

## **Final Report 2012-2013 Committee on the Undergraduate Curriculum**

### **Meetings and Membership**

The Committee met for 1.5 hours per week throughout the Fall and Spring semesters. The membership was as follows:

Susan White, Chair  
Michael Allen  
Tim Harte, Spring, Chair-elect  
Mike Noel Mehmet-  
Ali Atac Gail  
Hemmeter, Fall

Kim Cassidy, Provost  
Michele Rasmussen, Undergraduate Dean  
Judy Balthazar, Dean of Studies, Invited Member  
Kirsten O'Beirne, Registrar, Invited Member  
Joann O'Doherty, Administrative Assistant  
Alice Fisher, Kristy Oh, Muna Aghaalnemer, Carolyn Jacoby, Student  
Representatives

To the greatest extent possible, documents were circulated electronically and posted to our Moodle site by our able and efficient Administrative Assistant. She also maintained our "public" web site <http://www.brynmawr.edu/cc/>. Curriculum Committee appreciates the willingness of the community to engage with us on curricular issues by filling out forms, providing data and insights, and discussing ideas and proposals.

### **Representation and Guests to Meetings**

Faculty members serving on the Curriculum Committee took part in the following groups and processes:

- New faculty position requests with CAP (Committee on Academic Priorities)
- External departmental reviews of Physics (Harte) and Psychology (White)
- Permission to search for replacements for departing junior faculty: Physics (Harte), Biology (Atac), Anthropology (White), Economics (White)
- SEADS: Bi-Co committee that discussed implementation of Bi-Co registration software (White)
- PRAXIS (Harte)
- 360 Steering Group (Noel)
- The Chair attended monthly Advisory Council meetings prior to each faculty meeting.
- Curriculum Committee sponsored two very well-attended conversations about curricular needs in statistics (Noel).

The following individuals or groups were invited to discuss particular issues:

- Institutional Research: Mark Freeman and Richard Barry spoke to Curriculum Committee on using student survey data on liberal arts students and the importance of writing.
- Undergraduate Deans presented on students' progress in meeting the new language and Approach requirements.
- Tri-Co Health Studies: Melissa Pashigian spoke on a proposed minor in health studies.
- Italian Department: Roberta Ricci presented on a proposed Italian Studies major and minor.
- Museum Studies Group (Mary Osirim, Steve Levine, Brian Wallace) presented on proposed Museum Studies A.B./M.A program.
- Creative Residencies: Tom Bonner spoke about the Creative Residencies program at Haverford, Swarthmore, and Bryn Mawr.
- Nell Anderson discussed Praxis Programs.
- Sara Theobald discussed 360 programs timelines, administration, and student policies.

## **Curricular Oversight**

### **New Initiatives**

Writing Requirement: Following discussion within Curriculum Committee, a departmentally-based writing requirement that will be part of each major was proposed. This proposal was discussed at two Faculty meetings and was approved and includes writing-intensive (1 semester) and writing attentive (2 semester) options. Curriculum Committee will approve departmental writing requirement plans during the Fall of 2013. Several years of discussion on writing within disciplines and the Balch seminar program, the implementation of courses for non-native speakers, and departmental assessments on writing were instrumental in shaping this requirement. (APPENDIX 1)

### **Departmental and Program Requests**

Curriculum Committee approved the request of the Middle Eastern Studies program to replace a dedicated Themes course with a variety of multi-purpose courses that serve as an introduction to the Concentration. (APPENDIX 2)

Curriculum Committee approved a request from the Italian Department to change its major and minor to Italian Studies to reflect the dual focus and language and culture. This program will be reviewed in two years. (APPENDIX 3)

Curriculum Committee approved the creation of a Tri-Co Health Studies minor. CC and EPC consulted during the evaluation process. Haverford has also approved this minor. (APPENDIX 4)

SEADS: Limited enrollment courses, pre-registration, and advising were the chief topic of discussion during the two meetings, but BMC and HC have different philosophical approaches to running lotteries and student advising and no common system was ultimately proposed. The Undergraduate members collected data from their peers and spoke up in favor of early lotteries for limited enrollment courses.

Curriculum Committee worked with Tom Bonner, Mellon Tri-College Creative Residencies Coordinator, to review and rank Mellon Creative Residencies Proposals that involve Bryn Mawr College.

Curriculum Committee officially agreed to the current PRAXIS practice of allowing professors to grade PRAXIS III students CR/NC without obliging students to use one of their four CR/NC opportunities.

Curriculum Committee approved 360s, <http://www.brynmawr.edu/360/>, and the new courses associated with them. However, we are still developing the appropriate administrative structure so that CC's curricular input is received earlier in the process. CC plans to invite the 360 Steering Committee to a meeting next year and appreciates the added 360 administrative support.

### **New Position Requests (with CAP)**

In the Fall, based on the Position Summary, Curriculum Committee generated a short list of questions about the curricula for the requesting departments. Once full proposals were received, one CC faculty read and presented the proposal to the rest of CC. An additional set of questions for the proposing department was generated and one CC faculty member attended CAP's meeting with the requesting department. The list of proposals and CC representatives was Psychology (White), Atac (Cities), Arabic (Harte), Mathematics (Noel), Anthropology (Allen). CC did not participate in the final deliberations or in the drafting of CAP's final report.

### **New Courses**

Curriculum Committee divided into subcommittees comprised of at least one faculty member and one administrator to review New Course Proposals in the Fall and Spring. Because so many New Course Proposals have been associated with Interim Faculty, the Chair of CC and the Dean of Studies often reviewed late proposals.

### **Approaches to Inquiry**

Data from the Registrar suggested that the new Approaches Requirement might possibly be leading to fewer Bryn Mawr students taking courses at Haverford. Haverford faculty were encouraged, via a letter to EPC and contacts between department Chairs, to apply to have their Haverford courses count towards the Bryn Mawr Approaches Requirement. Several Haverford Departments did succeed in making some of their courses eligible to meet this requirement and Bryn Mawr faculty were invited to include more courses.

### **Items Discussed with no policy changes**

- Curriculum Committee met with Undergraduate Deans to discuss difficulties students are having in meeting the new Language and Approaches requirements. It can be hard to evaluate progress in meeting Approaches requirements prior to selection of a Major. A small number of students are struggling in Semester 2 of language courses and might be able to meet the requirement if an average of 2.0 in both classes were required, but it was decided not to propose a policy change. Some students successfully completing the Q seminar are still weak and have difficulty in finding a QM course at the right level. For the most part EN125 is working well for students who need extra writing work following their Balch Seminar. CC decided not to change the current policy of recommending, but not requiring, that students take this course. These issues will be revisited when the 2010 curricular requirements are evaluated next year.
- Curriculum Committee discussed awarding transfer credit for on-line courses, but elected not to change the current policy that awards no credit for such courses. This policy may negatively impact some of our community college transfer students, but the Committee felt that the lack of student interaction in such courses detracts from their value to a Bryn Mawr education.
- Departmental policies concerning pay or credit for student teaching assistants vary.
- A 4+1 program in Public Health with the Tri-Co and University of Pennsylvania is under discussion at the University of Pennsylvania. This program, discussed at Curriculum Committee and at a Faculty Meeting, was received favorably.

