

BRANDEIS UNIVERSITY
Undergraduate Curriculum Committee
2006-2007 Report

Meeting Dates: September 14 & 28, October 12 & 26, November 9 & 30, January 25, February 8, March 1 & 15 & 29

Members of the Committee: Richard Alterman, Kimberlee Bachman, Craig Blocker, Joseph Cunningham, Shilpa Davé, Arthur Holmberg, Adam Jaffe, Sara Kranzler, Susan Lanser, Jerry Samet, Jacquelyn E.C. Scholes, Ariel Strauss

Ex Officio: Gregory Freeze, Kim Godsoe (spring), Mark Hewitt, Michele Rosenthal (fall), Elaine Wong

Possible 2006-2007 Agenda Items

Dean Jaffe reviewed possible 2006-2007 agenda items with committee members. It is likely that the following topics will be discussed this year: reports from the Standing Committee on Interdepartmental Programs on Biological Physics, Environmental Studies, European Cultural Studies, Health: Science, Society, and Policy, Italian Studies, and Medieval and Renaissance Studies; consideration of university wide guidelines for double-counting courses for more than one major and/or minor; continued discussion of Brandeis's liberal arts mission and goals, perhaps linked to a review of summary data from senior exit surveys; a discussion of several grading issues including changing to a Pass/D or Unsatisfactory/Fail system in which Pass always signifies a C- or better grade, linked to consideration of a university wide policy of accepting only C- and better grades or allowing P grades of C- or better toward major and minor requirements; creation of a new major in Environmental Studies; and review of both the Non-Western and Comparative Studies and the Writing-Intensive requirements. Committee members also suggested that we review Brandeis's policy on auditing courses, and also consider the relative work load and number of hours required for courses.

As background information for the Pass/Fail discussion, the Office of the Registrar was asked to research what other institutions consider to be a passing grade (D- or better? C- or better?) and also provide information on the distribution of courses in which students elect P/F grades and the distribution of letter grades now covered by P's.

Approval of 2005-2006 UCC Report

The 2005-2006 UCC report was approved by the committee and was posted on the UCC website.

Procedures for Conduct of UCC Meetings

The committee reviewed and agreed to procedures for the conduct of UCC meetings.

Appointment of Subcommittee for Independent Interdisciplinary Majors

Professors Alterman and Holmberg volunteered to serve on the UCC Subcommittee for Independent Interdisciplinary Majors, where they will be joined by two faculty from the Committee on Academic Standing. Because the Subcommittee meets with most IIM applicants and reviews extensive documentation (proposals, rationales, letters of recommendation, transcripts, and information about comparable programs at peer institutions) from all candidates, the UCC decided to cede final approval to

the subcommittee. From now on, the subcommittee will report on all petitions, accepted and denied, and bring policy and curricular issues and concerns to the attention of the UCC.

Review of the European Cultural Studies (ECS) Program

While reviewing reports from the European Cultural Studies chair and the Standing Committee on Interdepartmental Programs, UCC members asked how the ECS program compares, interacts, and overlaps with both International and Global Studies, and Comparative Literature. The UCC postponed action on the program's continuance until these issues can be considered.

Discussion of a Pass/D or Unsatisfactory/Fail Grading Option in Which Pass Always Signifies a C- or Better Grade

The UCC reviewed information provided by the University Registrar regarding the course distribution of pass/fail grades, and actual letter grades covered by "Pass" in recent years, along with a 1999 study of pass/fail practices at AAU schools. The study revealed that at two thirds of other reporting institutions, P indicates a letter grade of C- or better, while at the remaining third, P indicates a grade of D- or better.

In comparison with other institutions, Brandeis appears to have one of the most liberal pass/fail systems, in that we allow students "anonymity" and to "uncover" or convert passing grades to letter grades after the letter grades are revealed. The pass/fail grading option was designed to encourage course and subject exploration, but some students appear to expend very little effort in their P/F courses. If passing grades required C- or better work, students might work harder in P/F courses, thereby also improving the classroom culture. Only about 1% of all grades earned at Brandeis are some form of a D grade.

The UCC was interested in allowing only grades of C- or better to be covered by a P, but was undecided about what to do with the D grades (should they be listed as unsatisfactory? count toward the GPA?). Although grades of S for Satisfactory and U for Unsatisfactory are currently restricted to physical education courses, in a revised P/F system, passing grades of C- or better might be recorded with "SAT" for Satisfactory, and D grades recorded with "UNS" for Unsatisfactory. All failing P/F grades are now recorded as "E"s and count toward GPAs. In order to gather more student and faculty input, the UCC delayed action on this topic until later in the term.

The committee decided not to act upon the possibility of counting P grades of C- or better toward major and minor requirements. While departments are able to make exceptions for students who later declare majors in subjects for which they earlier completed P/F graded courses, allowing intentional P grades for majors would affect GPA requirements for departmental honors and would counteract the original P/F intention of encouraging students to take courses outside their majors.

If a revision were approved by the UCC and faculty, it might affect only those students entering in the fall of 2007, or be implemented for all students beginning in the fall of 2007. An "unsatisfactory" grade would not be figured into the cumulative grade point average, but would count toward academic disciplinary status.

