

Pages 175 and 176

SO 500. Theories of Deviance. 3 semester hours.

The major theoretical perspectives, both past and present, in the study of deviance in society.

SO 501. **Family Life Education**. 3 semester hours.

The purpose of the course is to increase students' understanding of the unique issues that children, youth, and families face and to help them to identify and apply appropriate research-based curricula that will help improve the quality of life of the families they serve. Students will become familiar with how to identify quality research-based programs, establish program goals, implement quality family life education programs, and evaluate programs for effectiveness. Also listed as FS 501 but creditable only in field for which registered.

SO 503. Gerontology. 3 semester hours.

An advanced focus on the biological, psychological, and social aspects of aging in American society.

SO 510. **Family Diversity and Social Change**. 3 semester hours.

The purpose of this course is to familiarize students with the varying types of families they may encounter in research, policy, and human service careers and to help students become attuned to issues faced by families in a continually changing society. Also listed as FS 510 but creditable only in field for which registered.

SO 523.

History of Social Thought. 3 semester hours.

Theory and methodology in social thought from ancient times to the present.

SO 524. Ethnic and Minority Groups. 3 semester hours.

The factors influencing minority status as well as the various cultural, ethnic, and racial groups in the United States.

SO 528. Modern Sociological Theory. 3 semester hours.

Analysis of the major theoretical perspectives within sociology since the 1920s.

SO 530. Social Organization. 3 semester hours.

The basic principles of social organization focusing on the structure and function of the elements of society.

SO 535. Social Stratification. 3 semester hours.

The processes of differentiation within societies focusing on social class, status, and power in American Society.

SO 542. Social Psychology. 3 semester hours.

The psychology of groups and their influences on the individual.

SO 543. **Social Psychology of Intimate Relationships**. 3 semester hours.

Social psychological analysis of the development, maintenance, and dissolution of intimate relationships such as friendship, courtship and marriage. Emphasis is placed on the theoretical and empirical basis of understanding intimate relationships. Also listed as FS 543 but creditable only in field for which registered.

SO 599. Independent Study-Practicum. 3 semester hours.

Independent study, research, or practice experiences under departmental determinations, supervision, and evaluation. Enrollment by permission of chair of the department. Also listed as FS 599 but creditable only in field for which registered.

**Deleted:** SO 510. Social Change. 3 semester hours.¶  
Change focusing on related economic, psychological, and sociological variables.¶

SO 601. Indians of North America. 3 semester hours.

Study of the aboriginal cultures of North America from the Arctic to Meso America. Special emphasis placed on their origins, on cultures prior to extensive acculturation, and on their contemporary situations.

SO 603. Sociology of Education. 3 semester hours.

Theoretical, conceptual, and descriptive contributions of sociology to education; structural analysis of education as a social system; and education as an instrument of change from sociological perspective.

SO 605. **Contemporary Topics in Family Studies.** 3-6 semester hours.

This course surveys contemporary issues in family studies. Topics will be examined by developing a theoretical understanding of the issue and will foster both writing and critical inquiry skills related to the issue. Also listed as FS 605 but creditable only in field for which registered. May be repeated for up to six credit hours.

SO 607. Urban Sociology. 3 semester hours.

Historical and contemporary causes, trends, and patterns of urbanization throughout the world. Various approaches to studying the process of urbanization, including ecological, social organization, and political perspective. Current developments and problems in urban planning.

SO 609. Principles of Sociological Analysis. 3 semester hours.

Advanced course in general sociology designed to give a systematic conception of social order, focusing on its structural components and the functions they serve.

**Deleted:** SO 605. Contemporary Social Issues. 3 semester hours.¶  
Exploration of the full range of contemporary social issues in America in an interdisciplinary setting.¶



**Undergraduate Curriculum Committee  
Curriculum Change Proposal Form**

**College Name:** Arts & Sciences

**Department Name:** History & Political Science

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- |  |  |
|--|--|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description                                |
| <input type="checkbox"/> Addition Of/Change in Course Fee                | <input type="checkbox"/> *New Major/Option/Concentration/Minor                       |
| <input type="checkbox"/> Cross Listing of Course                         | <input checked="" type="checkbox"/> Revised <u>Major</u> /Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course                          | <input type="checkbox"/> New/Revised Certificate Program                             |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor      | <input type="checkbox"/> Revised Admission Requirement                               |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change  |
| <input type="checkbox"/> Other   |  |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☐ No ☒

If yes, for whom: \_\_\_\_\_

Will the change require additions or deletions to the Major's Course List? Yes ☐ No ☒ *already on Major's Course List*  
List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. \_\_\_\_\_

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Add HI 495 (0) Senior Thesis as a requirement to the History Major and Social Science Major. Will serve as Level 3 of the Quality Enhancement Plan for each program.