## **Future Activities**

### **2013-2014**

**Curricular Rules:** CC should review discrepancies among the Curricular Rules, college catalog and current administrative practice. In particular, this summer a small group (Harte, White, Balthazar) will examine the Curricular Rules with the goal of eliminating portions that are no longer relevant, such as Admissions policies. The Curricular Rules are posted on CC's web page--<http://www.brynmawr.edu/cc/>.

The Faculty agreed to review the revised general degree requirements adopted in 2010.

CC will review the Child and Family Studies Minor and the Environmental Studies Minor.

CC will implement the Writing Requirement, Fall 2013.

CC will invite the Praxis Steering Committee to a meeting.

**2014-15**

CC will review the International Studies Major and Neuroscience Minor.

CC will review the Italian Studies Major (approved, May 2013)

## APPENDIX 1

Approved by 2<sup>nd</sup> vote of the Faculty, Jan. 2013

This document contains:

- 1) Resolution
- 2) Definitions and descriptions
- 3) Implementation Plan

### **Resolution to Incorporate a Writing Intensive Course Requirement into the Major**

From Curricular Rules of the Faculty Dec 2010-- <http://www.brynmawr.edu/cc/>

#### II. Curriculum

##### B. Requirements for the Degree of Bachelor of Arts

##### 4. Major Subjects

##### b. Minimum course requirements (page 10)

#### **Current Rule**

##### b. Minimum Course Requirements

The minimum course requirement in the major subject shall be eight course units, consisting of full year or semester courses of which at least two courses must be 200-level work and at least two courses must be at the 300-level or above. For interdepartmental majors, at least two courses must be at the 300-level or above. The course requirements in the major subject usually consist of the following:

two course units of first-year (100-level) work;  
two to four course units of second-year (200 level) work;  
and two to four course units of advanced (300-and 400-level) work.

A major should require no more than fifteen courses, including prerequisites and allies from other departments. Except where explicitly forbidden, courses used to fulfill major requirements may also satisfy other course requirements, including divisional requirements.

#### **Proposed Rule Change (deletions and additions noted)**

##### b. Minimum Course Requirements

The minimum course requirement in the major subject shall be eight course units, ~~consisting of full year or semester courses~~ of which at least one course must be writing intensive (or the equivalent attention to writing in two courses) at the 200 or 300 level, at least two courses must be 200-level work and at least two courses must be at the 300-level or above. For interdepartmental majors, at least two courses must be at the 300-level or above.

The course requirements in the major subject usually consist of the following:

two course units of first-year (100-level) work;  
two to four course units of second-year (200 level) work;  
one course unit of writing intensive work designed to be taken during the  
sophomore or junior year (200-300 level);  
and two to four course units of advanced (300-and 400-level) work.

A major should require no more than fifteen courses, including prerequisites and allies from other departments. Except where explicitly forbidden, courses used to fulfill major requirements may also satisfy other course requirements, including divisional requirements.

Courses that satisfy the writing requirement are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum. Criteria and goals for Writing Intensive courses may be found on the Curriculum Committee's web site.

## **WRITING INTENSIVE COURSES**

**27 November 2012**

Writing-intensive courses in the major provide an opportunity for Bryn Mawr faculty to use their own experience as writers to orient students to the standards, norms, current idioms, genres and modes specific to the discipline. These courses emphasize critical thinking and writing to help students better understand discipline-specific scholarship and to practice its methods, forms, and conventions of expression. The writing assigned in these courses will be integral to the content of the course. It aims improve students' ability to represent and build upon material covered in the class and to engage deeply with course content.

### **Goals of a Writing Intensive Course:**

1. To give students instruction and practice in writing as a tool of inquiry and critical thinking. Students will further develop their abilities to use writing to create and represent knowledge, to explore and build upon ideas and concepts, and to express thought and perspective.
2. To teach students to produce clear expository writing and/or substantive, convincing arguments by generating critical questions, making claims, developing ideas through reasoning and evidence, and generating a finished product that is appropriate to the writing's purpose and audience.
3. To orient students to the practices of disciplinary writing. These courses should help students
  - to recognize discipline-specific purposes for writing, types of questions posed, and evidence considered persuasive;
  - to learn (as appropriate) to carry out discipline-based research;
  - to become familiar with the genres, structures, and language of writing characteristic of a discipline.
4. To offer students various process models for writing that they can adapt to their own habits and modes of learning:
  - to teach students that good writing rarely is the product of a single draft produced in one sitting; rather that writing occurs in stages over time ;
  - to give students practice in typical process stages such as preliminary writing (note-taking, informal writing, outlining, mapping, etc.), drafting, revising, copy-editing;
  - to offer strategies for learning to assess the strengths and weaknesses of drafts;
  - to teach students to use faculty and peer feedback effectively.



## What is a Writing-Intensive Course?

### 1. Class or Section Size

Because teaching writing requires faculty to respond to student writing and to confer individually with students, **class size should be limited to 15 students when possible**, with an absolute maximum of 18. Courses with large enrollment, therefore, cannot be designated WI courses (though short writing assignments can be used effectively to teach course content, even in courses with large enrollment).

### 2. Writing Courses Required for the Major

Because students especially benefit from learning discipline-based writing at the points where they enter major study, **it is desirable to position WI courses at the 200-level or 300-level; that is, courses taken primarily by sophomores and juniors are most appropriate for WI designation.** Since the purpose for the writing-intensive requirement is to prepare students for senior capstone courses, such courses cannot fulfill a department's WI requirement, even though they usually require a significant amount of writing.

### 3. Faculty

WI courses should be taught by Bryn Mawr's academic faculty—by senior, junior, CNTT or Writing Program faculty. **Faculty are responsible for teaching writing in the course.** While TA's or peer tutors may give feedback on writing in its early stages, their consultation should not replace faculty work with student writers. Faculty teaching WI courses should expect to respond to drafts and revisions, to confer individually with students, and so forth. TA's or peers who tutor writing in a WI course must be trained by the Writing Center in writing pedagogy and conferencing techniques; and they should meet regularly with the faculty instructor to discuss writing assignments, goals, and strategies.

### 4. Amount of writing

A **substantial amount of writing** should be assigned in WI courses, distributed over **several assignments of varying lengths.** Instructors should plan to assign **a minimum of thirty pages**, including drafts and revisions. Departments that believe a lower minimum is appropriate for their discipline may petition to reduce the page requirement by providing a rationale for doing so.

Types of assignments vary among the disciplines, and faculty are encouraged to design assignments that complement work within the discipline. Writing might include, for example, argumentative essays; critical reviews of the scientific literature or policy; reports of laboratory work; mathematical assignments that include a significant analytic or discussion component; assignments that include a multimedia component; or critiques of objects, events, performances, or research papers.