At a subsequent meeting, Dean Jaffe reported that he had raised the issue of revising the pass/fail system at a department chairs meeting. Some department chairs prefer a system that does not count D's as passing grades, while others prefer no changes to the current system. UCC student representatives noted that they had planned an open forum for students on the topic. After the forum, the student representatives submitted a statement outlining their new opposition to changes to the pass/fail grading option. The UCC

then voted against implementing a change from the current pass/fail system to a satisfactory/unsatisfactory/fail grading option.

To acknowledge that D grades are unsatisfactory for purposes of academic standing, the Dean was asked to work with the Offices of the Registrar and Undergraduate Academic Affairs to explore implementation of a review by the Committee on Academic Standing of students who receive D grades covered by Pass grades. The UCC later reviewed and approved text for the *Brandeis University Bulletin*, announcing and explaining this policy change to students. The new text states that “Grades of D will be considered by the Committee on Academic Standing when determining a student’s academic standing, even when covered with a ‘P,’” and that “Grades of D that are covered by a ‘P’ may be considered as unsatisfactory grades for the purposes of determining academic standing.”

Accepting Only C- and Better Grades for Major/Minor Requirements

The UCC decided not to act upon implementation of a university wide policy preventing any grade below C- from counting toward requirements for majors and minors. The current policy states that students must receive a C- or better in prerequisite courses and that a C average is normally required in courses offered for completion of requirements for a major. In practice, a handful of departments require C or better grades for all courses counting toward the major. Many science departments allow one D grade in requirements for the major. If the policy were changed, it is possible that some seniors earning D grades in their final semester would not graduate “in time” or that sympathetic professors would be asked to give C- grades to these students. Students earlier in their careers might retake courses or change their majors.

The UCC also discussed the current policy regarding course retakes. If a student takes the same course a second time, credit is not given the second time around (unless the student previously failed the course). Though both course grades are noted on the student’s transcript, the second grade is not factored into the student’s cumulative GPA. Each semester about 10 students, typically in the sciences and economics, repeat courses to show better grades. UCC members asked if both grades might count toward the cumulative GPA, or if the second grade could replace the first grade. Perhaps a petitioning process requiring transcript review and the signature of the Undergraduate Advising Head before course enrollment could be initiated. This process might bar students from retaking courses that are prerequisites to later courses (that is, a student would not be allowed to retake SPAN 10 if they have successfully completed SPAN 30). Would this process exist for all courses or only those for which students earned D grades? Committee members decided not to further pursue this matter.

The UCC authorized Dean Jaffe to write to chairs of those departments and programs that do not explicitly require grades of C- and better for courses counting toward major and minor requirements. He will ask if program faculty wish to introduce such requirements, which would be included in the next edition of the *Brandeis University Bulletin*.

Approval of New Study Abroad Program

In the fall, J. Scott Van Der Meid, Director of Study Abroad, presented one new study abroad program for the committee’s provisional approval. After reviewing the criteria for approval (the program’s academic credentials, duration and credit hours, language requirements, student services, course offerings, and support from both Brandeis faculty and comparable colleges and universities), the UCC granted provisional approval to the Russian Language Program for Heritage Speakers at ACTR/The Moscow International University (MIU), in Moscow, Russia.

In March, the UCC approved the programs of Alliance for Global Education: Shanghai University of Finance and Economics in Shanghai, China; CIEE: Universidad de Guanajuato (Liberal Arts Program) in Guanajuato, Mexico; CIEE: Warsaw School of Economics in Warsaw, Poland; Minnesota Studies in International Development in Dakar, Senegal; Pont-Aven School of Contemporary Art in Pont-Aven, France; and Rutgers' Conservatory at Shakespeare's Globe (Design) in London, UK.

Review of the Italian Studies Program

In the spring of 2006, the UCC postponed continuance of the Italian Studies program until Richard Lansing, the chair of the program, could meet with the UCC to discuss the possibility of offering a greater, more diverse range of Italian Studies courses within the constraints of available resources.

At an October UCC meeting, Lansing noted that the program was not able to offer an Italian literature course this term, although a new course on Italian Culture was being co-taught as an overload. The university offers two literature courses taught in Italian. 12 majors, a high water mark, are now enrolled in Italian Studies, though students sometimes have a difficult time meeting the requirements of the major. Many complete four courses for the program while abroad. A few drop Italian Studies as a second major because courses are not easily available at Brandeis; occasionally students complete courses through cross-registration.

After further discussion of needed resources, and other relevant issues and options, the UCC approved a motion to continue the Italian Studies program and its minor and major for another three years. The committee also identified the standards by which the program's continuance will be judged at its next review, which includes resolution of the following questions: Has the program found a way to offer more advanced courses taught in the Italian language? What is the minimum number of Italian literature courses that need to be offered each year, and has this minimum been met? Must students majoring in the program continue to rely on cross-registration or study abroad courses to complete their requirements? Has the program considered or implemented changes to its curriculum (by, for example, reviewing the requirement that students complete three literature courses)? Has the faculty committee been involved in strategic and curricular planning, or does the program rely solely on the leadership of the chair? In three years time, the UCC would expect both the program chair's and the review committee's reports to provide evidence that faculty in the program have been able to think creatively about the Italian Studies curriculum and that the dean's office has been able to provide sufficient resources to support the program.