Proposed Banner Course Title (30 character maximum): \_\_\_\_\_

The proposed change(s) will be effective beginning: Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: \_\_\_\_\_

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: \_\_\_\_\_

August 21, 2013  
Date Approved by Department Curriculum Committee

  
Chair's Signature

October 8, 2013  
Date Approved by College Curriculum Committee\*\*

  
Academic Dean's Signature\*\*

\*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

\*\*Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

The history program is designed to serve students who wish to prepare for graduate study in history, for teaching history in grades 6-12 (a second major in education is required for teacher certification), for entry into professional schools such as law, library science, journalism, seminary training, and for careers in business, educational institutions, and other areas which require a broad general education.

Students with a minimum score of 28 on the ACT Reading subtest or a minimum score of 630 on the SAT Reading Comprehension subtest or with special approval from the department may choose to enroll in honors history courses.

The political science program is designed to serve students who wish to prepare for graduate study leading toward careers requiring advanced study in government, politics, or policy and to prepare students for careers in federal, state, and local government, including municipal and private planning agencies. A program in political science is also appropriate for preprofessional preparation for law.

The social science program is designed to serve students who wish to prepare for teaching social sciences in grades 6-12 (a second major in education is required for teacher certification).

Students with majors in history, political science, or social science are required to successfully complete exit examinations prior to graduation.

#### REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN HISTORY

Course	Credit
A. General Education Component . . . . .	41
For general education requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements.	
For the Bachelor of Arts degree the student must satisfy the following requirement: 6 hours of a required foreign language at the intermediate level.	
B. Major Core Requirements:	
*World Civilization (101, 102) . . . . .	6
*United States History (201, 202) . . . . .	6
History and Historical Research (301W) . . . . .	3
History Electives (300-400 level) with at least six hours in United States history and six hours in non-United States history . . . . .	21
Senior Thesis (495) . . . . .	0
C. Minor:	
A minor or a second major is required for this major.	
D. General Elective hours, if required, to bring total to 128.	

\*These courses are required in the major if not completed as a part of the General Education Component.

\*\*Fulfills computer literacy requirement.



**REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE WITH A  
MAJOR IN POLITICAL SCIENCE**

Course	Credit
A. General Education Component. ....	41
For general education requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements.	
For the Bachelor of Arts degree the student must satisfy the follow- ing requirement: 6 hours of a required foreign language at the inter- mediate level.	
B. Major Core Requirements:	
*United States Government and Politics (241) .....	3
Public Policy and Administration (244) .....	3
Political Science Scope and Methods (301W) .....	3
Comparative Government (302) .....	3
World Politics (303) .....	3
Political Theory (304) .....	3
Political Science Electives .....	18
	<u>36+</u>
Prescribed Supporting Course:	
**Business Applications of Microcomputer Software (CIS 125) or a higher numbered Computer Information Systems or Computer Science Course .....	3
C. Minor:	
A minor or a second major is required for this major.	
D. General Elective hours, if required, to bring total to 128.	
E. A maximum of three hours of internship credit and three hours of independent study credit may be included.	

**REQUIREMENTS FOR A BACHELOR OF ARTS OR BACHELOR OF SCIENCE DEGREE WITH A  
MAJOR IN SOCIAL SCIENCE**

Course	Credit
A. General Education Component. ....	41
For general education requirements and additional requirements for UNA students, refer to Academic Procedures and Requirements.	
For the Bachelor of Arts degree the student must satisfy the follow- ing requirement: six hours of a required foreign language at the intermediate level.	
B. Major Core Requirements:	
HISTORY .....	30
*World Civilization (101, 102) .....	6
*United States History (201, 202) .....	6
History and Historical Research (301W) .....	3
History of Alabama (361) .....	3
History Electives (300-400 level) with at least six hours in United States history and six hours in non-United States history .....	12
Senior Thesis (495) .....	0

**Undergraduate Curriculum Committee  
Curriculum Change Proposal Form**

**College Name:** Arts and Sciences

**Department Name:** English

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description             |
| <input type="checkbox"/> Addition Of/Change in Course Fee                           | <input type="checkbox"/> *New Major/Option/Concentration/Minor    |
| <input type="checkbox"/> Cross Listing of Course                                    | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course                                     | <input type="checkbox"/> New/Revised Certificate Program          |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor                 | <input type="checkbox"/> Revised Admission Requirement            |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite            | <input type="checkbox"/> Editorial Change                         |
| <input type="checkbox"/> Other  |   |

**Will this proposal result in the need for a Revised Faculty Roster Form?** Yes ☒ No ☐

**If yes, for whom:** Nicholas Mauriello

**Will the change require additions or deletions to the Major's Course List?** Yes ☐ No ☐

**List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. \_\_\_\_\_**

**Brief Description and Rationale –** (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

EN 334. (3) **Language and Gender.** This course examines the nature and function of sex differences in written and spoken language on a cross-cultural basis. While the emphasis is on spoken and written language, some attention is also paid to differences in nonverbal communication. The contrasts between stereotypes about how women and men communicate and the actually occurring patterns are carefully examined. The significance of different communication patterns is considered in connection with theoretical models drawn from sociolinguistics, anthropology, and psychology. (Offered on sufficient demand)


**Proposed Banner Course Title (30 character maximum):** Language and Gender

**The proposed change(s) will be effective beginning:** Spring semester 2014 year

**If Addition of/Change in Course Fee, provide justification:**

**List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program:** English Department

26 Sept 2013  
Date Approved by Department Curriculum Committee

  
Chair's Signature

October 8, 2013  
Date Approved by College Curriculum Committee\*\*

  
Academic Dean's Signature\*\*

\*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

\*\*Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.