## 5. Writing Instruction

- a. Syllabi should identify the course as writing-intensive and provide a rationale for the designation by listing the writing goals of the course.
- b. Whenever possible, **writing should be integrated with course content.**
- c. Class discussion should include conversation about and instruction on the writing process; on the elements of disciplinary writing; and on the ways writing in one discipline differs from writing in others.
- d. **Students in WI courses should be given the opportunity to practice preliminary writing and drafting, and should be taught how to revise on the basis of faculty feedback.** While not every assignment must require students to practice the entire writing process (preliminary writing; drafting; revision; copy-editing), most assignments should reflect some aspect of this process.
- e. Faculty should give thought to the **sequence of assignments and revisions** so that they build on one another.
- f. Faculty are expected to **confer individually with students at least twice during the semester**, and to provide **written feedback on work in progress**. Other feedback techniques may also be incorporated into the course, for example, in-class peer review or support from the Writing Center.

## 6. Writing-Attentive Courses

Normally, students should fulfill the writing requirement in the major by taking a single WI course. When a department petitions Curriculum Committee to have students fulfill the major requirement by completing two “writing-attentive” courses, these two courses, between them, should fulfill the requirements for a WI course. These writing attentive courses should enroll no more than 22 students.

## Implementing the WI Requirement

Dec. 1, 2012

### Timing:

If we adopt a WI requirement by March of this academic year (2012-2013), this requirement would apply for the first time to the Class of 2017. Thus, the real demand for WI courses would start in the sophomore year of the Class of 2017, that is, 2014-15.

Since the requirement is designed to address writing development beyond the ESem and before the senior capstone, students would not be able to complete it until after their first semester. In most cases, the students would complete the requirement during the sophomore and junior year. Students on the Curriculum Committee suggested that the earlier these courses could take place, the better. While positioning these courses early in the major is not always feasible, the students felt that they would have greatly benefitted from a discipline-based writing-intensive course early on in their pursuit of the major.

### Putting Writing Intensive Courses in Place

By November 15, 2013, each department will need to submit a plan to Curriculum Committee describing how students would meet the writing intensive requirement in that particular major. Departments will designate existing courses as Writing Intensive courses, or create new ones, and provide draft syllabi for these courses. These courses should adhere to the guidelines for Writing Intensive (WI) courses (see document entitled, "Writing Intensive Courses"). **Departments can designate more than one course as a WI course.** While the preference of the Curriculum Committee is to have students fulfill the requirement by taking a single WI course, a department can petition Curriculum Committee to have students fulfill the major requirement by completing two "*writing attentive*" courses. These two courses together should (between the two experiences) fulfill the guidelines for a WI course. These writing attentive courses should enroll no more than 22 students.

For students with particular interests, or for those students choosing more interdisciplinary pathways through the major, departments may allow those students to fulfill their WI course requirement in departments or programs outside the major, or with a course offered through the Writing Program. Departments willing to allow this flexibility to individual students should indicate their willingness to do so in their proposal to Curriculum Committee.

### Resources

Adopting the WI requirement means that departments will need to make the teaching of writing a priority. In AY 2011-2012, departments offered an average of eight 200- and 300-level courses with

an enrollment of 17 or fewer students (Range = 5 to 14 courses; NOT including independent studies; senior theses, senior seminars or Praxis III courses). A very rough way to look at resources is to assume that departments will adapt one of these lower enrollment courses to make it writing intensive, or substitute one of these courses with a WI course. Using that analysis, all departments should be able to adopt this requirement in a relatively resource neutral way in terms of the number of courses offered. Obviously, this will not work in all cases, but departments do appear to have several courses with which to work.

We understand that we cannot rely on the fact that all faculty know how to teach writing. We will provide professional development opportunities and ongoing support for any interested faculty members.

### **Assessment**

Given that we have identified the ability to write well as an important learning goal for all of our students and we are creating a requirement that all students complete a writing intensive course, we need to assess the success of this requirement in meeting our goals. We will use our existing assessment mechanisms for this purpose.

First, we can use the relevant new quantitative items from the existing course evaluation form to assess students' attitudes about how well the WI courses have improved their writing. However, this assessment mechanism is an indirect measure. We also need to provide some form of direct assessment. Therefore in AY 2013-2014, we will make the focus of departmental assessment student writing at the end of the junior year. Sometime in the spring of 2014, departments will use a rubric or some other direct assessment tool to evaluate the writing of their junior majors. This will give us a baseline for how well we train students to write currently. In Spring 2016, we will again measure the writing of juniors within the major. These junior majors will be the first group to have taken a WI course as part of their major. By situating the assessment at the departmental level, each department can choose the assessment tool that fits their disciplinary goals for student writing.

Several departments already have good rubrics for evaluating students' writing. Several other tools have been developed by TriCo faculty through the Teagle grant and are available for adoption or adaptation. Many professional organizations also have good writing assessment tools available. The Office of Institutional Research and the Provost's Office will provide support to departments in developing and using a writing assessment. In AY 2013-2014 and AY 2015-2016, writing assessment will be the focus for the normal departmental assessment process. No other departmental assessment plans will be needed in those years (although departments are welcome to do other forms of assessment if they choose).

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## APPENDIX 2

### Memo

Date: Thursday, March 28, 2010

To: Susan White, Curriculum Committee, CAP

From: Deborah Harrold, Coordinator, Middle East Studies

Re: Middle East Studies Concentration and the Themes Course

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This is to request CAP approval for a change to the Concentration in Middle Eastern Studies. If you need more information, I am happy to provide it. This memo has been circulated among the faculty that comprise the Middle East studies group (Peter Magee, Azade Seyhan, Marc Ross, Sharon Ullman, Mehmet Ali Ataç, Alicia Walker, Penny Armstrong, Manar Darwish, Ami Amitai).

The concentration as it was approved included a Themes course. The Themes course was to have shifting content and be offered by two instructors. It would be offered every other year. Possible themes were suggested: Irrigation, Agriculture and Society; History and Collective Memory; Urbanism and Social Transformation; War and Peace, and Literature and Imagination.

Because of faculty commitments to their departments, the themes course has only been offered once. In the Fall of 2010, I taught a course entitled, The Space and Place of Religion, which examined religion through a social science-approach to different religious communities and their larger social and political contexts.

In addition to the difficulty of scheduling the course, the every-other-year framework has not worked well with students' study abroad plans. Beginning with several students who had studied in Cairo, and had a formidable array of courses on the region, we have been approving concentration plans that had a basic Middle East course in addition to other requirements, or who had a course that approximated that Themes course.

Not only is this more sustainable for faculty, it reflects the field as a whole. With three continents and more than 13 centuries in the Islamic period alone, with so many disciplines contributing to the field, multiple points of entry for students is a more reasonable approach. There are many basic courses that could serve students.

