42: Art and Religious Experience in Italy [Lehigh in Rome & Florence summer program] (6)

Two courses in the history of architecture (6 credits):

Arch 2: Architectural History II (3)
Arch 107: History of American Architecture (3)
Art (Arch) 206: Medieval Art and Architecture (3)
Art (Arch) 207: Renaissance Art and Architecture (3)
Arch 209: Architecture and Ideas (3)
Arch 210: 20th Century Architecture (3)
Arch 212: The Architecture of Carlo Scarpa [Lehigh in Italia summer program] (3)
Arch 213: The City (3)
Arch 253: Paris, the Planning of a Metropolis [Lehigh in Paris summer program] (3)
Arch 254: Modern Architecture in France: New Directions [Lehigh in Paris summer program] (3)
Arch 367: Modernism to Postmodernism (3)

Elective Courses: 6-8 credits

Any of the courses listed above, as well as:

Des 66: Design History (3)
Art 121: Women in Art (4)
Art 144 (Rel 144): Raw Visions: Creativity and Ecstasy in the Work of Shamans, Mystics, and Artist Outsiders (4)
Art 222: Seminar in Contemporary Art (3)
Art 269: Special Topics in Art History (1-3)
Art 275: Museography and Museology (4)
Art 370: Special Topics in Museum Studies (1-4)
Art 375: Museum Internship (3)
Hist 339: Managing Nonprofit Organizations (4)
Philosophy 123: Aesthetics (4)
Rel 189: Religion and the Visual Arts (4)

Certificate in Global Citizenship

University faculty meeting: 21 Mar 05

Educational Policy Committee meeting: 2 Mar 05

Proposed Action: New cross-college undergraduate certificate program in Global Citizenship (GC).

This certificate program has two purposes. First, the program will recruit up to 30 students each year to participate in the certificate curriculum. Second, through the GC faculty seminar as many as 15 new GC courses per year will be developed spanning all of the university colleges. These courses will not only be available to the GC enrolled students, but will also be open to the general undergraduate population. Although these students will not receive a certificate, they will benefit from GC perspectives.

Rationale and Discussion

As the world becomes more interdependent in commerce, technology, and popular culture, people of different cultures must reconcile diametrically opposed views of fairness, equity, and conduct—often constructed through theological and cultural traditions. Religious extremism, trade policies, human rights, and gender equity are but a few examples of controversies born out of belief systems colliding on the global stage. How will individuals from different national, religious, and cultural traditions understand their personal responsibilities in a world increasingly strained by increasing nationalism and the pressures of globalization?

With support from the Andrew W. Mellon Foundation, cross-college teams of Lehigh faculty worked for two years to construct a blueprint for the Global Citizenship program, designed for students of any undergraduate major at Lehigh University and distinguished by its focus on the responsibilities and obligations of citizenship.

Background

Lehigh's certificate program in global citizenship is an institutional effort representing Lehigh's three undergraduate colleges and dozens of faculty members. The planning phase included a review of 21 international education programs at U.S. colleges and universities and the works of such thought leaders as Martha Nussbaum, Joseph E. Stiglitz, and George Soros. The group looked at key reports from the Global Interdependence Initiative sponsored by the Aspen Institute and the Rockefeller Brothers Foundation, and the United Nations Millennium Declaration Goals. The planning group's research revealed several important educational challenges and opportunities:

- Most globalization programs either explore relatively narrow political and economic issues or are new umbrellas for traditional "area studies". Few combine course-based study with a focus on developing the student's sense of personal agency as a citizen.
- Even fewer programs focus on the value questions of citizenship such as responsibility, advocacy, and ethics.
- Few global education programs exist for technical majors such as engineering.
- Most global education programs require a study abroad experience. Few combine deliberate curricular reflection either before or after the study abroad experience.

Global Citizenship in 2004

The Global Citizenship certificate program has been piloted this Fall to a cohort of 26 students. In addition to classroom instruction, students are required to participate in activities related to global citizenship.

The Global Citizenship program has spurred several “firsts” that we believe will change the way colleges and universities approach global education. For example, in order to create a coherent, writing-intensive, year-long first year experience, the program devised a novel approach to first year English. Instead of Composition I, Global Citizenship students will roster for a new Fall course, taught by professors in the Modern Language and Literature department, called “Global Cultures and Communication”. This course meets all of the requirements of Comp I and has been authorized by the English Department. In addition, GC students take a one credit seminar that prepares them for an inter-session Winter Term trip to a foreign country under the leadership of different Lehigh faculty each year. In the Spring semester, students roster for a revised writing intensive course that substitutes for Composition II. Like Comp II, this course is taught by an English Teaching Fellow, who in this case participated in the Winter session trip. This course also meets all the requirements of Comp II but focuses student writing on a systematic set of reflections on the Winter Term trip. (Students who bring Comp I and Comp II credits with them are required to take these two first year courses as Humanities electives in order to be able to be admitted as GC students and to participate in the Winter Term trip.)

After the intensive first year experience, GC students are required to take three additional courses with a GC designation, a mandatory study abroad in a non English-speaking country, and a senior seminar. We anticipate that advising will be intensive for Global Citizenship students, each of whom must integrate their Global Citizenship curriculum with a different degree program and major. The Program Development Officer of the program will work with each student and his/her advisor to help devise individualized student curricula.

Faculty Seminar

The formidable challenges of staffing existing departmental and interdisciplinary programs with a fixed number of faculty required a creative approach to faculty engagement and course development. The GC faculty seminar series is the primary means for the continuous development of global citizenship courses over time. Faculty from across the university are invited to participate in an annual faculty seminar by proposing either a new course or an existing course that they would like to revise to incorporate Global Citizenship themes. These courses will continue to fulfill regular departmental and/or program needs, while also serving as GC courses for students who wish to get a certificate in Global Citizenship.

The first seminar began in January of 2004 with 16 faculty members representing all three undergraduate colleges and 15 different departments. More than 32 Lehigh faculty members applied for 16 spaces. As a result of the first seminar, we expect to have at least 15 global citizenship courses in academic areas including Social Sciences, Humanities, Natural Sciences, Engineering and Business. The 2005 faculty seminar will involve another group of 15 faculty, and we have funding to run the seminar for at least two more years.

First-Year and Third-Year Abroad

An important goal of Lehigh's program is to provide students with the confidence and skills to engage with unfamiliar cultures as global citizens. Discussions with study abroad experts revealed that many students intend to study abroad at the start of the undergraduate experience but decide not to by the junior year due to conflicts, social pressures, and campus leadership commitments. Moreover, students often fear real engagement outside of their comfort zones, either for reasons of language or other perceived differences. We believe strongly that early study abroad awakens in students' curiosity in subjects that often felt abstract or unrelated to their lives.

Traditionally, the biggest benefit to study abroad is the empowerment that students experience when they successfully negotiate travel in cultural circumstances different from their own. We anticipate that early study abroad will encourage students to modify their curriculum to include foreign language study, comparative politics and religion, or international relations.

The Global Citizenship certificate program will require a minimum of two study abroad experiences. Our model offers a structured study abroad opportunity to first-year students in the hope that their early success will be followed by the confidence to travel to an unfamiliar destination for a longer period. In addition to the first year faculty-led trip, GC students must participate in another Study Abroad program in a non-English speaking country for a minimum of a summer program that includes language instruction. Students who can choose a semester or year-long program will be encouraged to do so.

Global Citizenship Capstone

The final requirement is a senior capstone seminar, facilitated by the Director of the GC program, in which each student works on a project related to his/her major and interests. Global Citizenship students will be encouraged to begin thinking about their capstone project from the start of the program. For many students, the senior GC project can be wrapped into required senior projects or other work in their majors. The Director and the Program Development Officer of the GC program will work with students and their advisors in their third year to plan the capstone project.

Admissions and Recruitment

The Global Citizenship certificate program was launched in the fall semester of 2004 with 26 students. Students and parents demonstrated a high level of interest in the program during presentations at Candidates' Days and other recruiting events. We received 34 applications, which were reviewed by the Global Citizenship Admissions Committee, consisting of Lehigh faculty and staff, in July of 2004. The applicants were evaluated on their essay, interest in service and/or civic engagement, interest in language and study abroad, and extracurricular activities. 26 students were admitted into the Global Citizenship program from all three undergraduate colleges at Lehigh: 6 from business, 8 from engineering, and 12 from arts and sciences. There are 15 women and 11 men.

The GC program will recruit for diversity and expect students from a variety of backgrounds (i.e., gender, race, nationality) and differing career goals. We expect to admit 25 to 30 students annually in the certificate program, with approximately 100 students participating at steady state (by 2007).

Impact Statement

Lehigh's certificate program in global citizenship is not a new undergraduate major or minor that depends on withdrawing faculty from their departmental or program teaching commitments. Other than the modification of the first-year curriculum (Engl. 1, Engl. 2 and practicum requirement as per the program curriculum table on page 5) and the senior year GC capstone seminar, the GC certificate program utilizes courses that either already exist in the three university colleges or which have been developed via the GC faculty seminar.

Funding

The program is funded jointly by the Andrew W. Mellon Foundation (through 2006) and University funds allocated by the Provost's Office. The Global Citizenship Certificate Program is currently on the Development Office's capital campaign priority list. The Director is working closely with the Development Office to secure an endowment sufficient to guarantee a firm foundation for the future of the program.

Development of the MLL82/GC82 "Globalization and Cultures" course has been paid for by the Mellon grant. The GC Practicum will be considered an unpaid faculty overload. Faculty trip leaders will be compensated by the Provost Office funds. The GC senior capstone course will be considered part of the GC Director's teaching load.

LTS Requirements

There are no specific LTS requirements. We have been informed that the Friends of the Library have selected the GC Program for a donation of approx. \$3000. The program, therefore, will have no need to request any additional resources from University operating budgets.

Classroom Space Requirements

Classroom space will not be affected, as students enroll in courses which are normally offered. Classroom space, however, will be annually required for the Spring Semester faculty seminar to accommodate 17 participants after 4 o'clock.