Guidelines for Double-Counting in Majors and Minors

Committee members first discussed information provided by the University Registrar on "Overlapping Majors and Minors," "AAU Double Counting Restrictions," and "Cross Listed Courses for Programs and Departments." Additional information about double counting restrictions at other AAU schools and information from the *Brandeis University Bulletin* about double counting restrictions for specific majors and minors was also distributed.

UCC members were intrigued by cross-listing guidelines at other institutions, for example, one institution states that for every major listed on a transcript, a student must complete a certain number (eight) of courses unique to that major. The UCC also discussed concerns from both students and faculty about the prevalence of double and triple majoring at Brandeis, and the ways in which the campus culture encourages "credentialing" to the detriment of liberal arts education. Some students make infelicitous choices in choosing between two courses to complete another major or minor or two to round out their education. A faculty member noted that graduate schools look at the actual courses completed and not the

number of majors and minors recorded on a transcript. About 25 to 30 percent of students graduate each year with a single major and no other minor or major.

Committee members noted the lack of uniformity in the number of courses required for different majors (from 8 to about 20 required courses), and the variable amount of cross-listing from department to department. Brandeis is constructing an audit of major and minor requirements through Peoplesoft, which cannot enforce across all majors a “global limit” (e.g., a rule that no more than two courses may be double counted for dual majors). The software can, however, audit restrictions between any two majors.

Before another meeting, a letter from the Faculty Senate asking the UCC to consider eliminating triple majors was circulated. The Student Senate opposed an outright ban of triple majors, but might be open to a petitioning or approval process for triple majors. Students also seemed to agree to some restrictions on double counting of courses used to satisfy the requirements of more than one major or minor.

In discussing issues related to double counting and double and triple majoring, several ideas, some of which might eventually be packaged together, were suggested by committee members. The university could ban some combinations of double majors. It could also require students to complete a certain number (6-8?) of courses “unique” to each major or to each minor (3?) or to each combination of majors and minors (11?). It could require students to complete a minimal number of true electives which do not count toward any other requirement, or it could increase the number of courses required for each school distribution requirement. It could require a second major to originate from outside the school of the first major, or require that any student who wishes to complete more than two majors (or one major and minor) speak with a “liberal arts advisor,” who would approve additional majors or minors according to set guidelines.

UCC members asked how much might be accomplished through advising and attempting to change the Brandeis culture, which currently values double majors and minors, while perhaps not sufficiently emphasizing the aims of an interdisciplinary liberal arts education and the pleasure of learning for its own sake. Students should be encouraged to “meander” through the curriculum and choose a diversity of courses. Not only students, but also their parents and our faculty, would have to be targeted with these messages.

It was noted that actions related to establishing double counting guidelines may work at cross purposes with addressing concerns that many students at Brandeis do not take sufficient advantage of opportunities to widely explore the curriculum.

At other meetings, the UCC eliminated from consideration all of the following: requiring completion of a set number of “true” electives, requiring that second majors originate from a school outside the first major, establishing double counting restrictions across all majors and minors, and requiring completion of a certain number of courses unique to the major (the latter option is likely to keep students from exploring the curriculum by reducing their electives). Student representatives were asked to poll students who have completed triple majors and to consult with the Student Union, before the UCC discussed the remaining possibilities. At yet another meeting, the student representatives reported that students enrolled in triple majors replied that they are pursuing three majors for academic purposes, and would be upset if this option were no longer available.

The UCC was concerned that students who triple major may be missing opportunities for exploration of the curriculum. To find out if this was in fact occurring, the committee asked the Office of the University Registrar to provide several frequency distributions of courses completed by single, double and triple majors. For students who complete triple majors, how are their courses distributed across “fields,” as

indicated by program abbreviations such as ECON, MUS, and MATH (excluding required courses such as USEM, UWS and PE)? What is the course distribution for students who complete single and double majors, and do these distributions differ from those of triple majors? The registrar's office was also asked to provide information about the specific majors of each of the 40+ students in the class of '06 who completed triple majors. At a late spring meeting, Mark Hewitt distributed information about the specific majors, including "pairings" of majors, of those students who have completed triple majors from fall 2004 through fall 2006.

Committee members reviewed this information about the average number of fields (excluding USEM, UWS, and PE) sampled by students who completed single majors (11.1 in '05 and 11.6 in '06), double majors (10.8 in '05 and 11.1 in '06) and triple majors (10.5 in '05 and 10.6 in '06) in the last two graduating classes. The UCC asked for similar information to be gathered for the class of 2007. The data revealed that triple majors are not sampling the curriculum appreciably less than single majors. The UCC considers 11 departments/programs/fields to be about right in terms of the number it might hope for students to sample. The Registrar's study does not reveal how many courses (one in some, eight in others?) were completed in each of the 11 fields, or what was the lowest number of fields sampled by any single student. All students must take courses in at least four different fields required for school distribution, and most also complete language study. In some majors, courses from other departments are either mandated or allowed to count for major requirements. Some committee members were surprised to learn that AP course equivalents may count in satisfaction of school distribution requirements.

Regarding the most common double major pairings, five students have completed biology/neuroscience, or computer science/mathematics pairings in the last two years, and four have completed biology/philosophy, math/physics, or neuroscience/psychology pairings.