What is a basic course? A basic course should offer a broad introduction to the region and include a text that serves as a resource for students new to the study of the region. The instructor must support students new to the study of the region by making it clear that the course is open in this manner. Conversations with these students in office hours

encourage them to raise questions when they are confused, and not assume "this is an embarrassing newby question."

For example, POLS B283, Introduction to the Politics of the Middle East and North Africa, works well as a general introduction. It includes a basic history, Cleveland's History of the Modern Middle East, which has gone into many editions and is a standard, well-accepted work. It is inexpensive, available in the library and used, and students find it to be a great resource. In addition, I have made an extra effort to talk to students who have less background or preparation. The course includes readings drawn from history, literature, political economy, women's studies, as well as several documentaries and sections from feature films from the region.

This course is scheduled to be taught in the Fall of 2013 (incoming faculty Sayres Rudy, Political Science).

Other courses that have worked well as introductory courses are Anthropology of the Middle East and History of the Modern Middle East, taught here, at Haverford, or from other programs.

The Concentration requires students to include courses from humanities as well as the social sciences. One of the courses should be pre-modern in content. In addition, the concentration requires an appropriate 300-level course to serve as a capstone.

So far, the concentration has been attractive to students who have committed to Arabic or Hebrew language studies as well as those who are not studying language



### **APPENDIX 3**

**TO:** Curriculum Committee

**RE:** New Major and Minor in Italian Studies

**FROM:** Roberta Ricci, Chair, Italian Department

#### **Italian and Cultural Studies**

As a discipline, Italian Studies has changed a lot in the last few years. Rather than merely confirming a fixed field of study, it now focuses on problems of a cross-disciplinary nature in both content and method. The range of research interests has broadened beyond the confines of the canon and can no longer be met within the traditional language/literature courses. It is a significant shift in perspective. The aim of this new major/minor is to assist the development of Cultural Studies as a new area of research ranging from the Middle Ages to present day, with greater emphasis given to contextual factors. Instead of works of a single author, it proposes to explore more popular genres within an array of critical perspectives --politics, history, film, literature, visual arts, and popular culture in Italy.

After fulfilling basic units of language instruction, students will choose from a variety of interesting courses (in English and Italian) on the literature, culture, history, and cinema of Italy.

Students majoring in areas such as music, International Studies, Comparative Literature, Art History, Cities, Classics, or Film Studies will find the new Italian program ideally suited to their interdisciplinary interests.

In the context of globalization and internationalization, the usefulness of studying languages is no longer contested. In addition to being a skill necessary for exchanging thoughts, language remains a crucial component of self-expression and --as such-- it is at the core of trans-lingual and trans-cultural competence. While we use language to communicate our needs to others, in its complex multifunctional phenomenon, that links an individual to other individuals, language reveals us to others and to ourselves.

For the past decades, Italian has been an expanding field. There has been a significant growth in the number of Italian Studies programs in colleges and

universities. According to the most recent MLA statistics, the number of

students of Italian has increased steadily in the United States (more than 22%) and now extra-literary subjects -- ranging from Film Studies to semiotics, from pop culture to Food Studies -- augment the traditional literary study of authors, from pre-Dante to post-modern writers such as Calvino.

As a non-counterpart program, the Department of Italian provides the only access to Italian Studies in the Bryn Mawr-Haverford-Swarthmore community. While Italian has been a major field from the time the College was founded, collaboration with other departments has always added breadth and flexibility to our program and continues to foster interdisciplinary studies that aim towards globalized and internationalized learning, where languages play a crucial role. Recent trends in Italian Departments throughout the country indicate that successful programs for majors in Italian or Italian Studies must be interdisciplinary. In line with this trend and building upon an international understanding and interdisciplinary education, BMC curriculum integrates language studies with knowledge of Italian culture as it embraces, in addition to literature, history, politics, cinema, theater, the arts, archeology, classics, political science, economics, Gender and Sexuality, philosophy. Often students opt for a double major by combining Italian with work in other literatures or fields. Students should ideally plan to study Italian for at least two years.

The Italian Studies Department welcomes all students from the Trico community interested in Italian culture as viewed from a variety of critical perspectives that incorporate content and cross-cultural reflection at every level, including but not limited to cultural studies, women's studies and feminist criticism, post-colonial and film theory. The sound reputation of Italian that our department enjoys may be measured by the fact that all the students who have majored in Italian and have gone on to do graduate work in Italian have been accepted by the schools of their choice: Harvard, Berkeley, Rutgers, Johns Hopkins --often with financial assistance.

**Trico students may choose to study Italian as:**

- a major in Italian Language/Literature --ILL
- a major in Italian Cultural Studies --ICS
- a minor in Italian Language/Literature
- a minor in Italian Studies

a romance languages major combining Italian with French and/or Spanish

a major in Comparative Literature with Italian as the primary or secondary literature

a major in International Studies

### **Italian Language/Literature (ILL) and Italian Cultural Studies (ICS) Major**

The Italian Language/Literature major and the Italian Cultural Studies major consists of ten courses starting at the ITAL 101/102 level, or an equivalent two-semester sequence taken elsewhere. The department offers a two-track system as guidelines for completing the major in Italian or in Italian Studies. Both tracks require ten courses, including ITAL 101 -102. For students in either Track A or B we recommend a senior experience offered every three years accompanied by a 360 interdisciplinary course that is team-taught. Students may complete either track. Recommendations are included below. Models of different pathways through the major.

#### **ILL Major/ Track A**

Track A may be appropriate for students with an interest in literary and language studies. Required: ITAL 101/102, plus six courses conducted in Italian and two from among a list of approved ICS courses in English that may be taken in either within the department or in various other disciplines offered at the College (i.e. Culture, History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics). Adjustments will be made for students taking courses abroad. Of the six courses taken in Italian, students are expected to enroll in the following areas: Dante (ITAL 301), Renaissance (ITAL 304), Survey (ITAL 307 or ITAL 302), and two courses on Modern/Contemporary Italian literature. ITAL 398 and 399 are required for honors students.

#### **ICS/Track B**

Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college. Required: ITAL 101/102, plus four courses conducted in Italian and four related courses that may be taken either within the department or in an allied-related fields in various

disciplines throughout the college, or courses taken on BMC approved study-abroad programs, such as: Culture, History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics.

\*Faculty in other programs may be willing to arrange work within courses that may count for the major.

### **Study Abroad**

Students who are studying abroad for the Italian major for one year can earn two credits in Italian Literature and two credits in allied fields (total of four credits). Those who are studying abroad for one semester can earn no more than a total of two credits in Italian Literature or one credit in Italian Literature and one credit in an allied field (total of two credits).

### **University of Pennsylvania**

Students cannot earn more than two credits.