Global Citizenship Program Curriculum

When	What	Credits	Notes
Year 1 - Fall	MLL 0xx Globalization & Cultures	3	(note a)
	GC 0xx GC Practicum (trip orientation)	1	
Year 1 – intersession	Trip	0	(note b)
Year 1 - Spring	Engl 0xx Global Literature	3	(note c)
Year 2 and 3	Eco 001	4	(note d)
	3 GC courses	9 to 12	(note e)
Year 4	GC 3xx GC Capstone	3 to 4	(note f)
Any time	Study Abroad	0	(note g)
Each semester	At least 2 co-curricular activities	0	(note h)
Total credits		varies	(note i)

Notes

- a. MLL 0xx fulfills the Engl 001 requirement. For students who have AP or other transfer credit for Engl 001, MLL 0xx counts as a separate course (no student loses credit).
- b. Although required, the first-year 10-day intersession trip does not carry academic credit.
- c. Engl 0xx fulfills the Engl 002 requirement, and is designed specifically for students in the GC program. The instructors are the English Department Teaching Fellows who went on the intersession trip and who will focus on country specific content. Students who have AP or other transfer credit for Engl 002 can take Engl 0xx without relinquishing their credit for Engl 002.
- d. Currently, all CBE and RCEAS students are required to take Eco 001, and many CAS students choose to take Eco 001 as a major/program requirement or an elective. For this pragmatic reason, Eco 001 was chosen as the first introductory course in which the GC Director will work closely with the instructors to develop a GC component. (This approach is consistent with the Program's strategy of working with faculty who teach existing requirements to meet the GC educational goals without taxing additional faculty resources or student flexibility.) In subsequent years, and in consultation with the GC Advisory Board, the GC Director will look for opportunities to work with the instructors of other introductory courses across the curriculum. As these additional introductory courses are suitably modified, Eco 001 would no longer be specifically required, but rather one of several ways that GC students could fulfill their "introductory" requirements. (In the meantime, Eco 001 may be taken in the first year by CBE students following their curriculum or by CAS students. CEAS students are typically unable to take Eco 001 before the second year.)
- e. Three additional GC courses chosen among the courses (re)designed by the faculty who participate in the annual GC faculty seminar. These courses will satisfy the HSS requirements for RCEAS students or count as free electives; they easily fit within the available distribution requirements and free electives for CAS and CBE students.
- f. A seminar/project course that integrates the students' GC experiences.
- g. The student may transfer credits back to Lehigh from the Study Abroad experience but credits are not required for the GC program. Acceptable Study Abroad experiences must be at least 5 weeks in length, take place in a non-English-speaking country, and include language instruction. Home-stay is encouraged. Students are encouraged to spend at least a semester abroad, but summer programs are acceptable.
- h. The co-curricular activities, GC-sponsored or -approved events like speakers or trips, do not carry academic credit but are critical to the program's goals.
- i. Only 1 credit is a GC-specific add-on course for all students in the program (GC Trip Practicum). The credits in all of the courses required for the GC curriculum total 23 to 27, but most of the credits are double-counted for other requirements. For example, all CBE and CEAS students are required to take Eco 001, and many CAS students choose it as a distribution course or a free elective. The GC courses taken in years 2 and 3 are designed to fulfill distribution requirements, although they may be electives, and for some students, especially in CAS, they may fulfill major requirements.

Minor in Music Industry

University faculty meeting: 21 Mar 05

Educational Policy Committee meeting: 2 Mar 05

The music industry minor is intended to provide exposure to basic information, issues and skills useful for students who may want to pursue entry level positions in the music business or to promote their own work. There are six required courses: Mus 161: Production and Marketing of Sound Recordings; Mus 164: Management of Careers in Performing Arts; Mus 261: Recording Techniques I; Mus 11 (with Mus 2): Basic Musicianship; Mus 361: Music Internship; and either Acct 108 or 151 for a minimum of 18 credits.

Rationale:

There has been consistent student interest expressed in the various facets of the music industry. We have a long history of interest in Recording Techniques and several years of Mus 161 and 164. The goal is to give broad survey of the issues involved in the music industry.

Impacts:

There should be no discernible impact since all the required courses (except Mus 361: Internship) are already offered. The internships may be done during the summer or in the academic year with established companies or organizations requiring only oversight by the department.

Humanities Minor in Peace Studies (Humanities Center)

University faculty meeting: 21 Mar 05

Educational Policy Committee meeting: 2 Mar 05

Advisor: Addison Bross, Professor of English

The Peace Studies Minor puts various investigations of the history, theory, and practice of nonviolence into orbit around the central course (Hum 105 Peace Studies Internship) which gives students a first acquaintance with the many challenges and rewards that accompany a life of nonviolence in a violent world.

Students minoring in Peace Studies take a total of 16 hours, including the basic course (Hum 105 Peace Studies Internship) and 3 additional courses chosen from the designated list below. At the discretion of the Advisor for the Peace Studies Minor, a student may count any course (not in the list below) towards the Peace Studies Minor.

HIST 110 American Military History
HIST 129 (AAS 129) Black Political Thought in America
HIST 339 Managing Nonprofit Organizations
IR 23 Alternative World Futures
IR 34 Society, Technology and War since the Renaissance
IR 205 Theories of International Relations
IR 334 Prospects for Peace in the 21st Century
Rel 3 (Phil 3) Religion, Ethics and Society
Rel 68 Practical Justice: From Social Systems to Responsible Community
Rel 167 Engaged Buddhism
POLS 230 Movements and Legacies of the 1960s
POLS 232 The Vietnam War in Politics, Media and Memory
POLS 306 Public Policy Process
POLS 326 Democracy Workshop

rationale:

In response to student interest and faculty willingness, as measured by a large petition campaign during 2003-4, the Humanities Center has agreed to host a new interdisciplinary minor in Peace Studies. There are academic programs in Peace Studies or Peace Studies and Conflict Resolution in an increasingly large number of colleges and universities around the world. Whether or not Lehigh is able to launch a major program in Peace Studies, there seemed sufficient resources on campus and in the catalog *already* to support the introduction of a Peace Studies Minor. And this is what we are doing. It is the third interdisciplinary minor hosted by the Humanities Center. The first two were the Ethics Minor and the Medieval Studies Minor.

Students who elect this minor have an opportunity to explore the long tradition in which nonviolent alternatives to conflicts have been found and unjust systems removed while respecting the human dignity and the bodily integrity of those upholding such systems. They will study the thought and stratagems of such figures as Thoreau, Tolstoy, Gandhi, Martin Luther King, Jeannette Rankin, and Barbara Deming. They will develop for themselves a distinct perspective on such other disciplines in their total Lehigh program as history, psychology, social studies, and international relations

Changes to CAS programs

Earth and Environmental Sciences

A number of curricular changes were required to accommodate the course changes in EES and in related courses in other departments. Course changes impact all 3 BS programs offered by EES.

Changes to BS. Environmental Sciences:

- A. Drop EES- 273, 376, and 386 from required and elective courses.
- B. Add EES 31X. Remote Sensing of Terrestrial and Aquatic Environments to major.
- C. In order to accomplish A and B and to differentiate the Environmental Sciences B.S. from those in Geological Sciences and Ecology, we propose the following:

Added a category called “Geospatial Analysis” which includes EES 109, 31x and 319. Students are required to take at least 1 course in this category.

EES-112 Geomorphology goes off the “Required Core” list and is placed under the “Landscape Materials & Processes” category.

EES-316 Hydrogeology is moved to the “Required Core” list.

EES-303 Active Tectonics is removed from the “Landscape Materials & Processes” category.

EES-384 is moved to the “Water Resources Category”

Overall change: Reduced the “core” requirements to 28 hours (from 32)
Increased the total number of required credits for the major to 56 (from 55)
Students now chose 8 courses from 5 categories rather than 7 courses from 4 categories of major electives

Changes to the BS Geological Sciences

Drop EES-273 from the “Geochemistry or Petrology” category

Drop EES 376 from the major elective category

Changes to BS in Ecology

EES- 273, 376, and 386 are removed from the listing of courses. These courses were not required for the Ecology B.S. and their removal does not substantially affect the number of choices a student would have in any particular category.

Revise MATH and Collateral Science Requirements to match new course number and names in BIOS

- BIOS 41 Biology Core I: Cellular & Molecular (3)
- BIOS 42 Biology Core I: Cellular & Molecular Lab (1)
- BIOS 115 Biology Core II: Genetics (3)

Revise list of electives the following dropped courses

- From Earth's Surface Processes category
 - Drop EES 376 Geochemistry of natural waters (4)
- From list of Ecological Processes category
 - Drop EES 386 Wetlands (4)
- From list of major electives
 - Drop EES 183 Environmental Instruments and Data (4)
 - Drop EES 386 Wetlands (4)

Renumber BIOS 133 (new number BIOS 233 Invertebrate Zoology (4)
(note that it has an extra prerequisite that our students will not have taken: BIOS 120 (4))

Miscellaneous changes

3.. Editorial changes in catalog text

p. 193 (list of courses in foci for minor) <=change lists to match existing courses

- Aquatic Sciences (EES 21,31,257,316,351,384)
- Earth Systems Science (EES 21,31,282,112,152)
- Ecology (EES 31,152,253,255,265,351,357,359)
- Environmental Science (EES 3,11,21,31,109,282,385)
- Geochemistry (EES 21,131,257,316,334)
- Geology (EES 11,21,41,123,131,213,341)
- Geophysics (EES 21,123,201,204,303,305,309)
- Surficial Processes (EES 11,21,41,109,112,213,316,357)

p. 194 Major Electives for minor in EES

...including BIOS 41/42 <=change from BIOS 31/32

p. 196 BIOS 336 Animal Behavior Laboratory (2) <=catalog typo says (3)
credits

EES 223 <=renumber to EES 123 under Geological Sciences required
core

Eckardt College Scholars Program

Rename program to Eckardt Scholars Program
Change subject heading from CS to ECK

Explanation and additional change

The Eckardt College Scholars Program has served students in the College of Arts and Sciences for years by providing a co-curricular ‘honors’ experience that includes a seminar, independent scholarship, cultural and other programming. The Eckardt Scholars Program extends those benefits to undergraduate students in the College of Business and Economics and the Rossin College of Engineering and Applied Science. In many respects, the program remains the same, and students are still recruited to the program both during the admissions/matriculation process and early in the sophomore year.

The chief change from the existing program is the introduction of seminars (‘great books’ courses) for first-semester first-year students or for second-year students, i.e., in the semester following recruitment. Students will, as in the College Scholar Program take a seminar during the junior year. The purpose of the earlier seminar is to introduce the students to the program’s expectations and build a sense of cohort among the students.

Economics

Add the following (after point 3.) to the description of the Major in Economics in the CAS (found in the ‘04-’05 catalogue on p. 205):

4. To take economics courses numbered 100 or above, students must pass the CBE’s Excel competency exam; contact the Rauch Center for Business Communications for more information.