# EN 334: Language and Gender

**Course Description:** This course examines the nature and function of sex differences in written and spoken language on a cross-cultural basis. While the emphasis is on spoken and written language, some attention is also paid to differences in nonverbal communication. The contrasts between stereotypes about how women and men communicate and the actually occurring patterns are carefully examined. The significance of different communication patterns is considered in connection with theoretical models drawn from sociolinguistics, anthropology, and psychology.

**Course Textbooks and Supplies:**

*You Just Don't Understand: Women and Men in Conversation* By Deborah Tannen New York: Quill, 2001.

*Course Packet on Angel.* A collection of 15 cross-cultural research articles examining gender specific discourse.

**Methods of Evaluation:** Grades in this course will be based on the following measures:

- 25% for The Dialogic Log
- 25% for The Discourse Analysis Paper
- 25% for The Final Paper/Presentation
- 25% for The Final Exam

- Students are expected to actively participate in all class activities. This means fully cooperating with other students, thoroughly completing class assignments, and regularly speaking during discussions.
- Failure to turn in one or more of the graded assignments during the semester will result in an automatic failing grade for the course, regardless of the grades earned on the work which was completed and turned in on time.

**Academic Honesty and Plagiarism:** Academic honesty is discussed in the 2012-2013 Catalog. Guidelines on avoiding plagiarism can be found at <http://www2.una.edu/library/plagiarismstudentguide.htm>. Additional information and links to more sites on plagiarism are included on the English Department's web page, [http://www2.una.edu/english/penalties\\_for\\_plagiarism\\_at\\_una.htm](http://www2.una.edu/english/penalties_for_plagiarism_at_una.htm). Penalties for plagiarism at UNA may range from a failing grade for a specific assignment to a failing grade in the course to suspension from the University (in repeat cases).

**Attendance Policy:** Class attendance is required since coming to class is the only way students can successfully complete the course. Regular attendance and being on time are indications of your taking the work of the course seriously. Excused absences will only be permitted in exceptional circumstances, such as medical problems or family crisis, and written proof of the circumstances may be required.

EN 303. (3) **Restoration and Eighteenth-Century British Literature.** Extensive reading in Restoration and Eighteenth-Century British Literature. (Spring, odd-numbered years)

EN 304. (3) **Honors Seminar—Literature.** A seminar for students in the honors sequence in English. Concentrated study in specific narrow areas of literature. Prerequisite: 12 hours of honors courses in English or departmental approval. (Fall)

EN 305. (3) **African-American Women Writers.** An examination of the writings of African-American women beginning with the slave narrative and ending with contemporary poetry, fiction, and drama. Also listed as WS

305 but creditable only in field for which registered. (Offered on sufficient demand)

EN 306. (3) **Introduction to English Linguistics.** Introduction to concepts of English linguistics such as phonology, morphology, syntax, acquisition, and variation. (Fall, even-numbered years)

EN 307. (3) **Approaches to Film Studies.** An introduction to the study of cinema, including analysis of film language (cinematography, editing, sound, and *mise en scene*) as well as narrative construction. Films and clips are drawn from various national cinemas, representing diverse styles, periods, and genres. (Fall, Spring)

EN 309. (3) **Film Theory and Criticism.** An introduction to film theory and criticism, focusing on the theorists, movements, and critical practices in film studies. (Spring)

EN 315. (3) **History of Film.** The historical development of the motion picture and television film as an art form from earliest stages to the present, including the technical, social, economic, and cultural factors influencing development, and using films from the periods and genres. Also listed as COM 300/TH 300 but creditable only in field for which registered. (Spring)

EN 323. (3) **Literature for Young Adults.** Literature suitable for instructional and recreational use by middle school/junior high school and high school students. Open to English Language Arts majors only. Prerequisite: ABI/FBI background clearance. (Spring, even-numbered years; Fall, odd-numbered years)

EN 324. (3) **The Oral Tradition.** An examination of the structure, genres, and differing attitudes of written and oral literature as well as those periods in literary history in which oral literature has flourished. (Spring, odd-numbered years; Summer even-numbered years)

EN 331. (3) **Contemporary Global Literature.** A study of the changing forms and themes of literature written outside of Britain and the US from 1950 to the present. Texts not originally written in English will be studied in translation. (Spring, odd-numbered years)

EN 333. (3) **Images of Women in Literature.** An examination of images of women in literature drawn primarily from the works of women writers in English and American literature of the nineteenth and twentieth centuries; an introduction to feminist criticism. Also listed as WS 333 but creditable only in field for which registered. (Spring, even-numbered years)