#### **Affiliated Faculty**

David Cast, Art History

Azade Seyhan, Comparative Literature

Darby Scott, Classics

Maria Cristina Quintero, Spanish

Homay King, Film Studies

Jeffrey Cohen, City

Catherine Conybeare, Classics

Ignatio Gallup-Diaz, History

Maud McInerney, English, H

Tim Harte, Russian

Curtis Caccioppo, Music –H

#### **Elective Courses**

CITY B207 Topics in Urban Studies

COMP. LIT. 225 Censorship: Historical Contexts, Local Practices and Global Resonance

COMP. LIT. 213 Theory in Practice: Critical Discourses in the Humanities

CSTS 220 Writing the Self

CSTS B207 Early Rome and the Roman Republic

CSTS B208 The Roman Empire  
CSTS B223 The Early Medieval World  
ENG 385 Topics in Apocalyptic Writing –H  
ENG 220 Epic –H  
HA 253: Survey of Western Architecture: 1400-1800  
HA 323: Topics in Renaissance Art  
HA 630: Vasari  
HART/RUSSIAN 215 Russian Avant-Garde Art, Literature and Film  
HART 306 Film Theory  
HIST 212, Pirates, Travelers and Natural Historians  
MUSIC 207 Italian Keyboard Tradition: from Landini to Landini  
LATN 200 Medieval Latin Literature  
SPAN 202 Introduction to literary Analysis

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## **Proposal for a Tri-College Minor in Health Studies**

submitted to

**Educational Policy Committee, Haverford College**  
**Committee on Academic Priorities, Bryn Mawr College**  
**Council on Educational Policy, Swarthmore College**

by

**The Tri-College Health Studies Curriculum Development Committee**

Kaye Edwards: Independent College Programs, Haverford College

Kim Benston: English, Haverford College

Judy Owen: Biology, Haverford College

Kalala Ngalamulume : History, Bryn Mawr College

Melissa Pashigian: Anthropology, Bryn Mawr College

Ellen Magenheim: Economics, Swarthmore College

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**Executive Summary:** We propose a six course, interdisciplinary, tri-college minor in Health Studies. A one semester **Introductory Course**, team-taught by two faculty representing different disciplines, will be offered for the first time in the Spring of 2014, that will engage students from all disciplines in a thematic, interdisciplinary study pertaining to an important health-related issue. Students will then take **four credits** that must be distributed as follows: one core credit course selected from an approved list of courses (see Appendix 1) in each of three areas defined below, and one additional core or affiliate course. The minor will be completed by participation in a **Capstone Seminar**, again taught by a pair of faculty. Following a health-related theme selected by the participating faculty, students individually or in small groups will review the relevant literature and develop a formal, original research proposal that addresses that theme from the perspective of their own discipline. The work of the students enrolled in the capstone seminar will be showcased in a poster session to be held at the end of the Fall semester. Students and faculty in the capstone seminar will also arrange one or two seminars by distinguished speakers in the field of Health Studies that will be attended by all students enrolled in the minor.

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### **Aims of the Health Studies Minor:**

- To create a coherent curricular structure in which students can address issues of health and disease from a variety of perspectives;
  - To develop in our students the ability to think and write with depth, precision and sophistication about complex topics on health and disease;
  - To teach students how to collaborate with others having varying skill sets and vocabularies on issues pertaining to health and disease.
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**Rationale:** Our students will graduate into a complex world in which mastery of a single mode of thinking or disciplinary approach will no longer be sufficient to assure success in any career outside, or even within many areas of academia. They will therefore benefit from the opportunity to develop the knowledge and skills to operate confidently within the culture of more than one discipline, an opportunity which is currently afforded by a number of interdisciplinary programs within the tri-college system.

Health Studies represents one of the leading edges of interdisciplinary education nationwide. Issues of health and health care delivery increasingly occupy dominant positions in discussions of politics and economics (both domestic and global), while advances in health care, made possible by basic and translational research, pose ethical and philosophical questions regarding the disbursement or limitation of expensive, life-saving or life-enhancing treatments. Studies across the curriculum are now addressing emergent issues pertaining to globalization, and Health Studies is no exception. With increased travel, and frequent incursions of human enterprise into previously pristine wilderness zones, the health of citizens and of animal populations in countries around the globe is subject to novel challenges resulting from the rapid spread of infections across continental boundaries and newly-arising zoonotic infectious disease. The uneven distribution of risk factors for diseases and the inequalities in access to health care are important dimensions of social justice, both domestically and globally. Addressing these disparities requires knowledge of the varying conceptions of health, illness and healing across cultures and understanding particular health challenges at the individual and societal levels. We believe that there are few topics more suitable for productive interdisciplinary study than Health Studies, and few that are more timely. And our students agree.

Students on all three campuses have been pressing faculty whose research and/or pedagogical interests lie in areas concerned with the investigation of health and disease to mount formal Major, Minor, or Concentration Programs in some aspect of Health Studies. Our students have already acted on these interests in many constructive ways by designing independent majors, participating in study groups about social determinants of health, organizing Global Health Forums, and securing domestic and international summer internships in public health. In addition, faculty and pre-health advisers on all three campuses have seen a recent increase in the number of students graduating with a variety of majors who go on to pursue non-standard medical careers, such as Master's Degrees in Public and Global Health. Although we expressly choose not to envisage our program as a pre-professional course of study, we do expect that these groups of students will be a natural constituency for the proposed minor. Furthermore, the medical establishment has recently recognized the need for a more holistic approach to medicine by altering its pre-medical requirements to include non-scientific aspects of a student's preparation. We anticipate that the number of students seeking structured coursework addressing health and disease from humanistic and social science perspectives may increase.



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We therefore suggest that the area of Health Studies is ripe for the development of an interdisciplinary minor in which students engage in serious, disciplined work that addresses issues of health and disease. Furthermore, as peer institutions (see for example the programs in the Five-college consortium in Massachusetts, the Global Health program at Macalester College, and the Public Health Concentration at Williams College) address this issue from a variety of perspectives, we believe that the tri-college community will fall behind the curve of curricular development if we do not mount a serious effort in this area.

We can see that students are already engaging with health issues in a number of ways both while they are in college and in their subsequent education and careers. We find, however, that there are benefits to be offered by designing a more structured approach for students to integrate health studies into their undergraduate programs. At the same time, we recognize that no one of our three colleges offers enough courses in this area to meet the needs of a well-designed program. We hope that by creating a tri-college minor we will more effectively marshal the substantial resources we have to offer our students.

The tri-college community is superbly located to take advantage of opportunities for internships and further education with the many medical institutions of the Greater Philadelphia area. Public Health Programs at the University of Pennsylvania, Drexel School of Medicine, Thomas Jefferson University, Lankenau's Center for Public Health Research, and the University of the Sciences offer opportunities for faculty interactions and external speaker programs. Praxis and internship opportunities are available for students at numerous locations easily accessible to our students, and funding for such experiences can be obtained through existing resources at our three colleges. Our proximity to Washington D.C., Baltimore and New York City also affords opportunities for students and faculty, and programs at the CDC provide valuable summer internships for students in Atlanta.