Rationale: Many Economics classes beyond Principles (Eco 1) assume that students are proficient at data manipulation using excel (demonstration of excel competency is required of all CBE majors in their freshman year).

Environmental Studies

Four courses are being added to the Major Electives category and two courses are being added to the Science Collateral category.

The entire BA program that was passed last year is provided for your information, with the additional courses listed in boldface.

The BA Program in Environmental Studies

College Requirements not met in the Proposed Program (18 credits)

Arts 1 Choices and Decision	(1)
Freshman Seminar	(3)
English Composition	(6)
Humanities Distribution Requirement	(8)

Environmental Studies Core Courses (28 credits)

Required Courses:

ES1	Introduction to Environmental Studies (4) SS
ES (EES) 2	Introduction to Environmental Science (4) NS <i>(New Title and description; see course change document)</i>
ES 381	Senior Seminar: Issues in Environmental Studies (4) SS

Core Courses: At Least 4 of the 7 following courses:

ES 101	Environmental Policy and Planning (4) SS
ES 102	Environmental Values and Ethics (4) HU
ES 111 (Eco. 111)	Introduction to Environmental Economics (4) SS Prerequisite of Eco. 1
ES 115 (Jour 115)	Communicating about the Environment (4) SS Writing Intensive
ES 121 (Anth. 121)	Environment and Culture (4) SS
ES 171 (ChE/CEE 171)	Fundamentals of Environmental Technology (4) (ND) Prerequisite: One course designated NS
ES 315 (Hist 315)	American Environmental History (4) SS

Major Electives (16 credits including two courses at the 200 level or above):

Four new courses are being added to the major electives category: They are in boldface.

Anth. 145	Human Evolution (4)
Anth. 305	Anthropology of Fishing (4)
Arts 196	Sustainable Development: The Costa Rican Experience (1)
CEE 272	Environment, Risk Regulation and Policy (2)
CEE (EES) 379	Environmental Case Studies (3-4)
Eco. 311	Environmental Economics (Advanced course with two prerequisites) (3)
Engl. 201-11	The Environmental Imagination (4)
EES 109	Geographical Analysis of our Changing World (4)
ES 10	Environment and the Consumer Society (4)
ES (Jour) 116	Risky Business (4)
ES 131	Internship (1-2)

ES(IR) 143	Comparative Environmental Law and Policy (4)
ES 181	Independent Study (1-4)
ES 371	Special Topics (4)
ES 391	Honors Thesis (4)
IR 344	Politics of Oil (4)
Jour 123	Basic Science and Technical Writing (4)
Jour. 125	Environment, the Public and the Mass Media (4)
Jour (STS) 323	Controversies (4)
PolS 111	Politics of the Environment (4)
PolS 328	U.S. Politics and the Environment (4)
Pols 375	Seminar: Green Polity (4)
Rel 6	Religion and the Ecological Crisis (4)
Rel 254	Buddhism and Ecology (4)
TBTE 394	Special Topics in Education - Environmental Education

Collateral Requirements (18-20 credits)

Required (8 credits)

Math 12	Basic Statistics (4) <i>A calculus course may be substituted with permission of the program director. Fulfills College Math requirement.</i>
SR 111	Research Methods and Data Analysis (4)

Electives: At least one EES and two other science courses from these nine courses (10-12 credits): *More advanced science or environmental engineering courses may be substituted with the permission of the program director. Fulfills College Science requirement if a lab course also is taken.*

Two new courses are being added to the possible science electives for the collateral requirements. They are in boldface.

BioS 41	Biology Core I : Cellular and Molecular (3)
Chem 5	Chemistry and National Issues (3)
Chem 21	Introductory Chemical Principles (4)
<i>Chem 95</i>	<i>Need to insert correct number/title</i>
EES 3	Global Environmental Change (4)
EES 11	Environmental Geology (3)
EES 21	Introduction to Planet Earth (4)
EES 31	Introduction to Environmental Biology (4)
Physics 5	Concepts in Physics (4)

Environmental Studies BA Program Change Explanations

1. Additional Courses to the Major Electives.

- Three of these courses already exist in other departments (Anth 145, CEE(EES)379 and Jour 123. Anth 145 adds another NS course to the program; CEE(ESS) 379 adds an engineering course which has dropped some of its prerequisites to make it accessible to ES students; Jour 123 adds an additional writing intensive course to the program. ES students will write about environmental subjects for most of their projects in this course. All three of these courses have appropriate subject matter and add dimensions that are valuable for the ES program.
- ES (IR) 143 is a new course added to the electives and is discussed in the course changes document.
- All departments have given approval for adding these courses and no additional impact is expected.

2. Additional Courses to the Collateral Science Requirements

- BioS 41 will allow biology students an easier access into the environmental studies program should they want it. Currently, there are no biology courses listed under the collateral requirements.
- Chem 95 is an experimental introductory chemistry course being used instead of Chem 21. The Chemistry department suggested listing both courses until the faculty make a determination about whether the new approach using Chem 95 will replace Chem 21.
- Both departments have given their permission for this listing.

Psychology (BA)

We would like to require our BA majors to complete one additional 100-level course. Under the proposed change, the major requirements in the catalog would be stated as follows:

Four 100-level courses, spanning at least three of the following four categories

- A) PSYC 107 Child Development
PSYC 109 (SSP 109) Adulthood and Aging
- B) PSYC 121 (SSP 121) Social Psychology
PSYC 153 (SSP 153) Personality
- C) PSYC 117 Cognitive Psychology
- D) PSYC 176 Mind and Brain

Rationale for this change:

Current requirements for the BA are

Three 100-level courses, one from three of the following four categories

- A) PSYC 107 Child Development
PSYC 109 (SSP 109) Adulthood and Aging
- B) PSYC 121 (SSP 121) Social Psychology
PSYC 153 (SSP 153) Personality
- C) PSYC 117 Cognitive Psychology
- D) PSYC 176 Mind and Brain

The rationale for increasing the number of 100-level courses required to complete the BA psychology major are as follows:

- Four courses provide a needed increase in the breadth of the major.
- Students in the BS program are required to take 4 or 5 100-level courses (the amount varies with the concentration area.) Students in the BA program should have similar requirements in their major program. Substantive differences between the BA and BS should center on the collateral requirements rather than the major requirements.

Impact

At least half of our BA students take 4 or more 100-level courses before graduating, so we expect only a slight increase in major enrollments in our 100-level offerings. This change will have no impact on library resources or the number of faculty.

Psychology (BS)

Change the first sentence of the requirements for the Cognitive Psychology Concentration, the Social Psychology Concentration, and the Developmental Psychology Concentration to read as follows:

“Select any Advanced Psychology Seminar, Select any 300-level course except 310, 391, 392, 393, or 394.”

Rationale for this change:

In the current catalog, students within these three concentration areas are required to “Select any 2 Advanced Psychology Seminars.” These students are also required to take two additional advanced psychology seminars from a specified list. Under the proposed change we are simply allowing students more flexibility in the 300-level courses they can select outside of their specialization area.

Currently, eleven of our 300-level courses are not designated Advanced Seminars and consequently BS students in the above concentration areas can not use any of these courses to fulfill major requirements. (B.S. students in the clinical concentration take courses that are not designated Advanced Seminars to fulfill their specialization requirements so they are not affected by this restriction.)

Under the proposed change, students in the Cognitive, Social, and Developmental B.S. concentrations will still complete three Advanced Seminars but will have the flexibility to take an additional course that is not designated an advanced seminar. Many 300-level courses that are not on the Advanced Seminar list appeal to students and complement their areas of specialization.

Impact

This change will have no impact on library, classroom, or faculty resources. This change simply allows students more flexibility in their selection of 300-level psychology courses.

Religion Studies

New program description for catalog:

Major in Religion Studies

The major in religion studies consists of 32 credit hours of course work (8 courses).

Requirements include:

- In consultation with a major advisor from the departmental faculty, students will devise a balanced plan of study responsive to individual needs and interests. The curriculum for each major will demonstrate exposure to a diversity of approaches to the interdisciplinary, trans-cultural field of religion studies.
- At least four courses at the 100 level or above.
- Rel 374 Seminar for Majors.

The department recommends that in consultation with a major advisor, students concentrate in one of the major religious traditions, *or* in a comparative or thematic approach to the study of religion. The concentration should include at least four courses. Language study appropriate to the concentration is also desirable.

Students are particularly encouraged to consider a joint or double major with another major field from any of the three colleges at the university.

Rationale:

Drop “At least one introductory course (any course numbered below level 10)” – Most majors have already taken an introductory course, and for those who have

not, going back and doing this requirement is often a burden for which Chairs are giving exemptions. The departmental faculty voted to eliminate the requirement as unnecessary.

Replace “At least one course on a Western religious tradition, and at least one course on an Eastern religious tradition” – We can no longer divide religions according to geographic region due to the global nature of religions (more Muslims live in South Asia than in Middle East, for example). Department is agreed on this. In devising a change in language for the requirement, which is a breadth requirement, the Religion Studies Department decided to place a greater emphasis on advising and to broaden major advising to the entire departmental faculty. All faculty will involve themselves in advising and assure that students who major in Religion Studies have sufficient breadth in their course work, as well as mastery of a tradition or approach to the study of religion.

Replace paragraph “In addition to this minimum distribution, a concentration is recommended in one of the major religious traditions, *or* in a comparative or thematic approach to the study of religion. The concentration should include at least four courses, where that is possible. Language study appropriate to the concentration is also desirable.” – The department wants to place a greater emphasis on advising, not only for breadth but for concentration of study as well.

Changes in Description – We are making these changes in the major to conform our major to the best academic practices. We are updating language and requirements to reflect changes in the field of Religion Studies as well as particular matters here at Lehigh. The changes place a greater emphasis on individual advising attention for our majors and closer contact with faculty. The language changes address ways of thinking about religion considered inadequate for the modern global world.

Impact of curriculum changes – The changes will place more of a work load on departmental faculty with respect to advising, but the increased contact time with students is deemed desirable by departmental faculty. The changes emphasize individually tailored programs which is appropriate given that Religion Studies is a field involving many different religions and modes of approach to study, so that this new emphasis seems to be in the best interest of students. The department has not made changes in the major in many years, and the concern here was to reevaluate requirements in light of the new, higher numbers of majors we are presently working with, the issue being whether we are adequately meeting current needs with a decade old major. We may with these changes attract new majors, but even if we do not, the department is convinced the new emphasis on advising and individual attention is how we want to be engaged in the educational process.