Committee members decided to take no further action on restricting triple majors, mandating a petitioning process for triple majors, or requiring declaration of triple majors by the end of the junior year, but did ask the Registrar's office to change its declaration of major forms so that information on all previously declared or planned for majors and minors will be requested in the future. The topic of triple majors will also be addressed by the newly formed Advising Task Force; this group was also asked to meet with the Office of Admissions to ensure that all offices of the university are conveying similar messages about triple majors and the goals of a liberal arts education.

The Dean's office was asked by the UCC to write to the chairs of majors and minors with strong course overlap and no double counting rules to note that some departments and programs do have specific rules against double counting; those that do not may wish to consider establishing such rules or to even ban certain double major combinations.

Discussion of Non-Western and Comparative (NWC) Studies Requirement

John Schrecker, Chair of the NWC committee, accompanied by two NWC committee members, Aida Yuen Wong of Fine Arts and Avigdor Levy of Near Eastern and Judaic Studies, discussed the goals of the Non-Western and Comparative Studies requirement, which are to help students learn about cultures, world views, indigenous intellectual traditions and social institutions that have developed outside of Western traditions. The requirement is even more important today than when first established because of the university's current global perspectives and commitments. While courses using comparative methods are welcome, the content of NWC courses must be predominantly (at least 50%) about a non-Western culture or cultures. The NWC curriculum has benefited from scholars brought to Brandeis through the Madeleine Haas Russell Visiting Professorship, administered by the NWC committee.

UCC members asked about the weight of culture versus geography in NWC decisions regarding course approval. In NEJS, for example, courses that focus on the ancient near east have been accepted while those focusing on the European Jewish diaspora have not. Is African American culture acceptable for this requirement? Courses focusing on minorities in the US are not accepted, but courses on Native American culture, which is indigenous and predates the West, are accepted. Where is the barrier between Latin American and Latino culture? Is there a better way to conceptualize the title of the requirement? Non-Western is not considered negative by the oversight committee, which is open to other titles, but has not found one which succinctly conveys the aims of the program.

In later UCC discussion, some members stated their beliefs that the NWC requirement is achieving its aims, and that the NWC committee approves courses based on a clearly articulated rationale. Other members suggested ways in which the requirement could be expanded or replaced. Some courses have not been approved because they were deemed to have insufficient non-Western material, and or because they addressed topics of race or ethnicity in the United States. A few committee members asserted that Brandeis should have either a cultural diversity or an NWC requirement, but not both. Would students continue to take NWC courses if they were not required?

In preparation for further discussion of the requirement, the Registrar's office was asked to research the practice of peer institutions: Which have NWC and/or cultural diversity requirements? Other research questions were: How many NWC courses do individual students complete? Has this number changed in the last five years? Do science students complete fewer NWC courses than social science and humanities students? What are some of the Brandeis courses that might count for a cultural diversity or expanded NWC requirement?

At a later meeting, the University Registrar distributed tables showing the number of Non-Western and Comparative (NWC) Studies courses, excluding transfer courses, that Brandeis degree recipients have completed in the last six years. The tables indicate that about half of all students complete only one NWC course, and roughly three quarters of science majors (including those who have second majors in other schools) complete one NWC course. There is no evidence that students are now taking more NWC courses than in the past.

A UCC member proposed that the title of the NWC program be changed and the requirement broadened to include courses about U.S. minority cultures derived from Non-Western cultures. The current requirement rejects courses such as Asian-American Literature. Other options would be to narrow and focus the requirement, eliminating such courses as "Latin America's Economy" or "Economics of Third World Hunger," if they employ Western economic models, or to increase the requirement to two courses (NWC and U.S. cultural diversity). Regarding titles, other schools have requirements with such names as "Global Perspectives," "Global Community," "Global Cultures and Traditions," or "Cross Cultural Inquiry."

Some committee members saw great value in studying a culture outside of the U.S. and Europe because they believed the majority of Brandeis students do not know enough about other parts of the world. Is the main goal to learn about other cultures or to compare them to one another? What is the university's greatest concern? In terms of exploring another culture, is it more important for our students to learn about global cultures or subcultures in the U.S.? Is it the analytical or critical approach of the course that is most important or the specific geography or culture that is studied?

If Brandeis required both a cultural diversity requirement and an NWC requirement, a single course might satisfy both requirements, although double counting might increase enrollments in these courses. Most UCC members were not interested in raising the total number of required general education requirements

or eliminating the current NWC requirement, but were interested in considering an expanded requirement that might include courses focusing on U.S. subcultures derived from Non-Western cultures. The UCC continued this discussion at its next meeting, after reviewing additional information from peer institutions, including the cultural diversity requirements at Duke and Williams.

The Dean's office was asked to invite members of the Non-Western and Comparative Studies oversight committee to an early spring meeting to discuss the advantages and disadvantages of possible modification of the NWC requirement to include courses focusing on diasporic "cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean," as worded in the current "Peoples and Cultures" requirement of Williams College. Committee members understood that amending the requirement would dilute its original purpose while facilitating an expanded list of courses. The committee also discussed making no change to the requirement and adding a new "diversity" requirement, which it was reluctant to consider without undertaking a full appraisal of all general education requirements.

In the spring, five past or present members of the Non-Western and Comparative (NWC) Studies oversight committee (Silvia Arrom, Avigdor Levy, John Schrecker, Ibrahim Sundiata, and Aida Yuen Wong) met with the UCC to discuss possible changes to the requirement. NWC committee members discussed why it was important to them to maintain the requirement as is, without expanding course options to include diasporic cultures within the United States.