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**Health Studies vs. Public Health:** Our first goal was to establish a broad framework for our proposed curriculum. At the national level, the American Public Health Association has lent its support to the creation of undergraduate programs in Public Health, suggesting certification criteria and publishing appropriate curricula for what essentially amounts to pre-professional, undergraduate public health programs. *We state explicitly that we have decided not to pursue the route of an APHA-inspired undergraduate public health major.* Rather, we are proposing a curriculum grounded in the liberal arts that enables students from all disciplines to engage the study of health and disease in a collaborative and trans-divisional approach.

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**The Proposed Program:** Successful concentrations and minor programs across the tri-college community share a commitment to curricular coherence facilitated by common intellectual experiences that enable the enrolled students to contribute to,

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and derive the greatest benefit from their programs. We suggest that team-taught Introductory and Capstone courses play key roles in creating curricular cohesion.

**1. *The Introductory course.*** Students engage in a formal exploration of the pathways, causation(s), and barriers to health, (possible topics may include e.g., infectious diseases, congenital disorders, environmental toxins, cancers, injuries, mental illness, the absence of prenatal care, social determinants, environmental interventions that result in the release of emerging zoonoses). These discussions would be designed to develop a common vocabulary for the group and to begin to elicit a deeper level of thinking on the part of students regarding the meanings of health, the ways in which it is described and represented in our culture as well as the societal barriers to its experience. This material will be covered each time the course is taught.

Student attention would then be directed to the theme for the semester, which will vary depending on who is teaching the course. Themes would include any health or health care issue that is capable of engaging faculty and students from a variety of backgrounds in an in-depth study, and that would offer appropriate reading and materials for analysis. Ideas emerging from the curriculum group include (but are not restricted to) vaccination, diabetes, asthma, and HIV/AIDS. Details of student assignments for the introductory course will be determined by the pairs of faculty teaching the course, but will likely include written responses to assigned readings, oral presentations, and formal papers.

The course will be open to all students in the tri-college community, but preference will be given to those expressing the intention of enrolling in the Health Studies minor. In order to minimize enrollment pressure, we suggest that enrollment could be limited to first year students who have taken at least one of the core courses and to second year students who have taken at least two. However, we recognize that the curriculum committees of the three colleges may have differing views as to the most effective means for limiting enrollment, and so final resolution of the details of this mechanism will have to await input from all three Committee Chairs. However, in order to provide for the best student experience, we suggest capping the course at a maximum of 40 students per section. It may be necessary to have two sections in any one year, and in that eventuality, we propose that one section be based at Swarthmore and one in the Bi-Co community. We suggest that in order to encourage the tri-college aspect of this curriculum, students at all three campuses be permitted to register for either introductory course without prejudice. However, we would propose that only one course would be offered per year for the first few years until we assess the level of enrollment pressure.

Ideally, and particularly in the early iterations of the Introductory courses, they will be team-taught by two faculty members from different divisions, and potentially different colleges within the tri-college community. Once the courses are established, we envisage that one of the faculty could be a visiting faculty member,

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or even a post-doctoral fellow from a neighboring institution. Both faculty members should receive a full teaching credit for teaching the course. Guest lectures from faculty expert in one or more areas represented in the course would be encouraged, and would help to maintain commitment and broad ownership of the program within the tri-college community.

*Catalogue Description:*

**Introduction to Health Studies.** This one-credit interdisciplinary introduction to Health Studies will be offered in the Spring of each year. Students will learn about the different disciplinary approaches to health and disease through a set of thematic readings, web-based resources, visiting speakers, documentaries, and participation in discussions. Essential concepts of health studies will be addressed in the context of all themes include definitions of health and of a healthy society, the scientific causes of disease, the costs and benefits of health and disease, the globalization of health problems, cultural and literary representations of health and disease, and the ethics of health as a human right. Each student will write several short papers, make an oral presentation to the class and write an extended paper on a topic related to the theme of the course.

**2. The central core courses.** Students must earn four “core course” credits from courses selected from the approved list (Appendix 1). Three out of these four courses must be elected from a Department outside of the student’s major and at least two of the four courses should be at the non-introductory level. Students must take one core course from each of the three course categories described below. The fourth course may be an additional core course or an affiliate course, selected from the approved list. Core courses have been so assigned because the study of health and/or disease represents the primary focus of the course material. Affiliate courses include a component of health studies, but health issues do not drive the course curriculum. We will require that students planning to minor in health studies meet with an adviser who will help them to craft a coherent plan of study.

We recognize that one challenge that we will face is that some courses that might be highly relevant to the health studies minor are already heavily enrolled and that departmental rules about priority in admission to courses and seminars may limit the ability of health studies minors to take those courses and seminars. We have designed the minor requirements to take these constraints into account and recognize that as advisers we will need to help students design curricular plans that are feasible given those constraints. We also recognize differential institutional constraints on some of the courses, such as first-year writing courses and seminars.

We categorized relevant courses into three general areas of inquiry, which approximate, but are not identical to divisional groupings on the three campuses. The categories describe courses addressing:

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- a. Cultural and literary Representations of health and illness. These courses are designated “**R**” in Appendix 1.
- b. Responses of familial, social, civic and governmental Structures to issues of health and disease. These courses are designated “**S**” in Appendix 1.
- c. The Mechanisms of disease and the maintenance of the healthy body. These courses are designated “**M**” in Appendix 1.

Each Spring, a revised list of courses available for the coming academic year would be provided by the Health Studies Minor steering committee, which would also be the final arbiter regarding course classification and credit allocation.

The central place of statistics in the analysis of public health and epidemiological data was acknowledged by the curriculum development group and we carefully considered the advantages and disadvantages of including a statistics requirement for this minor. We ultimately decided against it in order to minimize the logistical barriers for those students wishing to enroll in the minor from the perspectives, for example, of the medical humanities and ethics. However, we propose that the advising system include a strong recommendation that all students planning to complete a minor in Health Studies take at least one course in statistics. We further recognize that many students approaching the minor from the social and natural sciences may take more than this minimal requirement.

**3. Capstone seminar.** The capstone seminar will be restricted to health studies minors and will reunite some, but not all, of the student learning community that was established with the introductory course. We propose that the capstone seminar also be taught by a pair of faculty from different divisions and institutions. Ideally, these faculty members will be different from those who taught the introductory seminar, so as to expose students to the maximum number of intellectual approaches to the field.

We suggest that the culminating project again focus around a particular topic designated by the teaching faculty. Through lectures, assigned and independent reading, students will work together to develop significant expertise in the thematic area. Students, individually or in small groups, will prepare a research proposal that synthesizes and analyzes the current literature in the field from their own analytical perspective. They will then propose an original course of investigation that would result in an advance in the field. The nature of this original research proposal would depend on the disciplinary perspective of the student. For example, the end product of the proposed work could be: a set of experiments and a discussion of the potential results; the design of a drug trial, complete with the correct statistical analysis; an educational curriculum; or a proposal for a monograph. Capstone students would be required to share their preliminary designs with the group in formal oral presentations over the course of the semester, and meetings of the capstone seminar will be set aside for formal critique of the nascent proposals, such that each student participates fully in the generation of the their colleagues’

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proposals. Students will then present and defend their project in a poster or oral presentation at the end of the course.