Course changes, College of Arts and Sciences

American Studies

Course changes

1. *Courses dropped*

None

2. *Courses added*

None

3. *Other changes (number, title, credits, or distribution designation)*

None

4. *Changes in description*

AMST 101. Introduction to American Studies (4)

add to description: "Course content varies; course may be repeated for credit; course grade may not be replaced when repeated."

Rationale: AMST 101 introduces students to the subject area by highlighting different topics in different semesters. Accordingly, it is repeatable, and the description should bring this to students' attention.

5. *Impacts of course changes*

None

Art and Architecture (ART)

Course changes

1. *Courses dropped*

Art 150. Africans in the New World (3)

Rationale: Course was dropped from cross listed program Africana Studies last year. Art 150 is not being taught in Art Department.

2. *Courses added*

Art/Rel 42. Representing the Sacred: Art and Religious Experience in Italy [Lehigh in Rome and Florence Program, alternate years] (6)

This course explores the interaction between artistic expression and religious experience from the earliest traces of Christian art in the catacombs to the sensual and theatrical churches of the Baroque. All classes are conducted on site: in museums, churches, and in the streets of Rome, Florence, and Assisi. No prerequisites. Wright/Priester. (HU)

Rationale: This was offered successfully as a provisional course in 2003, and will be offered again in 2005.

Art 356 Historiography and Research seminar (3)

This seminar introduces students to the tradition of art history, from Winckelmann to the present day, and to various art historical methodologies, including formalism and connoisseurship, iconology, Marxism, the social history of art, and semiology. Students will be trained in advanced research methods, culminating in a major research paper. Prerequisites: Art 1, 2, and 120, or permission of the instructor. Priester. (HU)

Rationale: This will be a required course for the newly created major in Art History

3. Other changes (number, title, credits, or distribution designation)

None

4. Changes in description

None

5. Impacts of course changes

These courses widen the offerings available to students interested in studying and/or majoring in Art History.

Asia

Course changes

1. Courses dropped

ASIA/REL 62 Religions of India (4)

Rationale: Asia/Rel 60 Religions of South Asia class is the same thing, but makes the important distinction that we're not talking about India here, but also Bangladesh, Pakistan, Nepal, Sri Lanka, etc.

2. Courses added

None

3. Other changes (number, title, credits, or distribution designation)

None

4. Changes in description

None

5. Impacts of course changes

None

Biological Sciences

Course changes

1. Courses dropped

None

2. Courses added

None

3. Other changes (number, title, credits, or distribution designation)

BioS 276 change distribution designation to NS from ND

Rationale: The course was previously not designated as an enrollment-control strategy, but that is no longer necessary.

4. Changes in description

None

5. **Impacts of course changes**

None

Chemistry

Course changes

1. **Courses dropped**

Chm/Mat 396. Chemistry of Nonmetallic Solids

Rationale: This cross-listed course was taught by Professor Donald M. Smyth [Materials Science and Engineering and Chemistry]. Since his retirement several years ago, the course has not been taught and there are no plans to teach this in the near future. Both the Department of Chemistry and the Department of Materials Science and Engineering recommend that this course be dropped.

2. **Courses added**

None

3. **Other changes (number, title, credits, or distribution designation)**

None

4. **Changes in description**

Chm 189 and 192: change prerequisite of Chm 187 to Chm 187 or ChE 210.

Rationale: Chemical Engineering has dropped Chm 187 Physical Chemistry I as a required course effective with the class of 2009. The chemical engineering majors take a thermodynamics course (ChE 210) in their curriculum and the Chemical Engineering faculty feel that course will provide enough background on this topic. The Chemistry Department, therefore, agreed to this prerequisite change.

5. **Impacts of course changes**

None

Classics

Course changes

1. **Courses dropped**

None

2. **Courses added**

Clss/Phil 232. Figures/Themes in Hellenistic Philosophy (4)

This seminar course will involve an in-depth focus upon a major movement in Hellenistic Philosophy (roughly 4th century B.C.E. to the 2nd Century C.E.) such as Epicureanism, Stoicism, Ancient Scepticism, or Neoplatonism, or the Hellenistic treatment of a particular theme (e.g. freedom from anxiety, the nature of the Cosmos and our place within it, or human nature). Content varies. May be repeated more than once for credit. Mendelson (HU)

Rationale: Our history of philosophy courses are taught at both an introductory and an advanced level. We thus have ancient philosophy, medieval philosophy, modern philosophy, etc. both at the 100-level and at the 200-level (as a "Figures/Themes" course). Somehow Hellenistic

philosophy was overlooked as we designed the history sequences, and we have Hellenistic philosophy listed at only the 100-level. When Professor Mendelson teaches the course at the 200-level this spring (2005), it will be designated 231, "Figures/Themes in Ancient Philosophy," simply because we have no 232 designation in our catalogue. Changing the number of this course will bring consistency to our offerings in the history of philosophy. It is not really the addition of a new course; it is more like the addition of a new designation.

3. ***Other changes (number, title, credits, or distribution designation)***

CLSS/ANTH 345: DELETE prerequisite statement: "One of the following introductory courses: ANTH 1, ANTH 11, ANTH 12, SSP 1, SSP 5, or SSP 21."

Rationale: The prerequisite is an unnecessary barrier to students who wish to enroll.

4. ***Changes in description***

CLSS 50. Mythology (3)

Introduction to the study of the Greco-Roman myths in their social, political and historical contexts. Equal emphasis on learning the myths and strategies for interpreting them as as important evidence for studying classical antiquity. (SS)

Rationale: The new description more precisely reflects the actual course content.

Grk 2

Instead of "Prerequisite: GRK 1," use "Students should have completed one semester of ancient Greek or the equivalent."

Grk 111, Grk 112, Grk 113

Instead of "Prerequisite: GRK 12," use "Students should have completed four semesters of ancient Greek or the equivalent."

Lat 111, Lat 112, Lat 113, Lat 114, Lat 115, Lat 116

Instead of "Prerequisite: LAT 12 or consent of the program head," use "Students should have completed four semesters of Latin or the equivalent."

Rationale: The prerequisite changes make the expectations more uniform and also allow for variation in individual student preparations.

5. ***Impacts of course changes***

None

College Scholar Program

Course changes

1. ***Courses dropped***

281, 282, 283, 284

Rationale: The College Scholar Program will be replaced by the Eckardt Scholars Program in AY05-06. The program requirements will be changing from these courses to the ones added below

2. ***Courses added***

ECK 081. Eckardt Scholars First-Year Seminar (4)

Seminar for first-year Eckardt Scholars. Prerequisite: consent of program director. (HU)

ECK 181. Eckardt Scholars Second-Year Seminar (4)

Seminar for sophomore Eckardt Scholars. Prerequisite: consent of program director. (HU)

ECK 281. Eckardt Scholars Advanced Seminar (4)

Seminar for junior and senior Eckardt Scholars. May be repeated for credit. Prerequisite: consent of program director. (HU)

Rationale: The Eckardt Scholars Program will recruit its members from incoming first-year students and first-semester sophomores. Each of these groups will be required to take a general “great books” seminar during the semester after recruitment (ECK 081 for first-year students and ECK 181 for second-year students). In addition, as juniors or seniors, members will have to take ECK 281, which will replace and be similar to CS 281-284, “great books” courses that revolve around specific themes.

3. ***Other changes (number, title, credits, or distribution designation)***

Change CS 389 to ECK 389.

Rationale: Change necessitated by program change.

4. ***Changes in description***

None

5. ***Impacts of course changes***

None

Design Arts

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

DES 311. Design Portfolio (1-4)

The concept, layout, and preparation of a portfolio for graduate school application or employment search, including graphic techniques and reproduction method. Student must contact sponsoring professor.

Prerequisite: DES 253, DES 240 or DES 280

Rationale: The Portfolio course is currently offered in Art and Architecture. (ART 311, ARCH 311). Design Arts students have enrolled in ART 311 for portfolio development. This is primarily a housekeeping issue to reflect what is already in existence and maintain continuity with other portfolio courses.

3. ***Other changes (number, title, credits, or distribution designation)***
 cross-list Theatre 50, Stage Lighting (4) with Design 50, Lighting Design (4)
 cross-list Theatre 87, Scenography (4) with Design, 87, Scenography (4)
 cross-list Theater 111, Sound Design (2) with Design 111, Sound Design (2)
 cross-list Theatre 154, Scene Painting (4) with Design 154, Scene Painting (4)
 cross-list Theatre 187, Scenography II (4) with Design, 187, Scenography II (4)
 cross-list Theatre 287, Scenography III (4) with Design, 287, Scenography III (4)
 cross-list Theatre 387, Scenography IV (4) with Design, 387, Scenography IV(4)

4. ***Changes in description***
DES 60. Design Process (3)
 Students will study how an idea becomes a final design by analyzing their own actions and role designers play in the development of products, graphic design (online and print), and time-based media. (HU)

DES 66. Design History (3)
 History of product design, graphic design and time-based media in artistic, cultural, technological, and business contexts. (HU)
Rationale: These descriptions cover the three concentrations within Design Arts. Previously, the descriptions focused primarily on product design to the exclusion of graphic design and animation.

5. ***Impacts of course changes***
 No change in teaching load is anticipated as a result of these changes. Cross-listed courses represent the natural evolution in the relationship between Design Arts and Theatre.

Earth and Environmental Sciences

Course changes

1. ***Courses dropped***
 EES 7 Introduction to Environmental Science; EES 183 Environmental Instruments and Data; EES 273 Environmental Thermodynamics; EES 376 Geochemistry of Natural Waters; EES 386 Wetlands
Rationale: EES 7: course existed as a vehicle to accept AP environmental science credit, and now ES(EES) 2 Introduction to Environmental Sciences fills this role. EES183: elective with low enrollements. EES 273, EES 376: Courses associated with faculty member no longer in EES (Moses); some content in 273 and 376 added to 316, which is still offered. EES 386, elective offering of Windham who has resigned from Lehigh faculty.

2. ***Courses added***
EES 31X. Remote Sensing of Terrestrial and Aquatic Environments (4; 3 for graduate students)
 This course is an introduction to the techniques of observing the Earth from air- and space-borne instruments. We will cover basic issues of geometry and

scale associated with making these measurements, electromagnetic properties of Earth surface materials, the range of instruments used to observe the Earth, image interpretation, and applications of satellite remote sensing to geological, ecological, and environmental questions. The course will involve an independent research project utilizing remote sensing data and software. Prerequisites: EES 109 or EES 112 or EES 152 or permission of the instructor. Ramage (NS).

