Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name Christine Muller
   Department Honors Program
   Phone and email 570-408-5599; christine.muller@wilkes.edu

2. Proposal Title: Topics in Honors

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   □ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   □ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   □ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   □ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   □ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   □ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   XX Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   □ Change in course credit or classroom hours.
   □ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   □ Other (Specify)

Indicate the number of course modification forms that apply to this proposal:

   1 Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
   □ Course Deletion Form
   □ Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.

I am proposing topics courses for the Honors Program at the 198, 298, and 398 level to enable interdisciplinary seminar-style offerings for Honors students. Such offerings would provide faculty from all departments the opportunity to teach interdisciplinary content and/or methods which incorporate Honors-related components (see addendum #1) integrally into the curriculum.

5. Other specific information. (Not applicable for incidental changes.)

N/A

6. Program Outline. (Not applicable for incidental changes).

N/A

7. New Program Assessments: (For new programs ONLY)

All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

N/A

b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how (assessment method) for each SLO.

N/A

c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program's assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.

N/A

8. N/A

9. Signatures and Recommendations. (please date)
- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Muller, Director, Honors Program</td>
<td></td>
<td>3/5/19</td>
</tr>
<tr>
<td>Department chair(s) of all potentially affected programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Riggs, Dean, Arts, Humanities, Social Sciences</td>
<td></td>
<td>3/7/19</td>
</tr>
<tr>
<td>Dean (s) of any potentially affected College/School.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Hritzak</td>
<td></td>
<td>3/8/19</td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Academic Planning Committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, General Education Committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 4/17/2018
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title:  Topics in Honors

2. Course Number:  HNR 198/298/398

3. Course Credits:  1-3
   Classroom Hours 1-3  Lab Hours  Other

4. Course Pre-requisites:  N/A

5. Course Co-requisites:  N/A

6. Effective Date of Addition (semester/year)  fall 2019

7. Course Description (as proposed for the Bulletin):  A study of topics of special interest not extensively treated in regularly offered courses.

8. Required Documentation:
   Proposed Syllabus  Please see attached example of HNR 398 syllabus

Revised 4/17/2018
Honors Program
Curriculum Overview

Terminology
&H ("And H")
An &H section is added to an existing course in which both Honors and non-Honors students are enrolled to signal that the Honors students have the opportunity to earn Honors course credit. To earn this credit, Honors students must be enrolled specifically in the &H section and they must satisfactorily complete work complementary to the existing syllabus.

H ("standalone Honors course")
An H section signals that all students enrolled in the course complete work that would yield Honors credit for that course. Non-Honors students could enroll in such a course, but while they would need to complete all of the same work as the Honors students, they would receive only non-Honors credit.

Components of Courses Yielding Honors Credit
The National Collegiate Honors Council (NCHC) provides guidance regarding the kinds of components that could mark a course as "Honors." Generally, Honors components enable students to pursue breadth, depth, complexity, and/or interdisciplinarity within their coursework.

The Wilkes University Honors Program endorses the core values of academic rigor (beyond academic expectations of regular section offerings), leadership, integrity (demonstrated learning of ethics and values), self-awareness (emphasis on self-reflection), importance of building community, and appreciating diversity. Honors course components should reflect one or more of these core values.

Honors components should constitute approximately 15 to 20% of a student’s work in a class. This could be quantified by proportion of final grade and/or by proportion of total assignments.

Options: Potential Modes of Learning
independent research, case study, or creative project within student’s discipline (in-depth learning)
exploration of broad themes and/or enduring questions across disciplines (breadth of learning)
 experiential learning (including internships, field work, and study abroad)
 service-learning (conscious and purposeful integration of service and learning elements)
 residential learning community (conscious and purposeful integration of living and learning elements)
 intercollegiate undergraduate academic competitions, presentations/conferences, and/or publications
 experimental or innovative pedagogy

Options: Potential Topics
trends, issues, and/or best practices within student’s discipline
communities, ideas, practices, methodologies, and/or values unfamiliar to student
meta-awareness – analysis of not just what is known, but also of how it comes to be known

Options: Potential Skill Outcomes
problem solving
critical reading
critical thinking
clear and persuasive writing
oral presentation
ability to make evidence-based arguments and judgments
artistic literacy
metacognition
HNR 398: Trauma in American Film and Television
Fall 2019: TR 9:30 to 10:45 a.m.
3.0 credits

Instructor
Christine Muller, Ph.D.
Email: christine.muller@wilkes.edu
Phone: 570-408-5599
Office: Stark Learning Center, 120-122

Office Hours: MTWThF 11 a.m. to noon and by appointment

*Please note: troubling and at times graphic material persists in this course. Please review course material in advance and reflect on your individual comfort level with the assigned readings and viewings before committing to this class.

Course Description

“A culture can surely be defined by the challenges it meets and the mysteries it explains, but also – and perhaps more so – by the enigmas it cannot solve and the fears it cannot allay” (Huet, Marie-Hélène. The Culture of Disaster. Chicago and London: U of Chicago P, 2012. 38.).