*Catalogue description:*

**Health Studies Capstone Seminar.** A required integrative seminar normally taken in the Fall semester of the senior year. Students in the course will address a selected topic in health studies from a variety of perspectives. Students will work individually or in groups to develop an original piece of work that grows from their own experience in their major fields, and contributes to the understanding of the topic of the seminar. Students will work collaboratively to hone the individual projects, which may range from a set of biological research experiments to be performed with a detailed discussion of potential results, as in an NSF or NIH grant proposal; the design of a drug trial, along with the proposed statistical analysis; the development of an educational curriculum, or a proposal for a monograph or book. Students will present their work in a poster session during the last week of class. Students in the capstone seminar will invite one or two speakers who work in the field of the seminar over the course of the semester and where possible, one of those speakers will be invited to attend the poster session and serve as an external evaluator.

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**Swarthmore Honors Program:** Students at Swarthmore can complete the Health Studies minor in the course or honors program. The honors minor will have the same requirements plus an external examination on an approved topic that links together two of the courses and a senior honors study paper that explores the connection between the two courses.

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**Staffing of the Necessary Courses:** Staffing of the courses in the inner core of the proposed curriculum should not pose any significant cost to any of the three institutions concerned. Most of the core and affiliate courses are already on the books, and although some alterations may be required in the frequency with which particular elective courses are offered as compared with others, in general, staffing the core should be essentially revenue neutral. However, we hope, with time, and in emulation of our colleagues in the Environmental Studies Program, to further develop curricular resources with additional faculty recruited on all three campuses.

In contrast, the Introductory and Capstone courses represent new offerings, and we believe that the optimal format of these courses requires that each be staffed by two faculty members, each of whom would receive a full teaching credit per semester, analogous to the allocations within the Environmental Studies program. In order to avoid classes of a size that discourages the free exchange of analysis, opinions and information, we believe it may prove necessary to limit the size of each section of the introductory course to a maximum of 40 students, again analogous to the current situation within the Environmental Studies Minor. This would require that

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each campus be able to contribute one, or at the most, two faculty members to the introductory course every year. In Appendix 2, we present proposed staffing for the Introductory and Capstone courses, beginning with one section of the Introductory course to be taught in the Spring of 2014 and the first Capstone course to follow in the Fall of 2015.

At a preliminary meeting of faculty interested in Health Studies that we held in the Spring of 2012, many faculty expressed enthusiasm about teaching in either the Introductory, or the Capstone course if they could be released from responsibilities in their major departments. In addition, at least one faculty member who has joined the College since we submitted this proposal has expressed interest in being involved in this interdisciplinary minor. If just one section of each of the Introductory and the Capstone courses are needed, and if faculty from all three colleges can contribute to the Minor, then this means that just one, or at the most, two faculty from each college will be needed per year. If there are two sections of the Introductory course, then that lifts the faculty needs to two course credits, per college per year.

Several current Haverford faculty are in a position to offer one of these courses. Kaye Edwards teaches in Independent College Programs, and while her courses may fulfill electives in some majors, no department depends on her courses for students to fulfill major requirements. Judy Owen has taught one course per year outside the Biology Department since she closed her laboratory, and could switch this course from the Writing Program to the Health Studies program. Two other faculty members, Susan Benston and Carol Schilling, also have considerable expertise in the fields of medicine, medical humanities and medical ethics, and have expressed interest in teaching in Health Studies. We note that Susan, Carol and Judy will all potentially be teaching at the expense of their contributions to the Writing Program. Alternatively, it is possible that Sue and Carol's contributions could be in addition to their current offerings. Finally, Iruka Okeke has considerable expertise in the areas of Public and Global Health and Epidemiology and has also expressed interest in teaching one of these courses. In that eventuality, Judy could go back to teaching a full load within the Biology Department so as to relieve Iruka. We also hope that, as EPC approves requests for new hires, faculty who may be able to contribute to this interdisciplinary program will receive favorable consideration, in order to ensure a rich Introductory and Capstone course sequence.

We understand that conversations regarding contributions to the staffing of the Introductory and Capstone seminars from Bryn Mawr and Swarthmore Colleges are ongoing between the Provosts of the three colleges, but we do not believe that any resolution has yet been reached. However, we do know that there are a number of junior and senior faculty at both Bryn Mawr and Swarthmore who would like to participate in this program if course relief can be found for them within their Major Departments. However, we seek guidance as to whether preference should be given in these courses to students within the Bi-College community if Swarthmore is

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unable to contribute faculty to the teaching of these courses.

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**Administration of the Program.** Interdisciplinary, tri-college programs bring their own set of administrative challenges to the table, and we believe that it is essential that this program be run by a steering committee, with faculty representation from all three colleges. The faculty member designated as Chair each year would ideally be offered one course release and this course release would rotate among the three institutions on a regular basis. However, we recognize that the issue of course release for those administering a minor program must be part of a larger conversation that includes consideration of those concerned with all the minors and concentrations currently extant at the College. If awarded, the time released from formal teaching would enable the Chair to complete annual tasks, such as determining which courses relevant to the minor are offered where and when, organizing guest lectures, recruiting post-doctoral fellows as team teachers, and coordinating student advising. We suggest that students are assigned a minor adviser from their home campus from among the committee members when they enroll into the program, and that each adviser is responsible for helping the student to develop a coherent path through the curriculum.

Ideally, an administrative assistant would be identified to maintain records and be responsible for supporting the program as a whole. We suggest that some student work-study help be provided to the program to aid in routine work such as printing posters, advertising speakers, ordering food for meetings, and duplicating materials.

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**APPENDIX 1: CORE AND AFFILIATE COURSES IN HEALTH STUDIES**  
(Partial listing as of March 17th, 2012)

**R courses:** Cultural and literary Representations of health and illness.

**S courses:** Responses of familial, social, civic and governmental Structures to issues of health and disease.

**M courses:** The Mechanisms of disease and the maintenance of the healthy body.

DEPT	Number	Course title	Professor	Core Affiliate	Track *
BIOL	H125	Perspectives: Genetic Roil and Royal Families 0.5 credits	Fairman	C	M
BIOL	H127	Perspectives: Human Genetic Diversity 0.5 credits	Meneely	C	M
BIOL	H128	Perspectives: How Do I Know Who I Am? 0.5 credits	Owen	C	M