When students study Latinos in the US, they learn about an experience different from that of Latinos in Latin America. The themes of identity, segregation, and discrimination in Latino literature are not the same as those in Latin American literature. In another example, regarding the 1.4 billion Muslims in the world, NWC members argued that it is more important to understand how Islam is practiced in countries other than the U.S., though by studying Islam outside of North America, one can better understand Muslims in the U.S.

Courses which satisfy the NWC requirement may have western components or models of analysis, but primarily foster an understanding of non-Western cultures, experiences, and perspectives. In a course such as Political Economy of Africa, the history and culture of Africa is also taught. Courses focusing on diasporic cultures, such as African-American history, often have greater enrollments at Brandeis than courses about the history of Africa. After completion of an NWC course, students often say that they would not have enrolled in the course without the NWC requirement, but are grateful for what they have learned.

As the world's population becomes increasingly urban, with predictions that at least 20 cities will have more than 10 million people by 2015, the major growth of cities is occurring in the non-Western continents of Asia, Africa and Latin America. Issues of clean water, food supply and air quality in non-Western regions are now of strategic importance. None of the non-Western specialists on campus support a change in the requirement.

Because NWC committee members were open to renaming the requirement, Dean Jaffe and members of the UCC volunteered to propose alternative titles. NWC committee members were asked to prepare one or two paragraphs to help students understand the value of NWC courses. Students urged the university to clarify the goals of this requirement and all other requirements. What do undergraduates say that they have taken away from completing these courses? What are the learning objectives of our requirements? New text might be added to the University Studies and Academic Services websites. Students suggested that it would also be helpful for professors to discuss the learning goals of all courses.

Without introducing a new diversity requirement, what are other ways to encourage students to think more deliberately about the courses in which they enroll? Perhaps seniors could be asked to write about ways in which younger students might use their electives and/or speak in a public forum about what they wish they had done differently in selecting classes, majors and minors. Student reflections about teaching and learning from the Senior Week “Student Appreciation of Faculty” event might also be captured. This collective wisdom (“what I learned about and from a Brandeis education”) could be published in a pocket guide, or posted on a website. The university might also introduce a “social justice curriculum” that is highlighted in the *Bulletin*.

The UCC later considered alternative title for the “Non-Western and Comparative Studies” program. Among the names suggested were “Global and Cultural Diversity,” “Cultural Encounters,” “World Cultural Studies,” “Global Perspectives,” and “Global Culture and Experiences.” Another possibility would be for the title to include the words “African, Latin American, Asian, and Indigenous Cultures” in some order, so that the requirement would then become known by its abbreviation. While it is unlikely that the university will be able to find words that accurately describe the requirement without using the word “Non-Western,” it is also possible that the name of requirement need not completely explain its goals. For example, the title “University Seminar” does not specifically convey the aims of that program. The UCC agreed to ask for assistance in identifying a new title from other committees, such as the University Advisory Committee or Provost’s Diversity Committee.

Report from the Subcommittee on Independent Interdisciplinary Majors (IIMs): Approved Majors

Jennifer Kim, Advisor to the Sophomore Class and Coordinator of Independent Interdisciplinary Majors, reviewed the procedures and guidelines for approving IIMs: all proposals, consisting of rationales plus lists of 12 courses including senior independent study or thesis, written support from three professors, and research on comparable programs, are reviewed and approved by a subcommittee of faculty from COAS and UCC. She then reported on two proposals approved in the fall: Environmental Studies for Cara Camareto ’F07 and Religious Studies for Rachel Jarman ’F08.

In March, Kim reported on spring proposals approved by the UCC’s Subcommittee on IIMs. The approved majors are: Amanda Brown ’08 -- “Peace, Conflict, and Coexistence;” Jessica Koyle ’08 -- “Anthropology and the Environment;” Elizabeth McDonough ’09 -- “Visual Culture;” Alison Schwartzbaum ’08 -- “Education and Society;” and Shoshana Wirshup ’09 -- “Urban Studies.” The proposal from Lily Olsson ’08 -- “Visual Culture” was conditionally approved, subject to final subcommittee review of revisions to her written statement and course list.

In reply to a question from the UCC, Kim noted that there appears to be strong and continuing interest in IIMs in “Visual Culture,” “Sexuality Studies,” “Education Studies,” and “Urban Studies.”

Quantitative Reasoning and School of Science Requirements: Student Senate Request to Combine Requirements

At the request of the Student Senate, UCC members considered requiring either a School of Science or a Quantitative Reasoning course, but not both, as is currently the case. There was insufficient support to approve such a proposal, but the student representatives were asked to explain to the Senate the original rationale for not “double counting” these courses, which is that all students were previously required to complete two courses from the School of Science.

Proposal to Change Status of Comparative Literature (COML) Program

The UCC approved a proposal, endorsed by the School of Humanities Council, from Richard Lansing, the Chair of the Comparative Literature Program, and Dian Fox, the Chair of Romance and Comparative Literature (ROCL), to establish the Comparative Literature major and minor as an interdepartmental program for a period of five years. The COML major and minor were historically located in the ROCL department, even though faculty from other departments have taught in the program. The change, supported by both ROCL and COML teaching faculty, and recommended by an external Visiting Committee which reviewed ROCL two years ago, is expected to formally engage more faculty from departments other than ROCL, and expand the curriculum to include global literature beyond Europe. A new faculty committee was to be appointed by the Dean of Arts and Sciences, and ROCL moved forward with an initiative to change the department's name.