Rationale: Ramage is filling a new area for the EES department and Environmental Initiative. It is a computer-intensive field, and will require software and hardware updates periodically. Necessary software (ENVI) was purchased by Ramage using startup funds, and will probably be partially covered by LTS software committee (unofficial word only, so far). In the long run, maintenance costs should be covered in part by LTS, EES, outside grants, and EI. Ramage has been in touch with science librarian Brian Simboli about book and journal needs. The library has some materials, but is aware that they will need to expand their holdings in specific areas relevant to this topic. Computer classrooms (e.g. Wms 210) that exist are acceptable.

3. ***Other changes (number, title, credits, or distribution designation)***

All 300-level courses credits: (4; 3 for graduate students)

Rationale: Currently mixed model, heritage courses listed as 4 credits, newer courses listed as 4 credits with 3 for graduate registration. This change brings uniformity and eliminates an increasing problem of graduate tuition overloads, which are increasingly difficult to fund. Similar pattern used by other departments (e.g. history). Undergraduate and graduate students will register for separate course sections with same name and number.

4. ***Changes in description***

EES 3. Global Environmental Change (4)

Examination of the environmental change that has been a fact of life on Earth for several billion years; review of the causes for these changes and the environmental systems (solid earth, oceans, atmosphere, and biosphere) that have been involved. Assessment of the impacts of broad-scale environmental change on life and the role of humans in causing global change, with an emphasis on climate. The course is intended for non-science majors wishing to learn more about the science behind global environmental change, and fulfills a distribution requirement in natural sciences. Lectures and recitation sessions. (NS) Zeitler

Rationale: The revised description more accurately depicts what EES 3 actually covers. Now that the Environmental Initiative's BA program is in place and EES 2 is being offered, we have complementary intro-science courses that handle environmental science at different scales and perspectives. Topic overlap between the courses will be no more than 15-20%, and we will use this to advantage by addressing similar case studies.

ES (EES) 2. Introduction to Environmental Science (4)

Focuses on natural and human-induced drivers and consequences of environmental change. Exploring options for mitigating and adapting to environmental change in ecosystems, physical and social systems, we will

examine such topics as biogeochemical cycles, population pressure, ecosystem diversity, productivity and food security, energy, water resources, climate change, pollution, ozone, urban issues and sustainability. Stresses interactions and inter-relationships, using a series of case studies. Intended for non-science majors with an interest in the environment. (NS) Sahagian
Rationale: Cross-listed course; change initiated by ES program.

CEE 379 (EES 379). Environmental Case Studies (3 to 4 credits)

Case studies will be used to explore the impact of politics, economics, society, technology, and ethics on environmental projects and preferences. Environmental issues in both affluent and developing countries. Multidisciplinary student teams investigate site characterization; environmental remediation design; environmental policy; and political, financial, social, and ethical implications of environmental projects. Prerequisites: ES2 or EES 21 or CEE 276 (CHE 276) or permission of the instructor.

Rationale: Cross-listed course; change initiated by CEE department.

EES 265 Environmental Animal Physiology (4)

Change prerequisites FROM EES 31 and BIOS 31 TO EES 31 or BIOS 120
Rationale: Change results from already approved curricular changes in Biological Sciences

5. *Impacts of course changes*

None

Economics

Course changes

1. *Courses dropped*

None

2. *Courses added*

Eco 245. Statistical Methods II (3)

Continuation of Economics 145, giving broader coverage of linear regression and the construction of empirical models. Topics include the analysis of variance, simple and multiple regression, index numbers, forecasting, nonparametric methods, and statistical methods for quality control. Prerequisites: Economics 145, or a comparable course in introductory statistics.

Rationale: Currently there is no intermediate statistics course offered by the CBE. Such a course will serve two purposes. First, as compared with a formal econometrics course, Economics 245 will place less emphasis on proofs and more emphasis on general intuition and ideas. The material will then provide a natural link between the introductory statistics course and more advanced courses in econometrics and forecasting, such as Economics 357. In fact, Economics 245 is intended to serve as a prerequisite for Economics 357 and other CBE courses that rely heavily on statistical reasoning. Second, the course will cover topics (such as nonparametric methods) that cannot be adequately covered in the introductory course due to

time constraints. With the additional exposure to statistics, the student will be able to better match the appropriate statistical method to the empirical problem at hand.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

Eco 333. The Economics of Business Decisions (3)

change prerequisites FROM Eco 105 or 146, Eco 145, and math 21, 31 or 51
TO Eco 105 or 146, Eco 145, Eco 245 and Math 21, 31 or 51

Rationale: Including Eco 245 as a prerequisite will allow for a significant expansion in course coverage since at present the instructor is required to devote time to a review of statistical methods needed for the case studies and empirical analysis projects in this course.

Eco 357. Econometrics (3)

change prerequisites FROM Eco 105 or 146 or 119, Eco 145 or equivalent course in statistics TO Eco 105 or 146 or 119, Eco 145 or equivalent course in statistics, and Eco 245

Rationale: Adding Eco 245 as a prerequisite will increase the student's preparation for econometrics.

5. ***Impacts of course changes***

Eco 245 will be offered on a regular basis, while Eco 357 may be offered less frequently. Undergraduates with a strong interest in a formal econometrics course can petition to take the Masters level econometrics course (Economics 415) after having taken Economics 245. No new resources are required. While the course is targeted to students in economics, the statistical techniques are applicable to all fields of study within the CBE and others within the university.

English

Course changes

1. ***Courses dropped***

ENGL 122. Speculative Fiction (4)

Rationale: The original instructor is no longer at Lehigh and there has been no new hire to teach in this area.

2. ***Courses added***

ENGL/GC 0xx. Global Literature (3) spring

This multidisciplinary seminar asks students to develop informed opinions about what it means to be a global citizen, using rhetorical and persuasive techniques to address issues in economics, exile, and the environment. Additional narrative and expository reflections on students' intersession trip are required. Open only to students in the Global Citizenship program. Fulfills the English 2 requirement where needed. HU

Rationale: Cross-listed with Global Citizenship program.

ENGL 142. Introduction to Writing Poetry (4)

Instruction in the craft of writing poetry, with a focus on prosody. Practice in and classroom criticism of poems written by students taking the course. (ND)

ENGL 305. Creative Writing Thesis Proposal (fall only) (1)

Preparation to write creative thesis. Requirements include writing a proposal and bibliography. (ND)

ENGL 306. Creative Writing Thesis (spring only) (3)

Portfolio of original creative work in poetry, fiction, or creative non-fiction, plus introductory researched essay. Required for concentration in creative writing. (ND)

ENGL 342. Advanced Poetry Writing (4)

An Intensive writing workshop in which student poems and related literary texts receive close reading and analysis. (ND)

Rationale: Courses more accurately describe and work in sequence for the new creative writing minor and concentration.

3. ***Other changes (number, title, credits, or distribution designation)***

Change in number: ENGL 173 to 143; ENGL 174 to 144; ENGL 347 to 343; ENGL 373 to 344; ENGL 375 to 374; ENGL 376 to 375

Rationale: Re-numbered for more accurate sequence.

Engl 379. Modern American Literature

Rationale: Previous title: Twentieth-Century American Literature. New title more accurately describes the course as it is taught.

Engl 386 Contemporary British and Postcolonial Literature

Rationale: Previous title: Contemporary British and Continental Literature. New title more accurately describes the course as it is taught.

4. ***Changes in description***

ENGL 143. Introduction to Writing Creative Non-Fiction (4)

Practice in writing non-fiction from immediate experience, with emphasis on accurate, persuasive description writing. (ND)

ENGL 144. Introduction to Writing Fiction (4)

Instruction in the craft of writing fiction. Practice in and classroom criticism of stories written by students taking the course. (ND)

ENGL 343. Advanced Creative Non-Fiction (4)

Practice of the essay, including such forms as the personal, academic, or argumentative essay. Emphasis on developing a strong personal voice and learning to use other voices. Intensive revision. (ND)

ENGL 344. Advanced Fiction Writing (4)

An intensive writing workshop in which students stories and related literary texts receive close reading and analysis. (ND)

ENGL 376. Early National Literature (4)

United States literature from the Revolution until 1820, emphasizing fiction, poetry and non-fiction that was engaged in forming, and contesting, a national literature and a new national consciousness. Writing will include Franklin, Jefferson, the Federalist writers, Crèvecoeur, Occom, Wheatley, Brown, Rowson, Foster, Irving, Cooper, and Rush. (HU)

Rationale: More accurate descriptions reflecting actual content.

5. ***Impacts of course changes***

No impact. These courses are already being taught by existing faculty under old and/or experimental numbers.

Environmental Studies

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

ES/IR 143. Comparative Environmental Law and Policy (4)

This course will analyze both comparative legal systems and comparative domestic schemes of environmental regulation. Students will explore the range of alternatives for environmental law and policy as practiced in various parts of the world. They will create arguments not only about how environmental law is created but also about the pros and cons of the different ways humanity has found to regulate its relationship to nature. Gillroy (SS)

Rationale: In both Environmental Studies and International Relations it is most important to expose students to the diverse approaches taken not only by different states but also by different legal systems to the regulation of humanity's relationship to the environment. Especially in an era when globalization is changing our perception of environmental policy as a "domestic" issue, to understand the comparative law and policy of environmental regulation is even more timely and pressing for our curriculum.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

ES (EES) 2. Introduction to Environmental Science (4)

Focuses on natural and human-induced drivers and consequences of environmental change. Exploring options for mitigating and adapting to environmental change in ecosystems, physical and social systems, we will examine such topics as biogeochemical cycles, population pressure, ecosystem diversity, productivity and food security, energy, water resources, climate change, pollution, ozone, urban issues and sustainability. Stresses interactions and inter-relationships, using a series of case studies. Intended for non-science majors with an interest in the environment. (NS) Sahagian

Rationale: Previous title: Environmental Science: Systems and Solutions. This is a simplified title that matches that of ES 1, Introduction to Environmental Studies, and makes these two courses look more parallel as introductory courses to the Environmental Studies major.

5. ***Impacts of course changes***

No impacts are expected. The professors teaching ES (EES) 2 and ES (IR) 143 are new hires for the 2004-05 year and these courses are part of their normal load.