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BIOL	H129	Perspectives: Vexations of Vaccines 0.5 credits	Punt	C	M
BIOL	H308	Immunology 0.5 credits	Owen	C	M
BIOL	H310	Molecular Microbiology 0.5 credits	Okeke	C	M
PHYS	H108	Physics in Modern Medicine: Applications in Imagine, Surgery and Therapy	Amador-Kane	C	M
PHYS	S002M	Medical Physics	Moscatelli	C	M
PSYC	B209	Abnormal Psychology	Schulz	C	M
PSYC	B340	Women's Mental Health	Rosenfeld	C	M
PSYC	B351	Developmental Psychopathology	Rescorla	C	M
PSYC	B365	Psychopharmacology	Thomas	C	M
PSYC	H209	Abnormal Psychology	Wang/staff	C	M
PSYC	H240	Psychology of Pain and Pain Inhibition	Sternberg	C	M
PSYC	H370	Neuroscience of Mental Illness	Compton	C	M
PSYC	Under review	Health Psychology	Wang	C	M
PSYCH	S038	Clinical Psychology	Gillham/Reimer	C	M
PSYCH	S090	Practicum in Clinical Psychology	Gillham/Reimer	C	M
PSYCH	S138	Seminar in Clinical Psychology	Gillham/Reimer	C	M
ANTH	B210	Medical Anthropology	Pashigian	C	R
ANTH	B237	Environmental Health	Pashigian	C	R
ANTH	B312	Anthropology of Reproduction	Pashigian	C	R
ANTH	H254	Diseased Bodies: AIDS, Culture and the Anthropology of the Body	Ngwane	C	R
ANTH	B331	Advanced Topics in Medical Anthropology	Pashigian	C	R
HIST	S066	Disease, Culture and Society in the Modern World	Armus	C	R
HIST	H258	Plagues, Diseases, and Epidemics in History	Hayton	C	R / S
PSYC	Under review	Culture and mental health	Wang	C	S
ECON	S075	Health Economics	Magenheim	C	S
BIOL	H124	Perspectives: Tropical Infectious Disease 0.5 credits	Okeke	C	S
SOAN	S043	Culture, Health and Illness	Schuetze	C	S



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ICPR	H302	Bodies of Injustice: Health, Illness and Healing in Contexts of Inequality	Edwards/Schilling	C	S
HIST	B237	Urbanization in Africa	Ngalamulume	C	S
HIST	B336	Social and Cultural History of Medicine	Ngalamulume	C	S
ICPR	H281	Violence and Public Health	Edwards	C	S
SOCL	B310	Sociology of AIDS	Porter	C	S
SOCL	B315	Sociology of AIDS Internship	Porter	C	S
BIOL	B210	Biology and Public Policy	Greif	C	S/M
SOAN	S133	Anthropology of Biomedicine	Schuetze	C	S/M
ICPR	H221	Epidemiology and Global Health	Edwards	C	S/M
ICPR	H311	Reproductive Health and Justice	Edwards	C	S/M or S

### List of Affiliate Courses

BIOL	H352	Cellular Immunology 0.5 credits	Owen	A	M
BIOL	H360	Bacterial Pathogenesis 0.5 credits	Okeke	A	M
BIOL	S016	Microbiology	Vollmer	A	M
BIOL	S017	Microbial Pathogenesis and the Immune Response	Vollmer	A	M
BIOL	S116	Microbial Processes and Biotechnology	Vollmer	A	M
CHEM	H357	Topics in Bioorganic Chemistry 0.5 credits	Blase	A	M
PHYS	S004L	Introductory Physics with Biomedical Applications	Crouch	A	M
PSYC	B308	Adult Development and Aging	Thapar	A	M
PSYCH	S050	Developmental Psychopathology	Gillham/Reimer	A	M
ICPR	H223	Mental Affliction: The Disease of Thought	S. Benston	A	R
ANTH	B322	Anthropology of the Body	Pashigian	A	R
ENGL	B251	Eating Culture: Britain and food 1789-1929	Thomas	A	R
ENGL	H285	Disabilities: Autobiography, Education, Theory	Finley	A	R
HIST	B231	Medicine, Magic and Miracles in the Middle Ages	Truit	A	R

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HIST	S084	Modern Addiction: Cigarette Smoking in 20 <sup>th</sup> Century.	Armus	A	R
ICPR	H217	Humanimality: (Dis)Figurations of the Animal in the Shaping of Human Institutions	Benston, K	A	R
ICPR	H480	Disability, Culture, and Social Justice	Lindgren	A	R
ICPR	H480	Disability, Gender, and Sexuality	Lindgren	A	R
ICPR	H480	Disability and Education	Lindgren	A	R
SOAN	S003F	Culture and Religion in Africa	Schuetze	A	R
SOAN	S049	Comparative Perspectives on the Body	Ghannam	A	R
WPRR	H118	Disability and Difference <i>Available only to first year students</i>	Lindgren	A	R
WRPR	H110	Medical Narratives <i>Available only to HC first year students</i>	Benston, S.	A	R
WRPR	H123	Illness, Medicine, and Storytelling <i>Available only to HC first year students</i>	Lindgren	A	R
WRPR	H125	Deciphering Disease <i>Available only to HC first year students</i>	Lindgren	A	R
PSYC	B260	The Psychology of Mindfulness	Schulz	A	R?
PJHR	H201	Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights	Stauffer	A	R/S
PSYCH	S035	Social Psychology	Ward	A	S
PSYCH	S041	Children at Risk		A	S
PSYCH	S055	Family Systems and Psychological Functioning		A	S
ECON	B214	Public Finance	Lanning	A	S
ECON	S081	Economic Development	O'Connell	A	S
ECON	S41	Public Economics	Bronchetti	A	S
PHIL	B221	Ethics	Koggel	A	S
POLS	B310	Comparative Public Policy	Hager	A	S
POLS	B375	Women, Work and Family	Golden	A	S
POLS	H315	Public Policy Analysis	Oberfield	A	S
POLS	S048	Politics of Population	White	A	S
HIST	H253	History of the Built Environment, 1870 <sup>a</sup> Present	Friedman	A	S?

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HIST	H310	Political Technologies of Race and the Body	Friedman	A	S?
ECON	H203	Statistical Methods in Economics	Ball	A	S/M
ECON	H204	Statistical Methods with Calculus	Ball	A	S/M
MATH	H203	Statistical Methods and their Applications	Miao/Butler	A	S/M
MATH	H286	Applied Multivariate Statistical Analysis	Miao	A	S/M
MATH	S11	Statistical Methods	Wang	A	S/M
MATH	S31	Data Analysis and Visualization	Wang	A	S/M
WRPR	H122	Writing in Public Health	Owen	A	S/M

**APPENDIX 2: POSSIBLE STAFFING OF THE INTRODUCTORY AND CAPSTONE COURSES FOR THE FIRST THREE YEARS OF THE PROGRAM**

	CAPSTONE (FALL)	INTRODUCTORY COURSE (SPRING)
2013-2014:	Not offered	Kaye Edwards/Sue Benston
2014-2015:	Not offered	Judy Owen/Carol Schilling
2015-2016:	Iruka Okeke/TBD	TBD/TBD

April 8th 2013