Proposal for a New Course Number for Research Internship Courses

Timothy Hickey, Chair of the Computer Science department, and Bulbul Chakraborty, Chair of the Physics department, were invited to present a proposal for a new research internship course. While Computer Science already allows students to complete research internships through COSI 98's (Independent Studies), a new course number and title would help publicize undergraduate research opportunities, more accurately reflect the practice and substance of the coursework, and facilitate creation and documentation of best practices to be included in future course guidelines. Faculty and students in these and other departments are excited about this new concept. Computer Science expects initial projects to be student initiated and faculty approved, with course limits depending on the availability of labs. Students, who might work together in pairs, would still enroll in the course as individuals in the same manner as for a 92 or 98 course.

Would all of the research be located at Brandeis or might research done elsewhere (for example, during the summer) also be considered? While the Computer Science department envisions work on campus, the Physics department would consider research internships at other labs through REUs (Research Experiences for Undergraduates) paid for by the National Science Foundation, where the bulk of the research is done elsewhere, but students earn credit for research reports written and presented when they return to campus. Should students who are paid for their research be allowed to enroll in this course for credit? Yes, because research papers and presentations, which are not required components of paid internships, would be required for course credit. If a faculty member hired a research assistant, could this student earn credit? No, if the primary work is menial tasks assigned by the instructor. Yes, if the student has her own research problem to solve, with opportunities to take initiative, make decisions, and possibly fail. The goal of the research internship would be publishable work. Students enrolled in these courses must write a paper on their own, even if it results in a co-authored paper later. The letter grade would be based on the quality of the student's work, paper and presentation.

The UCC approved the piloting of this new research internship course, numbered 93, for the Computer Science department, and gave Dean Jaffe the authority to approve similar pilots for other departments.

At another meeting, Hickey and Jessica Paquin, Academic Internships Administrator, presented a new "add" form for Research Internship (93) courses, and revised internship guidelines and *Brandeis University Bulletin* text for the committee's consideration. UCC members suggested revisions, which were quickly adopted, and also asked that a second version of the course description for non-science programs be drafted. Professor Hickey reported on two students, only one of whom is a COSI major, who were successfully participating in the spring '07 pilot 93 research internships. Committee members noted that 93's differ from 98's (independent studies) in that the desired outcome for 93's is new knowledge, rather than simply learning about a topic. 93 courses also require public presentations of results and outcomes.

Proposed Changes to the Russian Language and Literature Major and Minor

Robin Feuer Miller and David Powelstock of the German, Russian, and Asian Languages and Literature Department presented a proposal to revise the curriculum of the Russian Language and Literature major and minor. The new curriculum would introduce a new fourth semester language course, and eliminate the track for heritage Russian speakers, which only one student has completed in the last three years. After thanking the presenters for a clearly articulated and reasoned proposal, the UCC approved the proposed changes to the major and minor in Russian Language and Literature.

Proposal for a Major in Environmental Studies, and Description of the ENVS Field Semester

Dan Perlman, Brian Donahue, and Laura Goldin of the Environmental Studies (ENVS) program presented a proposal for an ENVS major, and information about the fall '07 pilot Environmental Studies Field Semester, which will enable students to enroll in a block of four courses addressing topics of environmental law and history, field biology, and food and agricultural systems. Students will study land protection and stewardship in communities and landscapes in Massachusetts three days a week, which will provide the time and flexibility to integrate in depth study and allow for field trips to Walden Pond, the Charles River, western Massachusetts, and northern Vermont.

Will classes offered during the Field Semester be available to other students? Field Semester classes will only be available to students enrolled in all four courses, but similar classes may be offered at other times. The semester can only be offered during the fall term because of New England weather, but the faculty hope that it will be offered every year.

Regarding the ENVS major, 11 students will graduate with approved Independent Interdisciplinary Majors (IIMs) in Environmental Studies in the spring of 2007, with 9 or 10 more ENVS IIMs already approved for next year, so there is clear student demand for the major. Global environmental issues affect how nations interact and individuals live their lives, and are studied through majors at many peer institutions such as Tufts and Wellesley.

The new major would consist of 13 courses, with three required courses: AMST 20a, "Environmental Issues;" a Geographic Information Systems (GIS) course or two modules offered every year by the Heller School; and an internship, senior essay or thesis course. Students would also complete one course in each of four core categories --environmental economics and law, environmental history, ecological sciences, and physical sciences, plus six electives (two from the social sciences/humanities group, and two from the natural sciences group, plus two more from either group). Students would be strongly recommended to enroll in the Field Semester, which offers two or three core courses and one or two electives, or to study abroad. Students may double count up to four courses with another major, such as American Studies or Biology, which provide the most common course overlaps. The requirements for the ENVS minor would not change.