Global Citizenship

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

GC 0xx. Practicum (1)

Preparation for first year Global Citizenship inter-session trip. Focus on the country of travel will include culture, politics, economics, art, religion, trade and technology. Taught by the faculty leader of the inter-session trip. (ND)

GC/ENGL 0xx. Global Literature (3) spring

This multidisciplinary seminar asks students to develop informed opinions about what it means to be a global citizen, using rhetorical and persuasive techniques to address issues in economics, exile, and the environment. Additional narrative and expository reflections on students' intersession trip are required. Open only to students in the Global Citizenship program. Fulfills the English 2 requirement where needed. (HU)

Rationale: These are the fundamental requirements for the new certificate program. Other courses resulting from the annual faculty seminar that will carry a GC designation will be brought forward each year by the GC Program and the host department. For students who have AP Comp II credits, GC/Engl 0xx can serve as a Humanities elective. Course will be taught by an English Fellow who participated in the intersession trip.

GC/MLL 082. Globalization and Cultures (4)

This course is a reflection on the processes of globalization and their consequences, both good and bad, on the world's societies and on our concepts of culture and identity. It provides a multidisciplinary examination of what cultures gain and lose from their interaction with the rest of the world and what it means to be a citizen of a globalized yet diverse world. (HU/GC)

Rationale: This new course is required in the fall semester for freshmen enrolled in the new Global Citizenship program. Two experimental sections were being taught during fall 2004 by Professors Marie-Hélène Chabut and David Pankenier.

GC 3xx. Global Citizenship Capstone Course (4)

Students are required to complete a senior project or paper that reflects on their personal concept of global citizenship as it relates to a specific topic in their individual disciplines. Students meet weekly in a seminar format to discuss their projects and peer review each other's work. Global Citizenship projects can be wrapped into other senior projects that are required for students' majors or programs. Seminar is taught by the Director of Global Citizenship, who will work closely with students and their faculty advisors.
(ND)

Rationale: New program.

3. Other changes (number, title, credits, or distribution designation)

None

4. Changes in description

None

5. Impacts of course changes

None

History

Course changes

1. Courses dropped

None

2. Courses added

HIST 337. History and Community Memory (3-4)

This public history course provides students with the opportunity to research the history of a community. The community focus of the course will change each year. We will explore what constitutes community, what historical memory means, and how history functions to build or divide a community. Students will use both documents and oral history, in particular, as their sources in this project; oral history methods and practice will be a major component of this course. (SS) Carrell-Smith.

Rationale: This course has been offered very successfully over the past several years under History 303, Topics in History. It provides an important component of public history by providing students theoretical knowledge and experience in oral history. We believe that it should be offered on a regular basis and count toward the Public History concentration.

3. Other changes (number, title, credits, or distribution designation)

None

4. Changes in description

None

5. *Impacts of course changes*

Because this course has been offered a number of times over the past several years it will have no new impact on instructional or library resources. It will continue as part of the department's course rotation.

Humanities Center

Course changes

1. *Courses dropped*

None

2. *Courses added*

Hum 105. Peace Studies Internship (4)

Supervised practical work with the Lehigh-Pocono Committee of Concern (LEPOCO), a volunteer peace-and-justice organization located in Bethlehem, PA, combined with a sequence of readings—supervised by the Program Advisor—in the history and theory of nonviolent methods of resolving conflict. Requirements include journal-keeping, periodical consultations with the Advisor, and a final essay on the student's response to the readings and his or her practical work. Bross (SS)

Rationale: The basic course for the minor is a combination readings-course and internship. Professor Addison Bross (English) will be Program Advisor and will coordinate the intern's work with the organization where the internship will be served (the Lehigh-Pocono Committee of Concern—LEPOCO). He will supervise the reading component of the course, meeting with the student periodically, guiding him or her through the journaling process and evaluating the required essay. The Advisor will determine the student's final grade by assessing his or her periodical discussions on the readings, evaluating the journal and the final essay, and consulting with the Director of LEPOCO about his or her performance in the internship.

3. *Other changes (number, title, credits, or distribution designation)*

None

4. *Changes in description*

None

5. *Impacts of course changes*

The Advisor will take on these duties as an overload.

International Relations

Course changes

1. *Courses dropped*

81, 167

Rationale: These courses were taught by Prof. Smolansky, who has retired.

2. *Courses added*

IR 118. Issues in International Relations (4)

Readings on selected themes in world politics, with theme to change each semester. Offered on an occasional basis only. (SS)

Rationale: This course is being introduced to help facilitate students going abroad with another course designation to transfer credits back to Lehigh. While we have used IR 119 for this purpose, the Registrar does not allow the use of the same course number more than once for different courses.

IR 142. International Law (4)

This course deals with the nature and sources of international law and the major theoretical and historical developments that have created the legal system of states as it now stands. Topics include: armed conflict, international trade, human rights and international environmental law. Gillroy (SS)

Rationale: The legal structure of the international system is the framework within which the major issues of international relations are played out. International organization, compliance and enforcement issues, war and peace, global economic trade and the use and preservation of nature all take place within the legal system created to coordinate inter-state relations. Students of international relations should have exposure to the theory, history and function of this legal structure as it continues to evolve.

IR/ES 143. Comparative Environmental Law and Policy (4)

This course will analyze both comparative legal systems and comparative domestic schemes of environmental regulation. Students will explore the range of alternatives for environmental law and policy as practiced in various parts of the world. They will create arguments not only about how environmental law is created but also about the pros and cons of the different ways humanity has found to regulate its relationship to nature. Gillroy (SS)

Rationale: In both Environmental Studies and International Relations it is most important to expose students to the diverse approaches taken not only by different states but also by different legal systems to the regulation of humanity's relationship to the environment. Especially in an era when globalization is changing our perception of environmental policy as a "domestic" issue, to understand the comparative law and policy of environmental regulation is even more timely and pressing for our curriculum.

IR 392. Independent Study (1-4)

This course enables students to work with faculty on individual projects and material not covered by the current course offerings.

Rationale: This is to just streamline the course offerings. We never had a course designation for independent study and as a result we used other numbers.

3. Other changes (number, title, credits, or distribution designation)

Change IR 136 to IR 36

Rationale: The instructor wants to open the course to freshman. The 100 designation may deter some freshmen from taking the course.

4. *Changes in description*

IR 344. International Politics of Oil (4)

add to description: "Instructor permission"

Rationale: This is an upper level seminar that the instructor has opened to students from other colleges in order to get a diversified mix. Demand has been high and it is important for the instructor to choose his students in order to achieve the requisite diversity to make this course work.

5. *Impacts of course changes*

None

Modern Languages and Literature (FREN)

Course changes

1. *Courses dropped*

Fren 269. The Culture of Business (4)

Rationale: Replaced by Fren 272, already part of the curriculum.

2. *Courses added*

None

3. *Other changes (number, title, credits, or distribution designation)*

None

4. *Changes in description*

None

5. *Impacts of course changes*

None

Modern Languages and Literature (GERM)

Course changes

1. *Courses dropped*

Germ 201. Survey of German Literature (4)

Rationale: Replaced by German 301, a literature course that involves extensive reading at the 300 level.

Germ 241. German Texts and Contexts (4)

Rationale: Change in faculty interest.

2. *Courses added*

Germ 267. Advanced Conversation and Composition (4)

A continuation of Germ 167. Practice of speaking and writing skills in German through readings of more complex texts. (HU)

Rationale: Student demand justifies another third-year language course in German, a course that focuses on writing, speaking, and reading skills.

3. *Other changes (number, title, credits, or distribution designation)*

None

4. *Changes in description*

Germ 301. Survey of German Literature (4)

An overview of German literary traditions through the nineteenth century, focusing on the Middle Ages, Renaissance, Reformation, Baroque, Enlightenment, Classicism, Romanticism, Realism, and Naturalism. (HU)
Rationale: Need for upper-level literature course at the 300-level.

5. *Impacts of course changes*

None

Modern Languages and Literature (JPNS)

Course changes

1. *Courses dropped*

None

2. *Courses added*

Jpns 145. Japanese Conversation and Culture I (4)

This course emphasizes oral skills and culture by discussing topics related to modern Japan. Advanced writing skills, especially the knowledge of Kanji, are introduced individually. Prerequisite: Jpns 12 or consent of instructor. (HU)

Jpns 146. Japanese Conversation and Culture II (4)

Continuation of Jpns 145. Emphasis on advanced oral and writing skills, and knowledge of the culture. Prerequisite: Jpns 145 or consent of instructor. (HU)

Rationale: Course additions reflect response to student demand and allow for broadening the material covered in the course.

3. *Other changes (number, title, credits, or distribution designation)*

None

4. *Changes in description*

None

5. *Impacts of course changes*

Jpns 145 and 146 will be offered every other year, alternating with Jpns 141 and 142. The rotation will allow us to offer additional courses without overloading faculty or reducing course availability to students.

Modern Languages and Literature (MLL)

Course changes

1. *Courses dropped*

None

2. *Courses added*

MLL/GC 82. Globalization and Cultures (3)

This course is a reflection on the processes of globalization and their consequences, both good and bad, on the world's societies and on our

concepts of culture and identity. It provides a multidisciplinary examination of what cultures gain and lose from their interaction with the rest of the world and what it means to be a citizen of a globalized yet diverse world. (HU/GC)

Rationale: This new course is required in the fall semester for freshmen enrolled in the new Global Citizenship program. Two experimental sections are being taught this fall by Professors Marie-Hélène Chabut and David Pankenier.

MLL 3XX. Second Language Acquisition (SLA) Theory (4)

This course will introduce theories of second-language acquisition, including issues of acquisition of English as a second language as well as other languages. Various theories of communication and language acquisition will be covered. Prerequisites: consent of instructor. (HU)

MLL/EDUC 4XX. Second Language Acquisition (SLA) Theory (3)

This course will introduce theories of second-language acquisition, including issues of acquisition of English as a second language as well as other languages. Various theories of communication and language acquisition will be covered. Prerequisites: consent of instructor.

Rationale: This new course is offered at both the 300- and the 400-level. At the 400-level, it is part of a new graduate-level certificate in Teaching English as a Second Language (TESOL) to be jointly offered by the College of Education (COE) and the Department of Modern Languages and Literature (MLL). It may also be available to undergraduate students in the MLL department as a 300-level course. It is anticipated that the course will appeal to students pursuing the B.A./M.Ed. in undergraduate foreign language programs as well as the TESOL certificate.