EN 334. (3) **Language and Gender.** This course examines the nature and function of sex differences in written and spoken language on a cross-cultural basis. While the emphasis is on spoken and written language, some attention is also paid to differences in nonverbal communication. The contrasts between stereotypes about how women and men communicate and the actually occurring patterns are carefully examined. The significance of different communication patterns is considered in connection with theoretical models drawn from sociolinguistics, anthropology, and psychology. (Offered on sufficient demand)

EN 341W. (3) **Advanced Composition.** Practice in expository writing beyond that offered by Freshman Composition. (Fall; Spring, odd-numbered years)



**Undergraduate Curriculum Committee  
Curriculum Change Proposal Form**

**College Name:** Arts and Sciences

**Department Name:** English

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description             |
| <input type="checkbox"/> Addition Of/Change in Course Fee                           | <input type="checkbox"/> *New Major/Option/Concentration/Minor    |
| <input type="checkbox"/> Cross Listing of Course                                    | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course                                     | <input type="checkbox"/> New/Revised Certificate Program          |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor                 | <input type="checkbox"/> Revised Admission Requirement            |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite            | <input type="checkbox"/> Editorial Change                         |
| <input type="checkbox"/> Other  |   |

**Will this proposal result in the need for a Revised Faculty Roster Form?** Yes ☒ No ☐

**If yes, for whom:** Daryl Brown

**Will the change require additions or deletions to the Major's Course List?** Yes ☒ No ☐

**List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. Add to English Option II: Professional Writing Elective Component - English 435W Writing Protest and Dissent**

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

(1) EN 435W Writing Protest and Dissent (3). Explores some of the 400 years of rich writings and accounts of America's tradition of protest/dissent, and uses these as examples to guide and inspire student writing of protest literature. (Offered on sufficient Demand)

Course Aims and Methods: English 435W is a course designed to provide an environment in which intermediate and advanced writers can work on furthering their understanding of the craft of writing protest literature. The course will focus on two areas: reading protest literature from different periods in history, and on the student production of original materials to be critiqued in workshop.

(2) The course furthers the goals of UNA's QEP by incorporating research, analysis, and oral presentations. It also further diversifies the offerings by the English Department, which will attract additional students.

**Proposed Banner Course Title (30 character maximum):** Writing Protest and Dissent

**The proposed change(s) will be effective beginning:** Spring semester 2014 year

**If Addition of/Change in Course Fee, provide justification:** \_\_\_\_\_

**List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program:** English

27 Sept 2013  
Date Approved by Department Curriculum Committee

October 8, 2013  
Date Approved by College Curriculum Committee\*\*

  
Chair's Signature  
  
Academic Dean's Signature\*\*

\*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

\*\*Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

## English 435W: Writing Protest/Dissent

Professor: Daryl Brown

**Office Hours:**                      **Monday: 11-12:30**                      **Tuesday: 10-12**  
   **Wednesday: 11-12:30**                      **Thursday: 10-12**  
   **Friday: By appointment only**

**Office:** Willingham 227

Phone: 765 – 4494 (my office); 765 - 4238 (English Dept.)

email: [dwbrown@una.edu](mailto:dwbrown@una.edu)

**Course Description:** This class explores some of the 400 years of rich writings and accounts of America's tradition of protest and dissent, and uses these as examples to guide and inspire the student writing of protest literature.

**Course Aims and Methods:** English 435W is a course designed to provide an environment in which intermediate and advanced writers can work on furthering their understanding of the craft of writing protest literature. The course will focus on two areas: reading protest literature from different periods in history, and on the student production of original materials to be critiqued in workshop. Because reading is an important part of the maturation process of a writer, we will spend significant portions of time doing close readings of protest literature. Students will be responsible for leading discussions on writers and their work. These discussions will involve elements of craft such as technique, style, voice, content, as well as other relevant concerns/issues. Each student will also be given the opportunity to workshop several poems and a nonfiction essay. All the readings will be springboards to writing; we'll do in-class and homework exercises, plus several longer pieces. All of your writing will constitute a portfolio that you will build through the semester.

**Course Goals:** Through lively and spirited discussions of assigned material, students will begin forming independent and concrete opinions about the style and direction of their creative projects. More specifically, students will see their writing evolve, their ability to critique writing enhanced, and their general grasp and control of writing strengthened.

### Required Textbooks:

*American Protest Literature* edited by Zoe Trodd,

One Small Three Ring Binder

In addition to these, you might be required to make copies of other materials on hold in the library.

**Grading:** Your final grade will be the average of the assignments based on the categories listed below. However, there are a number of other assignments that will comprise at least fifty percent of your grade. Class participation will also be considered in your final grade.