 “[T]he interiorization of disaster: a personal investment in a collective upheaval to which we have been witness, or from which we have inherited a sense of emergency” (Huet, Marie-Hélène. The Culture of Disaster. Chicago and London: U of Chicago P, 2012. 78.).

The term “trauma” has become a routine part of our everyday vocabulary. Yet, it can mean different things to different people. And as the quotes above suggest, it can mean something culturally and personally quite significant. We will spend part of this course excavating the concept’s historical origins and exploring its multiple disciplinary deployments to understand why and how the notion of traumatization exerts an extensive, varied, and forceful presence in contemporary American culture.

In considering these issues, we will draw on secondary readings from psychology, sociology, history, literary, and cultural studies. We will also draw on primary sources within American popular culture. Film and television serve as commonly-accessible texts that can occasion a site for meaning construction, negotiation, and contestation about historical events across a diversely- and differentially-situated population. By focusing on these mundane yet powerful media, we can critique the conditions and implications of engaging trauma through the premise of our everyday entertainment.
Learning Objectives

After completing this course, students should be able to:

- Identify and differentiate between multiple definitions of trauma as well as culture
- Critically assess the role of popular culture in constituting understandings of historical crises
- Analyze how a text reflects the cultural, political, and historical context of its development, as well as its reception
- Self-reflexively evaluate their own values and beliefs about trauma and American culture within the terms of class discussions and formal written arguments

Structure

This course meets twice each week for discussion-oriented class sessions when the concepts raised by assigned readings and viewings are clarified and discussed. Students should be prepared to engage in discussion with the instructor and with one another with questions and original responses. This course features complex, multifaceted material that raises issues not easily resolvable with simple “yes” or “no” answers. Rather, students are called to think critically, working toward understanding and interpretation rather than mere memorization of course content.

Please keep in mind: all viewings, like all readings, are to be completed by no later than the date on which they are noted on the syllabus. Since lengths of readings and duration of media viewings vary, consider spacing out your work throughout the course of the term.

Required Materials

The texts and films listed below will be supplemented by readings posted on the course website via live.wilkes.edu. Please note: anyone experiencing technical difficulties with this website must seek swift resolution by directing questions to the Help Desk for Information Technology Services (Wilkes ITS: 570-408-4357, https://www.wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/faculty-staff/help-desk.aspx). For website postings, you are expected either to print them out and bring them to class or to have them open on your laptop. For the required books, I have provided the ISBN numbers so you can attempt to locate less expensive used editions from online sellers. However, the texts are available at the Wilkes University Book Store.

REQUIRED
ISBN-10: 0691115702
ISBN-10: 0465061710

ISBN-10: 0743236254

**HIGHLY RECOMMENDED**

ISBN-10: 0205668941

The following films and television shows are also required viewing by no later than the due dates scheduled on the syllabus course calendar.


**Grading and Evaluation**

I understand the possible need to postpone assignments when unavoidable conflicts arise, such as NCAA competition, religious observance, family emergency, or incapacitating illness. Whenever feasible, please seek prior approval from me. When I excuse an absence in advance, participation credit can be earned through a one-page response paper to the assignments discussed during the missed class, submitted by no later than the beginning of the next class.

- Participation 15 points
- Culture Essay 20 points
- Trauma Essay 20 points
- Research Proposal Presentation 12 points
- Final Essay 33 points [total = 100 points]

4.0 (Exceptional Performance) = Academic achievement of outstanding quality. Demonstrates mastery of content and concepts and fulfills basic requirements
Specifically for participation: Contributes substantively to class discussion and exhibits meaningfully attentive behavior consistently

3.0 (Compelling Performance) = Academic achievement of high quality. Demonstrates strong grasp of content and concepts and fulfills basic requirements [Specifically for participation: Contributes substantively to class discussion and exhibits meaningfully attentive behavior frequently]

2.0 (Competent Performance) = Academic achievement of acceptable quality. Demonstrates familiarity with content and concepts and fulfills basic requirements [Specifically for participation: Contributes substantively to class discussion and exhibits meaningfully attentive behavior occasionally]

1.0 (Precarious Performance) = Academic achievement of minimum quality required for credit. Demonstrates limited grasp of content and concepts and fulfills few basic requirements [Specifically for participation: Contributes substantively to class discussion and exhibits meaningfully attentive behavior rarely]

0.0 (Inadequate Performance) = Academic achievement below minimum required for credit. Does not demonstrate knowledge of content and concepts and does not fulfill basic requirements [Specifically for participation: Contributes substantively to class discussion and exhibits meaningfully attentive behavior almost never]

Assignment Information

Participation: Students’ questions, comments, and responses give me a good, real-time sense of how well the course material is being understood. At the same time, as we will learn in this class, American Studies (my background) as a field emphasizes the importance of multiple voices constructing shared knowledge. For these reasons, students’ contributions to class discussion form an integral part of this course. Repeated late arrivals or early departures, like repeated absences, can negatively affect your grade. After all, you are asked to contribute substantively to discussion in each meeting of your class, and lateness and absence – as well as unpreparedness – necessarily hinder your ability to do so. Keep in mind, though, that only participation, and not attendance alone, is graded.