MLL 3YY. Intercultural Communication (4)

Language is ambiguous by nature and discourse is interpreted in cultural and linguistic contexts. This course covers different cultural and linguistic strategies individuals use to communicate with each other, essential concepts for interacting with individuals from other cultural and linguistic backgrounds, and different strategies of communication as defined by specific cultures. Covering the theory and practice of intercultural interaction, this course examines assumptions about language and culture and includes practical advice to help students develop the cultural sensitivity essential for communication today. (HU)

MLL/EDUC 4YY. Intercultural Communication (3)

Language is ambiguous by nature and discourse is interpreted in cultural and linguistic contexts. This course covers different cultural and linguistic strategies individuals use to communicate with each other, essential concepts for interacting with individuals from other cultural and linguistic backgrounds, and different strategies of communication as defined by specific cultures. Covering the theory and practice of intercultural interaction, this course examines assumptions about language and culture and

includes practical advice to help students develop the cultural sensitivity essential for communication today.

Rationale: This new course is offered at both the 300- and the 400-level. At the 400-level, it is part of a new graduate-level certificate in Teaching English as a Second Language (TESOL) to be jointly offered by the College of Education (COE) and the Department of Modern Languages and Literature (MLL). It may also be available to undergraduate students in the MLL department as a 300-level course. It is anticipated that the course will appeal to students pursuing the B.A./M.Ed. in undergraduate foreign language programs and the TESOL certificate.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

None

5. ***Impacts of course changes***

The SLA course will be taught by Professor Kiri Lee. The Intercultural Communication course will be taught on a rotating basis by Professor Marie-Hélène Chabut, Professor Kiri Lee, and/or faculty from the Department of Modern Languages and Literature, all of whom have participated in course development. As a result, this course will not have an immediate effect on faculty resources. This is a promising area for development in both CAS and COE, however, and the deans of those two schools have indicated an interest in supporting developments in this area further if student demand justifies.

Modern Languages and Literature (SPAN)

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

Span 213. Approaches to Reading: Cultural Productions in Spanish (4)

An introduction to the analysis of Latin American and Spanish cultural productions (mainly literature and film). Prerequisites: Span 151 or 152, Span 141. (HU)

Rationale: Students who complete Span 213 will be better prepared to take higher level seminars on literature. Film and culture classes provide background on both the history of Hispanic literature, as well as analytical tools for critical reading.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

None

5. ***Impacts of course changes***

This is a course designed for students who want to complete courses on Hispanic literature and culture at a higher level. It has no impact on teaching loads or budget.

Music

Course changes

1. ***Courses dropped***

Mus 37. Scenes from Opera and Musical Theatre (1)

Rationale: This course is no longer offered.

2. ***Courses added***

Mus 49. Small Jazz Ensembles (1) fall-spring

Department permission. Staff. (HU)

Rationale: To make a distinction between small jazz groups and classical chamber ensembles (Mus 48).

Mus 171. Accompanying (1) fall-spring

Introduction to ensemble performance including sight-reading techniques, application of chord progressions and beginning improvisation techniques at the keyboard. May be repeated for credit. McHugh (HU)

Rationale: To provide important skills for pianists and to develop student accompanists to assist department performers.

Mus 312. Advanced Choral Conducting and Composition (2)

(same description as 412)

Rationale: Addition of 300-level number allows advanced undergraduates to take the course offered only in the summer.

Mus 336. Seminar in the History of Musical Style (3) spring

Study and analysis of the development of musical language and genre from the middle ages to the present. Intended particularly for any student considering graduate school in music. May substitute for any one course in the music history sequence. Prerequisite: Mus 83. Sine. (ND)

Rationale: Since students planning to study in graduate school miss at least one course in the music history sequence, this seminar will provide an overview of Western music history needed for graduate entrance exams.

Mus 361. Music Internship (3)

Professionally supervised work in music organizations, recording companies, music publishers, arts management. May be repeated for a total of six credits. Prerequisite: enrollment as music major or minor. Department permission. (ND)

Rationale: Students have been seeking internship credit and with our proposed music industry minor, internships are required.

3. **Other changes (number, title, credits, or distribution designation)**

Mus 82: delete Mus 2 prerequisite

Rationale: Many students test out of Mus 2. Including it as a prerequisite makes registration difficult.

Mus 83: delete Mus 3 prerequisite

Rationale: Many students test out of Mus 3. Including it as a prerequisite makes registration difficult.

Mus 261: delete all prerequisites

Rationale: Based on the current teaching of the course, music theory is not required.

4. **Changes in description**

None

5. **Impacts of course changes**

None

Philosophy

Course changes

1. **Courses dropped**

None

2. **Courses added**

Phil 5. Contemporary Moral Problems (4)

An examination of contemporary issues that raise questions about right and wrong, good and bad, both for individuals and for social policy, using the methods, theories, and concepts of moral philosophy. Issues addressed might include abortion, euthanasia, and physician-assisted suicide for dying patients, punishment and the death penalty, sexual orientation, world hunger and poverty, welfare, the treatment of animals, terrorism and war, racial and sexual discrimination, affirmative action, pornography and hate speech, and the relation of humans to the natural environment. Dillon (HU)

Rationale: The Philosophy Department currently has no applied ethics courses, which is unfortunate considering how great a demand there is for such courses at other universities and how great a demand there would likely be here as well were such a course offered. In addition, we have only one 000-level course and thus offer very limited opportunities to freshmen who might wish to take a philosophy course. The course Philosophy 5 has the added advantage of dealing with moral issues that are current.

Phil/Clss 232. Figures/Themes in Hellenistic Philosophy (4)

This seminar course will involve an in-depth focus upon a major movement in Hellenistic Philosophy (roughly 4th century B.C.E. to the 2nd Century C.E.) such as Epicureanism, Stoicism, Ancient Scepticism, or Neoplatonism, or the Hellenistic treatment of a particular theme (e.g. freedom from anxiety, the nature of the Cosmos and our place within it, or human nature). Content varies. May be repeated more than once for credit. Mendelson (HU)

Rationale: Our history of philosophy courses are taught at both an introductory and an advanced level. We thus have ancient philosophy, medieval philosophy, modern philosophy, etc. both at the 100-level and at the 200-level (as a “Figures/Themes” course). Somehow Hellenistic philosophy was overlooked as we designed the history sequences, and we have Hellenistic philosophy listed at only the 100-level. When Professor Mendelson teaches the course at the 200-level this spring (2005), it will be designated 231, “Figures/Themes in Ancient Philosophy,” simply because we have no 232 designation in our catalogue. Changing the number of this course will bring consistency to our offerings in the history of philosophy. It is not really the addition of a new course; it is more like the addition of a new designation.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

Phil/Rel 3. Global Religion, Global Ethics (4)

Introduction to philosophical and religious modes of moral thinking, with attention given to ethical issues as they arise cross-culturally in and through religious traditions. The course will reference the United Nations Millennium Goals to consider family life and the role of women, social justice, the environment, and ethical ideals. Particular focus varies but may include one or more of the following: abortion and reproductive health, the death penalty, religiously motivated violence, and problems of personal disorder (heavy drinking, anorexia, vengeance). A Global Citizenship course. Steffen. (HU)

Rationale: This introductory course introduces students to religion through the philosophical methods used in modern and classical ethics (Kant, Mill, Aristotle), but course has now been altered to confront the way religion and ethics are now being approached in a global context by contemporary scholars. The new syllabus was prepared for the Global Citizenship seminar, includes new materials dealing with “global religion: and “global ethics” especially as they are relevant to the UN Millennium Goals that Lehigh has endorsed in its acceptance of membership as an affiliate NGO with the United Nations.

5. ***Impacts of course changes***

Phil 5: Will add a new 000-level to the Philosophy offerings, and will thus offer more choice for freshmen. We will not require any additional resources. Phil/Class 232: Will bring Hellenistic Philosophy in line with all other History of Philosophy courses. The course is already taught at Phil/Class 231. So, this is just a number change and will not require any additional resources. Phil 3/Rel 3: Change of title and course description reflects new emphasis on Global Citizenship. No additional resources required.

Physics

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

None

3. ***Other changes (number, title, credits, or distribution designation)***

Change Phy 264 to 364

Rationale: PHY 264/364 is a high level course in nuclear and elementary particle physics at the advanced undergraduate/beginning graduate level. The course number change allows graduate students to take the course for credit.

Phy 363. Solid State Physics

Rationale: Previous title: Physics of Solids; name change reflects modern terminology.

4. ***Changes in description***

Phy 273. Research (2-3)

Participation in current research projects being carried out within the department. Intended for juniors or seniors majoring in the field. Department approval required. May be repeated for credit. However, no more than 6 credits can be used as “Advanced Physics”, “Approved Electives”, or “OE”, “SSE”, or “EP Electives” in Physics, Astronomy, and Astrophysics degree programs. (NS)

Rationale: We propose to eliminate the requirement that “research” may only be repeated once for credit, since we want to encourage student involvement in research. We propose to add the “department approval” requirement to ensure that any student enrolling in this course has already identified a willing research mentor.

5. ***Impacts of course changes***

None

Political Science

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

POLS 108. (Global) Citizenship and its Discontents (4)

The purpose of the course is to consider the nature—and desirability—of citizenship, both as an ideal and as applied (if possible) in the global context. What exactly does it mean to be a “citizen?” Does citizenship require particular actions, thoughts, or values? What are the legal, political, and moral obligations of this designation? What exactly do you owe to your neighbor, or to someone on the other side of the world? Readings range from Socrates to the Manifesto of the Unabomber. Pinaire (SS/GC)

Rationale: New course in area of interest to instructor, in support of Global Citizenship program.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

PolS 356/456 Seminar: Political Philosophy (4 credits)

Critical examination of several of the “great books” and/or “great ideas” in political thought. Students will help select the material for critical discussion.

Course may be repeated with permission of the instructor. Matthews (SS)

Rationale: Added text clarifies expectations.

5. ***Impacts of course changes***

None

Psychology

Course changes

1. ***Courses dropped***

None

2. ***Courses added***

Psyc 3xx. Motivation (4)

This seminar emphasizes theory and research on motivational approaches to social psychology. We will focus on the ways in which goals, motives, and needs guide behavior. We will explore such key issues as the nature of achievement, well-being, self-regulation and self-control; emotions, values, and belief-protection as sources of social action; and the role of motivated cognition in understanding the self and others. Prerequisite: PSYC 153 or PSYC 121. Grant. (Advanced Psychology Seminar) (SS)

Rationale: New hire teaching in her area of specialization.