Writing Assignments (Includes essays, poems, and other forms)

Online Exercises (Assignments posted on Angel, and turned in on Angel)

Discussion Leader

Workshop Leader

Peer Critiques

Final Portfolio

### Course Requirements:

A **minimum of forty pages of original material** will be produced during the semester, which will be comprised of the following:

- This will consist of poems, essays, responses, and other work.
- You will also be required to submit work to Lights & Shadows

\*Each final draft of essays should be a minimum of five (5) pages. Poems will vary in length.

\*All work used for the completion of requirements in this course is to be original and new, meaning previously written material is not to be used for workshop or to be included in the final portfolio.

**Critiques:** For each student piece that is workshopped, you will do a response/critique to the piece. For fiction and nonfiction pieces, a one to two-page typed critique of the story will be expected. This should include (but is not limited to) a quick summary of what happens in the story, a discussion of relevant elements, and your general response to the story, which can include complements on the strong aspects, and any suggestions you may have for the author during the revision process. For poetry, you will be allowed to limit your response to the paper itself and/or an attached typed response. Critiques **will not** be counted toward your final portfolio page count.



Course	Credit
<b>B. Major Core Requirements:</b>	
Three hours selected from the following (pre-19th century British literature): EN 303, EN 371, EN 401, EN 402, EN 403 .....	3
Three hours selected from the following (American literature): EN 305, EN 405, EN 450, EN 451, EN 452, EN 460, EN 464 .....	3
Three hours selected from the following (literature of diversity): EN 305, EN 331, EN 333, EN 405, EN 463 .....	3
Three hours in a writing intensive course (EN 341W, EN 355W, or EN 472W) .....	3
Prescribed Supporting Course: CIS125 (3) or ED 381(3) .....	3
	15
<b>C. Option I: Literature</b>	
Three hours in a course with a language, history of language, or rhetoric concentration: (EN 306, EN 441, EN 442, or EN 472W) .....	3
EN 360 .....	3
EN 491W .....	3
18 hours English electives (300-400 level) with at least 12 of these hours in literature courses (i.e. English courses other than those in writing, rhetoric, language, or film studies) .....	18
	27
<b>Option II: Professional Writing</b>	
Required Component:	
Technical Writing (EN 300W) .....	3
Technical Editing (EN 439W) .....	3
New Media Writing (EN 445W) .....	3
Professional Writing Portfolio Workshop (EN 489W) .....	3
Elective Component:	
(A total of 15 required hours will be selected from the three sections listed below)	
Three to nine hours from the following: (writing intensive courses)	
Writing Protest and Dissent (EN 435W) .....	3
Short Screenplay Writing (EN 393W) .....	3
Advanced Creative Writing: Fiction and Drama (EN 455W) .....	3
Advanced Creative Writing: Poetry and Creative Nonfiction (EN 456W) .....	3
Selected Topics in Writing (EN 495) .....	3
Three to nine hours from the following: (web publishing/journalism) Basic Reporting (COM 220) .....	3
(Prerequisite: COM 215 Media Writing)	
Feature Writing (COM 370) .....	3
Desktop Publishing (COM 410) .....	3
Managerial Communications (MG 382W) .....	3
Three hours from the following: (language/history or language/rhetoric) Introduction to English Linguistics (EN 306) .....	3
History of the English Language (EN 441) .....	3
Survey of Grammar (EN 442) .....	3
Rhetoric: Argument and Style (EN 472W) .....	3

EN 405. (3) **African-American Literature.** An investigation of the development of African-American literature and an examination of selected writers of poetry, drama, fiction, and nonfiction. (Fall, odd-numbered years) EN 439W. (3) **Technical Editing.** Training in copy editing and practice in substantive editing skills in content, organization, and format. Students will focus on using typographic conventions, scientific symbols, style manuals, and publication guides. (Fall, even-numbered years)

EN 435W. (3) **Writing Protest and Dissent.** Explores some of the 400 years of rich writings and accounts of America's tradition of protest and dissent, and uses these as examples to guide and inspire the student writing of protest literature. (Offered on sufficient demand)

EN 441. (3) **History of the English Language.** Development of the English language and of modern English usage. (Offered on sufficient demand)

EN 442. (3) **Survey of Grammar.** A study of contemporary English grammar comprising primarily morphology and syntax, with discussion of register and dialect. (Spring, odd-numbered years)

EN 443. (3) **Instruction of Composition.** Approaches to and practice in the instruction of English composition. Open to English Language Arts majors only. Prerequisite: ABI/FBI background clearance. (Fall, odd-numbered years; Spring)

EN 445W. (3) **New Media Writing.** A combination of theory and application of new media writing - electronic, interactive, and multi-media text. (Spring, even-numbered years)

EN 450. (3) **Studies in American Folklore.** A study of the sources, backgrounds, and forms of American folklore. Introduction to the field. Emphasis is given to research methods and to field work. (Spring, even-numbered years)

EN 451. (3) **The American Novel.** From the beginning of the American novel to the twentieth century. (Spring, even-numbered years) EN 452. (3) **The American Novel.** Intensive study of the works of selected American authors. (Offered on sufficient demand)