Does Brandeis have enough courses to offer a secure major year in and year out? Some courses are now taught by adjuncts or through the Marine Consortium, but more full time faculty are offering courses on a more frequent and regular schedule. UCC members noted that the major is well balanced between theory and practice. The Standing Committee on Interdepartmental Programs review of the ENVS program is reported to support the creation of a new major, which is also viewed as a potential recruitment draw for admissions. The UCC granted conditional approval of the major, pending social science council approval. (The new major was also approved at the Faculty Meeting.)

Proposed Changes to the Psychology Curriculum

Margie Lachman, Derek Isaacowitz, and Mick Watson from the Psychology department presented proposed changes to the requirements for the psychology major, which would require majors to complete a course in Psychological Statistics, a lab based Psychology Research Methods course, and two courses from each of two groups instead of one course from each of three groups. The proposed changes would also enable students to complete a second required lab course in the Psychology department, whereas previously students have had to enroll in lab courses in other departments. Assuming a steady state in the number of enrolled majors, to accommodate these changes the department will offer additional sections of its research methods course (PSYC 52a), teach more courses as research intensive (including a new PSYC 93), and increase class size in some courses. More psychology lab facilities are required, but short term lab space has been identified before permanent laboratories are built in the new science building. Current majors will be able to choose either set of requirements. The UCC approved the proposed changes to the requirements of the psychology major.

Proposed Changes to the Journalism Curriculum

Maura Jane Farrelly, Chair of the Journalism Program, proposed changes to the requirements for the journalism minor, which the UCC approved. In the future, the core courses for all students will include JOUR 110b, "Ethics in Journalism," and one of two writing courses, either "The Contemporary World in Print" or "Writing News for Broadcast and the Internet," and one of two journalism history courses, either "Journalism in Twentieth Century America" or "The Culture of Journalism."

Report from the Standing Committee on Interdepartmental Programs: Medieval and Renaissance Studies

After reviewing the reports of the Chair of the Medieval and Renaissance Studies (MERL) program and the Standing Committee on Interdepartmental Programs, the UCC approved continuance of the MERL program for a period of five years. The UCC praised the interdisciplinary curriculum of the program, which is built on already existing resources and provides an excellent road map for history or English majors who wish to structure particular intellectual interests. While acknowledging the initiative of the program chair in bringing MERL to the attention of undergraduates, committee members also asked program faculty to be sensitive to UCC concerns that students not feel pressured to complete a minor in addition to a major.

Proposed Curricular Change for the Film Studies Minor

The UCC approved a proposed change in the requirements for the Film Studies minor, which would eliminate a required film studies seminar or research project, previously offered as a capstone experience. Students would still be required to complete a total of six courses for the minor, including FILM 100a, "Introduction to the Moving Image."

Review of Committee for the Support of Teaching Draft Statements on "Liberal Arts at Brandeis University" and "Mapping of University; Learning Goals"

UCC members reviewed three documents prepared by the Committee for the Support of Teaching. The first two were different versions of brief statements about the liberal arts at Brandeis University. Committee members preferred the briefer one-paragraph version, and asked if the statements were meant to be aspirational or statements of fact. The third was a chart that lists Brandeis liberal arts goals as stated in the NEASC self study, and then "maps" these goals against degree requirements, other aspects of the undergraduate curriculum, and other university (including co-curricular) experiences. Such a chart could

be used to think about what Brandeis is actually doing to achieve its liberal arts goals, or to inductively think about what our goals might be. UCC members noted that the chart might be useful in helping students more intentionally make academic and co-curricular choices, since most items in the last two columns (other aspects of the undergraduate curriculum, and other university experiences) are opportunities rather than requirements. Should the university attempt to ensure that every item on the liberal arts statement is experienced by every student?

Ariel Strauss, Susan Lanser, and Shilpa Davé volunteered to take part in a small working group with members of the Committee for the Support of Teaching to edit and complete the chart, which might then be shared in other settings.

Proposal for a Minor in South Asian Studies

Sarah Lamb, Associate Professor of Anthropology, and Harleen Singh, Assistant Professor of German, Russian, and Asian Languages and Literature, presented a proposal for a new minor in South Asian Studies. South Asia, which includes the nations of India, Bangladesh, Nepal, Pakistan and Sri Lanka, is an increasingly important area of academic inquiry because it is home to almost 1.5 billion people (about one fifth of the world's population), and the site of some of the world's great civilizations. Many other U.S. colleges and universities already offer degree programs in South Asian studies, including University of Chicago, University of Pennsylvania, Wellesley, Bowdoin, Middlebury, Brown, and Emory. For many years, Brandeis students have asked faculty and administrators for an expanded South Asian curriculum.

The requirements for the program would be a new core course on South Asian Civilizations, plus four additional courses, selected from at least two different departments. At least three of these courses must be taught by Brandeis faculty, though courses offered through the consortium and through Brandeis-approved study abroad programs will supplement the curriculum. The core course would be developed and offered in rotation by Lamb, Singh, and Govind Sreenivasan of the history department, who would be available to teach the course for the first time in 2008-09. Ulka Anjaria will join the English and American Literature faculty in the spring of 2008, and also teach courses in South Asian literature, thus freeing Singh to teach other courses for the minor.

UCC members were concerned about the lack of regular courses in South Asian history and politics. The history department has requested a tenure track appointment that might focus on British Empire and could include South Asia. South Asian Studies would benefit most from a new appointment with expertise in 19th and 20th century South Asian history. An appointment in Hindi language, while valuable, is not crucial to the minor, because English is now the primary business and academic language in South Asia, and knowledge of a South Asian language is not required for study abroad programs in the region. About 5-6 students study abroad in South Asia each year.