3. ***Other changes (number, title, credits, or distribution designation)***

None

4. ***Changes in description***

None

5. ***Impacts of course changes***

None

Religion Studies

Course changes

1. ***Courses dropped***

REL/ASIA 62 Religions of India (4)

Rationale: Rel/Asia 60 Religions of South Asia class is the same thing, but makes the important distinction that we’re not talking about India here, but also Bangladesh, Pakistan, Nepal, Sri Lanka, etc.

2. *Courses added*

REL 1XX. Jews, Christians, and Buddhism: The Turn to the East in American Culture (4)

In recent decades, a growing number of Americans raised as Jews and Christians have embraced the teachings and practices of Buddhism. Through a study of contemporary Buddhist writings, personal accounts, and other readings, we shall examine what Jews and Christians find attractive in Buddhism. We shall also explore the areas of conflict between Buddhism and Western religions as well as the cultural conditions that are contributing to Buddhism's growing appeal. Silberstein (HU)

Rationale: This course explores an important phenomenon in American religious life as well as basic issues in the ongoing global encounter among Eastern and Western religions and cultures. It has been taught twice as a first-year seminar and has proven to be quite popular and successful.

REL 2XX. Classic Jewish Texts (4)

While many people know that the Hebrew Bible ("Old Testament") is a foundational scripture for Judaism, fewer are familiar with the post-biblical Jewish classics. Yet these works shaped the understanding of God, the identity of the Jewish people, and the vision of history and of the ethical life that inform Judaism as we know it today. As students read the Talmud, Midrash, and traditional prayer-book, they will become familiar with the wisdom of the rabbinic sages, and the central concepts of Jewish tradition. Weissler (HU)

Rationale: This course has been taught twice under the rubric of Rel 222. Topics in Western Religion. This course should be made a regular course because it fills an important gap in our offerings on Judaism. The course fills the gap of Jewish texts between the Bible and the middle ages.

3. *Other changes (number, title, credits, or distribution designation)*

REL 230. Kabbalah: The Jewish Mystical Tradition (4)

Rationale: Previous title: The Jewish Mystical Tradition. When the course was first named, the Hebrew word "Kabbalah," indicating the Jewish mystical tradition, was unknown except to specialists, and thus not used in the course title. More recently the term "Kabbalah" has been widely (if sometimes inaccurately) used in the press. The change in the title will enable students to make the connection between the course and the phenomenon they have heard or read about.

4. *Changes in description*

Rel/Phil 3. Global Religion, Global Ethics (4)

Introduction to philosophical and religious modes of moral thinking, with attention given to ethical issues as they arise cross-culturally in and through religious traditions. The course will reference the United Nations Millennium Goals to consider family life and the role of women, social justice, the environment, and ethical ideals. Particular focus varies but may include one or more of the following: abortion and reproductive health, the death penalty, religiously motivated violence, and problems of personal disorder (heavy drinking, anorexia, vengeance). A Global Citizenship course. Steffen. (HU)

Rationale: This introductory course introduces students to religion through the philosophical methods used in modern and classical ethics (Kant, Mill, Aristotle), but course has now been altered to confront the way religion and ethics are now being approached in a global context by contemporary scholars. The new syllabus was prepared for the Global Citizenship seminar, includes new materials dealing with “global religion: and “global ethics” especially as they are relevant to the UN Millennium Goals that Lehigh has endorsed in its acceptance of membership as an affiliate NGO with the United Nations.

5. *Impacts of course changes*

None

Sociology and Anthropology (ANTH)

Course changes

1. *Courses dropped*

Anth 11, 12, 125

2. *Courses added*

None

3. *Other changes (number, title, credits, or distribution designation)*

Anth 305, 325, 330, 339, 376, Anth/Class 345: DELETE prerequisite statement: “One of the following introductory courses: ANTH 1, ANTH 11, ANTH 12, SSP 1, SSP 5, or SSP 21.”

Rationale: The prerequisite is an unnecessary barrier to students who wish to enroll.

4. *Changes in description*

None

5. *Impacts of course changes*

None

Sociology and Anthropology (SR)

Course changes

1. *Courses dropped*

None

2. *Courses added*

None

3. *Other changes (number, title, credits, or distribution designation)*

SR 381 and 395: DELETE prerequisite statement: “One of the following introductory courses: ANTH 1, ANTH 11, ANTH 12, SSP 1, SSP 5, or SSP 21.”

Rationale:

4. **Changes in description**

None

5. **Impacts of course changes**

None

Sociology and Anthropology (SSP)

Course changes

1. **Courses dropped**

SSP 5, 21

Rationale: The Registrar has advised us that we may rid the catalog of SSP 5 and 21, which we were keeping for transfer issues.

2. **Courses added**

SSP/WS 1xx. Race, Gender, and Work (4)

Racial and gender inequalities as they relate specifically to work and employment. We explore the origins and histories of inequalities, the ways in which inequalities persist and/or change today, and what steps might be taken toward creating a more equal society. Rogers (SS)

Rationale: Dr. Jackie Krasas Rogers has been hired to be the permanent director of the Women's Studies Program. Dr. Rogers will teach this course as part of her teaching load and as a faculty member of the Sociology and Anthropology Department.

3. **Other changes (number, title, credits, or distribution designation)**

SSP 341, 351, 364, 366, 370, 373: DELETE prerequisite statement: "One of the following introductory courses: ANTH 1, ANTH 11, ANTH 12, SSP 1, SSP 5, or SSP 21."

SSP 313 and 375: Add prerequisite: "One 100-level SSP course"

4. **Changes in description**

None

5. **Impacts of course changes**

None

Theatre

Course changes

1. **Courses dropped**

230, 250, 251, 252, 338, 349

Rationale: Material in courses dropped will be integrated into courses added.

2. **Courses added**

THTR 50. Stage Lighting (4)

An introduction to the art and practice of lighting design for the stage. History of theatrical lighting design. (HU)

THTR 187. Scenography II (4)

Includes beginning scene design, lighting design, and costume design principles and techniques. Introduction to design history. Significant texts, scenographic design and media techniques in graphic and three-dimensional solutions. Introduction to drafting and mechanical perspective. Prerequisite THTR 87 or permission. (HU)

THTR 287. Scenography III (4)

Includes advanced scene design, lighting design, and costume design principles and techniques. Design history projects in specific periods. Complex design problems of traditional texts. Emphasis on color and color theory. Prerequisite THTR 187 or permission. (HU)

THTR 387. Scenography IV (4)

Advanced problem solving of non-traditional design problems, experimental approaches and solutions, contemporary issues in environmental design. Design history focus on contemporary design trends and non-traditional history. Prerequisite THTR 287 or permission. (HU)

Rationale: The four courses added will replace the six courses dropped. The basis for these proposed changes is the belief that all of the various design elements in theatre, such as scenic, lighting and costume design, are best explored pedagogically in an integrated manner. Scenography is the process of fully integrating all elements of a theatrical design into an artistic whole.

THTR/WS 129. History of Fashion and Style (4)

Dress and culture in the Western Hemisphere from prehistory to today. The evolution of silhouette, garment forms and technology. The relationship of fashion to politics, art and behavior. Cultural and environmental influences on human adornment. (HU)

Rationale: Regularization of course previously offered in provisional mode; cross-list with Women's Studies by mutual consent.

3. Other changes (number, title, credits, or distribution designation)

THTR 147 and 148: Change prerequisite to: "Theatre 11 or consent of instructor"

Rationale: Housekeeping

THTR 87. Scenography I

Rationale: Previous title: Design for the Theatre. The term "scenography" best represents the theatre design sequence.

THTR 111. Sound Design

Rationale: Previous title: Theatre Sound

THTR 153. Scene Painting

Rationale: Previous title: Scene Painting I. The other changes are housekeeping.

THTR 50, 87, 111, 187, 287,387: Cross-list with Design Arts
Rationale: Evolution of relationship between Theatre and Design Arts.

THTR 154. (new number) and cross-list with Design Arts
Rationale: Previous number 153. Change number to facilitate cross-listing with Design Arts.

4. *Changes in description*

THTR 21. Stage Technology and Production II (2)

Theory, methods, and practice for assignments in run crew. Prerequisite: Department permission.

Rationale: This adjustment focuses Theatre 21 on the run crew experience, which is its prime use. There is no reason to have any prerequisites for such an introductory experience.

THTR 160: Change credits to 1-4

Add "Can be repeated for credit."

Rationale: Students may accept practical design assignments of varying scopes and complexities, and do so under this course number a variety of times. These courses have no counterparts in the upper-level curriculum. Like the performance courses (35 & 37), the technology courses should be repeatable for those students who wish to accept varied technological assignments in the areas specified in those course numbers. This change would minimize the large number of small-credit independent studies currently offered to meet students' further academic needs in this area of the curriculum.

THTR 175, 275, and 361: Change credits to 1-4.

THTR 351: Change credits to 1-8.

Rationale: The above variable credit adjustments allow us to customize the size and scope of projects in a more precise and accurate manner regarding credit allowed. Credit is expanded only downward, to allow for more targeted and specific impact.

THTR 315: Delete "Fall only"

5. *Impacts of course changes*

The add/drop is a net loss from the catalog and consolidates the curriculum. The major in theatre is unchanged by these adjustments, which best reflect the preferred style and values of the current design faculty. A goal of this new scenographic approach will be to explore team teaching wherever and whenever practicable. All other changes are more a matter of housekeeping than philosophical shift.

Women's Studies

Course changes

1. *Courses dropped*

None

2. *Courses added*

WS/THTR 129. History of Fashion and Style (4)

Dress and culture in the Western Hemisphere from prehistory to today. The evolution of silhouette, garment forms and technology. The relationship of fashion to politics, art and behavior. Cultural and environmental influences on human adornment. (HU)

Rationale: Regularization of course previously offered in provisional mode; cross-list with Women's Studies by mutual consent.

WS/SSP 1xx. Race, Gender, and Work (4)

Racial and gender inequalities as they relate specifically to work and employment. We explore the origins and histories of inequalities, the ways in which inequalities persist and/or change today, and what steps might be taken toward creating a more equal society. Rogers (SS)

Rationale: Dr. Jackie Krasas Rogers has been hired to be the permanent director of the Women's Studies Program. Dr. Rogers will teach this course as part of her teaching load and as a faculty member of the Sociology and Anthropology Department.

3. *Other changes (number, title, credits, or distribution designation)*

None

4. *Changes in description*

None

5. *Impacts of course changes*

None