EN 453. (3) **The English Novel.** Representative works in the development of the English novel. (Spring, even-numbered years)

EN 454. (3) **The English Novel.** Intensive study of selected English authors. (Spring, odd-numbered years)

EN 455W. (3) **Advanced Creative Writing: Fiction and Drama.** A workshop approach to writing and editing fiction and drama for publication, with special emphasis on structure, theme, and characterization. Prerequisite: EN 355W. (Spring)

EN 456W. (3) **Advanced Creative Writing: Poetry and Creative Nonfiction.** A workshop approach to writing and editing poetry and creative non-fiction for publication with emphasis on structure, theme, and craft. Prerequisite: EN 355W. (Spring)

EN 460. (3) **Literature of the American Frontier.** Designed to expose students to works representative of a specific genre (frontier literature) and to a specific type of character (the frontier hero). Beginning with a look at the ancestral background with authors such as James Fenimore Cooper, and moving forward to such modern writers as Cormac McCarthy, the course will examine those traits that have served to mythologize the frontier hero, making him/her one of the most popular and enduring of American literary figures. (Offered on sufficient demand)



**Graduate Council**  
**New Course and Course/Curriculum Change Proposal Form**

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Proposed New Course(s)<br>(attach one-page syllabus)                  | <input checked="" type="checkbox"/> Cross Listing of Course  |
| <input type="checkbox"/> Course Number/Title Change   | <input type="checkbox"/> Inactivation of Course  |
| <input type="checkbox"/> Change in Course Prerequisites   | <input type="checkbox"/> Changes in Admission to Major   |
| <input type="checkbox"/> Changes in Credit Hours  | <input type="checkbox"/> *New Curriculum   |
| <input type="checkbox"/> *Revisions in Curriculum of Existing<br>Major, Minor and Concentrations          | <input type="checkbox"/> Non-Substantive/Editorial Change<br>(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee   | <input type="checkbox"/> Other (Please specify)  |
| <input type="checkbox"/> *Type of Delivery (on campus, internet,<br>video tape, and/or interactive video) | _____<br>_____   |

Will this proposal result in the need for a Revised Faculty Roster Form? Yes ☒ No ☐

If yes, for whom: Daryl Brown

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

EN 535W Writing Protest and Dissent (3). Explores some of the 400 years of rich writings and accounts of America's tradition of protest and dissent, and uses these as examples to guide and inspire the student writing of protest literature. (Offered on sufficient Demand)

Course Aims and Methods: English 535W is a course designed to provide an environment in which intermediate and advanced writers can work on furthering their understanding of the craft of writing protest literature. The course will focus on two areas: reading protest literature from different periods in history, and on the student production of original materials to be critiqued in workshop.

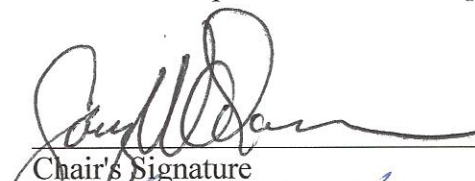

Rationale: The course further diversifies the offerings by the English Department, which will attract additional students.

The proposed change(s) will be effective beginning: Spring semester 2014 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

27 Sept 2013  
 Date Approved by Department Curriculum Committee

October 8, 2013  
 Date Approved by College Curriculum Committee

  
 Chair's Signature  
  
 Academic Dean's Signature

Department English Course Prefix EN Number 535W

Title of Course Writing Protest and Dissent Credit 3

Title of Course for Banner (30 character maximum): Writing Protest and Dissent

**1. Course catalog description and objectives.**

Explores some of the 400 years of rich writings and accounts of America's tradition of protest/dissent, and uses these as examples to guide and inspire the student writing of protest literature. (Offered on sufficient demand)

**2. Justification for course or proposed change(s)**

The course has made twice as a Special Topics course. Clearly, there is sufficient demand to make it part of the regular offering. Additionally, the course further diversifies the class offerings for our graduate students, which makes our program more attractive to current and prospective students.

**3. Outline of Course Topics**

The course will utilize American protest literature that ranges from the early days of America to the present day. The topics will also be varied.

**4. Activities Required of Students**

Students will do classroom presentations of research done on reading materials, write protest literature in a number of genres, and produce written critiques of each other's creative writings.

**5. Evaluation Procedures**

Students will be evaluated by assessing the following:

- Writing Assignments (Includes essays, poems, and other forms)
- Online Exercises (Assignments posted on Angel, and turned in on Angel)
- Discussion Leader
- Workshop Leader
- Peer Critiques
- Final Writing Portfolio

**6. References and Text**

American Protest Literature edited by Zoe Trodd,

**7. Course resources and costs**

**8. Justification for Addition of/Increase in Course Fee**

**9. Justification for Graduate Credit When a Course is Dual Listed**

Graduate students will be required to do longer writing assignments, and they will be required to submit a larger portfolio at the end of class. In addition, they will serve as discussion leader and workshop more often than undergraduate students.