Because the UCC believes that the minor would assist students in integrating their studies and provide impetus for strengthening university course offerings in South Asia, its members approved a motion to establish the South Asian Studies program and minor for a period of three years beginning in the fall of 2007. However, the committee strongly advised the Dean to address the curricular dearth of South Asian history. In three years time when the program is first reviewed, a major criterion for continuance should be the establishment of regular course offerings in South Asian history.

Proposed Changes in Titles of "Romance Studies" Majors and Minors

Dian Fox, Jim Mandrell, and Michael Randall from the Romance and Comparative Literature department, soon to be renamed the department of "Romance Studies," presented proposals to change the names of the

major and minor in “French Language and Literature” to “French and Francophone Studies” and the major and minor in “Spanish Language and Literature” to “Hispanic Studies.” By these title changes, the department wishes to show that language and literature are not separate, segmented, mutually exclusive categories, but complementary parts of culture, and that a major or minor in, for example, Hispanic Studies is not just about learning a language.

Committee members were concerned that prospective students would be confused by the Hispanic Studies title, particularly since Brandeis also offers a Latin American and Latino Studies program. In the view of the department, Latino Studies courses are taught in English from a more historical interdisciplinary perspective while Hispanic Studies provides a more literary and cultural, text-based disciplinary approach. The Hispanic world encompasses Spain, Hispanic Latin America, and Latino cultures in the U.S. (and Canada). Regarding French and Francophone Studies, at least 60 % of materials in current classes address Francophone topics. This new title better represents the geographical scope of courses by including the French-speaking countries of Africa, the Caribbean, and North America. UCC members noted that “Studies” has a special connotation at Brandeis, which implies an interdisciplinary rather than disciplinary approach, but the department feels that the word “Studies” in the new titles will soon be understood by the community and already reflects the titles of some peer institutions such as Boston College, Bryn Mawr, and Brown.

UCC members asked if the department would consider either “Spanish and Hispanic Studies” or “Hispanic Literature and Culture” as alternative titles for Hispanic Studies, but these suggestions were not acceptable to the faculty. After much discussion, in separate motions, the UCC approved both proposed title changes.

Report from the Standing Committee on Interdepartmental Programs: Environmental Studies

After reviewing reports by the Chair of Environmental Studies (ENVS) and the Standing Committee on Interdepartmental Programs, the UCC approved continuance of the ENVS program and minor for a period of five years. The ENVS minor and new major will be reviewed together in five years.

Auditing Policy

UCC student representatives presented their endorsement of a formal auditing policy for undergraduates which would result in listing audited courses on undergraduate transcripts. In the ensuing discussion, it was agreed that a student should only be allowed to audit one course per semester and only if the total number of enrolled courses (including the audited course) does not exceed six. The Office of the Registrar was asked to devise procedures for recording faculty “sign off” of audit completion (e.g., how should auditing be monitored in large classes?), and to consider such operational issues as adding and dropping audited courses, and changing the status of a “fifth” course to an audited course. Professors will have the discretion to refuse admittance to students and to set the requirements and conditions for auditing their courses. The UCC supports implementation of a new auditing policy to encourage undergraduate exploration of the curriculum and to potentially reduce use of the pass/fail grading option. The Office of the University Registrar was asked to develop materials and procedures to present to the UCC and faculty meeting in the coming academic year.

Proposed Curriculum Changes to the Religious Studies Minor

The UCC approved a proposed change to the Religious Studies minor which would eliminate a required independent study or senior essay, and enable minors to instead complete a second elective, which might

still be an independent study or essay. The total number of courses required for the minor would remain the same.

Reports from the Standing Committee on Interdepartmental Programs: European Cultural Studies and Health: Science, Society, and Policy

After considering reports by the Chairs of European Cultural Studies and Health: Science, Society, and Policy and two different Standing Committees on Interdepartmental Programs that reviewed the programs, the UCC approved continuance of both programs for a period of five years, beginning in 2007-2008. Each program experiences a high level of student satisfaction and provides excellent advising to students.

The review of European Cultural Studies was actually conducted in 2004-2005, although the report was not received until after the UCC's meetings for that year had concluded. Discussions about the interactions of this program with Comparative Literature and other area studies programs will begin soon. The Health: Science, Society, and Policy program, which first became available to students as a major and minor four years ago, graciously agreed to be reviewed a year early to even out the number of programs scheduled for review in 2008-2009. The tremendous popularity of the program and its rapid growth have resulted in some concerns from students about overlap of course content, and a need for more teaching resources. The UCC recommended to the dean that sufficient resources be provided to the program to address such issues as enrollment in and scheduling of the capstone course. Ways in which course overlap could be reduced should also be discussed.

Possible 2007-2008 UCC Agenda Topics

After thanking departing UCC members for their service, Dean Jaffe began a discussion of topics for the 2007-2008 agenda. Suggestions included: establishment of a new policy on auditing, the role of the UCC in reviewing departmental majors, new ways of listing courses in the *Bulletin* and course schedule to bring attention to courses of related interest to a program, and addressing other perceived problems to the course schedule (e.g., it was suggested that 90 level courses be moved to the end of each program's course listings each term).