**English 535W: Writing Protest and Dissent**  
Professor: Daryl Brown

**Office Hours:**

<b>Monday:</b>	<b>11-12:30</b>	<b>Tuesday:</b>	<b>10-12</b>
<b>Wednesday:</b>	<b>11-12:30</b>	<b>Thursday:</b>	<b>10-12</b>
<b>Friday: By appointment only</b>			

**Office:** Willingham 227  
Phone: 765 – 4494 (my office); 765 - 4238 (English Dept.)  
email: dwbrown@una.edu

**Course Description:** This class explores some of the 400 years of rich writings and accounts of America's tradition of protest and dissent, and uses these as examples to guide and inspire the student writing of protest literature.

**Course Aims and Methods:** English 535W is a course designed to provide an environment in which intermediate and advanced writers can work on furthering their understanding of the craft of writing. The course will focus on two areas: reading nonfiction, and on the student production of original materials to be critiqued in workshop. Because reading is an important part of the maturation process of a writer, we will spend significant portions of time doing close readings of nonfiction pieces. Students will be responsible for leading discussions on writers and their work. These discussions will involve elements of craft such as technique, style, voice, content, as well as other relevant concerns. Each student will also be given the opportunity to workshop several poems, and a nonfiction piece. All the readings will be springboards to writing; and we will do both in-class and homework exercises, plus several longer pieces. All of your writing will constitute a portfolio that you will build through the semester.

**Course Goals:** Through lively and spirited discussions of assigned material, students will begin forming independent and concrete opinions about the style and direction of their creative projects. More specifically, students will see their writing evolve, their ability to critique writing enhanced, and their general grasp and control of writing strengthened.

**Required Textbooks:**

*American Protest Literature* edited by Zoe Trodd,  
One Small Three Ring Binder

In addition to these, you might be required to make copies of other materials on hold in the library.

**Grading:** Your final grade will be the average of the assignments based on the categories listed below. However, there are a number of other assignments that will comprise at least fifty percent of your grade. Class participation will also be considered in your final grade.

Writing Assignments (Includes essays, poems, and other forms)  
Online Exercises (Assignments posted on Angel, and turned in on Angel)  
Discussion Leader  
Workshop Leader  
Peer Critiques  
Final Portfolio

**Course Requirements:**

A **minimum of fifty pages of original material** will be produced during the semester, which will be comprised of the following:

- This will consist of poems, essays, responses, and other work.
- You will also be required to submit work to Lights & Shadows

\*Each final draft of essays should be a minimum of eight (8) pages. Poems will vary in length.

\*All work used for the completion of requirements in this course is to be original and new, meaning previously written material is not to be used for workshop or to be included in the final portfolio.

**Critiques:** For each student piece that is workshopped, you will do a response/critique to the piece. For fiction and nonfiction pieces, a one to two-page typed critique of the story will be expected. This should include (but is not limited to) a quick summary of what happens in the story, a discussion of relevant elements, and your general response to the story, which can include complements on the strong aspects, and any suggestions you may have for the author during the revision process. For poetry, you will be allowed to limit your response to the paper itself and/or an attached typed response. Critiques **will not** be counted toward your final portfolio page count.

**EN 509. Studies in Literature IV.** 3 semester hours.

Studies in a specific author, genre, or time period. Focus may be English literature, American literature, literature of the western world, or other areas of world literature. This course carries a Satisfactory (S) or Unsatisfactory (U) grade and does not count toward the required content hours for the master's degree in English or Secondary Education. Prerequisite: permission of the Director of Graduate Studies.

Available only to international students in the Master of Arts Bridge Program. (Fall, Spring, Summer)

**EN 535W. Writing Protest and Dissent.** 3 semester hours.

Explores some of the 400 years of rich writings and accounts of America's tradition of protest and dissent, and uses these as examples to guide and inspire the student writing of protest

literature. (Offered on sufficient demand)

**EN 541. History of the English Language.** 3 semester hours.

Development of the English Language and of modern English usage. (Fall; Summer, odd-numbered years)

**EN 542. Survey of Grammar.** 3 semester hours.

A survey of approaches to English grammar based on approaches now used in most school texts. Prerequisite: EN 441 or written permission of department chair. (Spring, odd-numbered years; Summer, even-numbered years)

**EN 543. Instruction of Composition.** 3 semester hours.

Approaches to and practice in the instruction of English composition. (Fall, odd-numbered years; Spring)

**EN 550. Studies in American Folklore.** 3 semester hours.

Sources, backgrounds, and morphology of American folklore. Emphasis is given to research methods and to fieldwork. (Spring, even-numbered years.)

**EN 551. The American Novel.** 3 semester hours.

From the beginning of the American novel to the twentieth century. (Spring, even-numbered years.)

**EN 552. The American Novel.** 3 semester hours.

Intensive study of the works of selected American authors. (Offered on sufficient demand.)

**EN 553. The English Novel.** 3 semester hours.

Representative works in the development of the English novel. (Spring, even-numbered years.)

**EN 554. The English Novel.** 3 semester hours.

Intensive study of selected English authors. (Offered on sufficient demand)

**EN 555W. Advanced Creative Writing: Fiction and Drama.** 3 semester hours.

A workshop approach to writing and editing fiction and drama for publication, with special emphasis



**Undergraduate Curriculum Committee  
Curriculum Change Proposal Form**

**College Name:** Arts and Sciences

**Department Name:** Geography

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- |  |                                     |   |
|--|-------------------------------------|---|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/>            | Change in Course Description                  |
| <input type="checkbox"/> Addition Of/Change in Course Fee                | <input checked="" type="checkbox"/> | *New Major/Option/Concentration/ <u>Minor</u> |
| <input type="checkbox"/> Cross Listing of Course                         | <input type="checkbox"/>            | Revised Major/Option/Concentration/Minor      |
| <input type="checkbox"/> Inactivation of Course                          | <input type="checkbox"/>            | New/Revised Certificate Program               |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor      | <input type="checkbox"/>            | Revised Admission Requirement                 |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/>            | Editorial Change                              |
| <input type="checkbox"/> Other   |                                     |   |

**Will this proposal result in the need for a Revised Faculty Roster Form?** Yes ☐ No ☒

**If yes, for whom:** \_\_\_\_\_

**Will the change require additions or deletions to the Major's Course List?** Yes ☐ No ☒

**List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. \_\_\_\_\_**

**Brief Description and Rationale –** (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

Following UNA's development of interdisciplinary minors in the field of Human-Computer Interaction/User Experience (HCI/UX), the Department of Geography is proposing a Geospatial Human-Computer Interaction minor (also known as GEOHCI). GeoHCI is an emerging concept which integrates location-based knowledge, spatial cognition and fundamental aspects of geographic representation into the computer-human interaction domain. The need for geospatial information in the marketplace is growing rapidly, and so is the increase in organizations that utilize location-based information. This minor in GEOHCI will produce broadly trained geographers with knowledge from other related disciplines that incorporate development, design and use-experience aspects. These include: Art, Computer Information Systems, English, and Psychology. This interdisciplinary minor will broaden students' perspectives and also enhance their employment chances in the job market.

GE487 - Geography Capstone Project is being used temporarily until such a time when the UNA HCI/UX program establishes a common capstone course for all HCI/UX minors on UNA campus.

**Proposed Banner Course Title (30 character maximum):** \_\_\_\_\_

**The proposed change(s) will be effective beginning:** Spring semester 2014 year

**If Addition of/Change in Course Fee, provide justification:** \_\_\_\_\_

**List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program:** Computer Information Systems, Psychology, Art, English

09/20/2013  
Date Approved by Department Curriculum Committee

10/8/13  
Date Approved by College Curriculum Committee\*\*

[Signature]  
Chair's Signature

[Signature]  
Academic Dean's Signature\*\*

\*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

\*\*Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

Course	Credit
Urban Geography (GE 390) .....	3
GIS application course as recommended by the advisor. ....	3
15 hours from the College of Business as recommended by advisor .	15

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## 27D. Minor:

A minor or second major is not required for Option I. A minor is not required for Option II and Option III.

E. General Elective hours, if required, to bring total to 128.

## REQUIREMENTS FOR A MINOR IN GENERAL GEOGRAPHY Course Credit World Regional

Geography (102) .....	3
Principles of Physical Geography (111, 112) .....	8
History and Philosophy of Geography (300W) .....	3
Geography Electives (including six hours of 300-400 level) .....	9

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## REQUIREMENTS FOR A MINOR IN GEOGRAPHIC INFORMATION SCIENCE

Course	Credit
Principles of Physical Geography I or II (GE 111 or GE 112) .....	4
Maps and Map Interpretation (GE 225) .....	3
Cartography (GE 325) .....	3
Geographic Information Systems (GE 384) .....	4
Applied Geospatial Analysis (GE 484) .....	3
300-400 level geography elective course .....	3

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REQUIREMENTS FOR A MINOR IN  
GEOSPATIAL HUMAN-COMPUTER INTERACTION (GEOHCI)

Course	Credit
Introduction to HCI/UX (CIS 289) .....	3
Design I (AR 231) .....	3
Cognitive Psychology (PY 385) .....	3
Database Development and Management (CIS 366) .....	3
New Media Writing (EN 445W) .....	3
Geography Capstone Project (GE 487) .....	3
	18

## REQUIREMENTS FOR A CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS

(refer to section on SPECIAL PROGRAMS AND ACTIVITIES)

## DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

**Chair:** Dr. Christopher Maynard, 109 Willingham Hall, 256-765-4306

**Faculty:** Dr. Aguado, Dr. Barske, Dr. Bibbee, Dr. Burton, Dr. Collins, Dr. Fitzsimmons, Dr. Franklin, Dr. Graham, Dr. Groetsch, Dr. Makowski, Dr. Nelson, Dr. Rieff, Dr. Saeki, Dr. Schoenbachler