Culture Essay (3-5 pages): What is culture, and how does it work? MS Word files emailed to me no later than 9:30 a.m. on Tuesday, Sept. 24. Accepted format = 1” margins, double-spaced, 12-point Times New Roman font, MLA-style citation

Trauma Essay (3-5 pages): “I know it when I see it.” US Supreme Court Justice Potter Stewart took this approach in a judicial opinion addressing the definition of “hard-core pornography.” Defining trauma has posed no less fraught a task, but I assign it to you anyway. What is trauma, and what does it mean to be traumatized? Consider these additional questions to inform your response: Under what (if any) circumstances is it an
individual experience and under what (if any) circumstances is it a group experience? Does it matter whether or not a group can be traumatized; why/why not? What role does culture play in producing and/or interpreting traumatic events? Integrate course materials (cited appropriately) to answer these questions. MS Word files emailed to me no later than 9:30 a.m. on Tuesday, Nov. 5. Accepted format = 1” margins, double-spaced, 12-point Times New Roman font, MLA-style citation

Research Proposal Presentation (in-class, 10 minutes = 5 minutes to talk, 5 minutes to answer questions; before class, submit via email MS Word document of written proposal of one or two pages): For this presentation, you will share with the class the research proposal that shapes your final essay. Basically, you need to state your thesis, your materials/sources through an annotated Works Cited list, and your rationale – why you are researching this topic (How does your project relates to course concerns? Why does it matter? What possible implications might emerge from your work for understanding relationships between film and television and trauma?)?

Final Essay (8-10 pages): Pick a crisis from any period during US history. Analyze it through the lens of one (or more) film or television show/series that has engaged it and that we have not already discussed. What do we know and think of this event or phenomenon through the medium of its representation? What might be the effects, consequences, or implications of this particular representation? Make your case by integrating independent research, based on scholarly sources, with our semester’s readings and discussions. MS Word files emailed to me no later than 9:30 a.m. on Monday, Dec. 9. Accepted format = 1” margins, double-spaced, 12-point Times New Roman font, MLA-style citation

Academic Integrity

Violations of expected and acceptable academic conduct include plagiarism, inappropriate collaboration, work done for one course submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. These violations are all defined by Wilkes University:

When in doubt regarding appropriate academic conduct, including scholarly citations and other issues, please consult me rather than waiting for a problem to develop.

Resources for Students

Academic Support Services: The Learning Center provides free tutorial services to all Wilkes students (Conyngham Hall; 570-408-4150; https://www.wilkes.edu/academics/colleges/university-college/academic-support-services/index.aspx)
Disability Services: Wilkes University welcomes students with disabilities into all of the university's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must provide documentation and contact the Disability Support Services office within University College. For information on appropriate policies and procedures, please contact Katy Betnar (katy.betnar@wilkes.edu).

The Writing Center: The Writing Center is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required Chicago-style citation format (The Alden Learning Commons in Farley Library; 570-408-2753; https://www.wilkes.edu/academics/colleges/arts-humanities-social-sciences/humanities/the-writing-center/index.aspx).

How to Do Well

Be Here: Show up and when you’re here, speak up. We clarify and explore assigned material in class, and other students say really interesting things. Lots of learning happens. Plus, actual participation – and not just attendance – is graded, so unless you can shout really loudly from wherever you are when you’re absent, you need to be here to join the conversation. It is your responsibility to check in with a classmate about missed material.

Really Be Here: Turn off the cell phone. Use the laptop for note-taking, referencing course material, and searching the internet for discussion-related information. All other uses take you out of the zen of really being here. And they distract/annoy/irritate everyone else, including me.

Be Prepared: Assignments provide you with the basic material you need to learn course concepts. Do your homework, bring all materials (handouts, texts, etc.) to class on the day they are scheduled for discussion, and you will be ready to ask questions, offer answers, and engage with other students in conversation. You will look smart, sound smart, and set yourself up for success on your presentations and papers.

Meet Deadlines: I understand the possible need to postpone assignments when unavoidable conflicts arise, such as NCAA competition, religious observance, family emergency, or incapacitating illness. Whenever feasible, please seek prior approval from me.

Remember Your English 101: While this is not a writing class per se, assignments require you to produce intelligible written arguments and such arguments can become unintelligible (picture me reading your work and thinking, “wut?”) through poor writing style. If you need help, please get assistance at the Writing Center (https://www.wilkes.edu/academics/colleges/arts-humanities-social-sciences/humanities/the-writing-center/index.aspx).
Check Your Email: You have been given a Wilkes email account and on occasion I will email you at that account with important information. Check it routinely or make sure that you have the messages from your account forwarded to the account you use most frequently. This is fair warning that you are assumed to have received emailed messages and are therefore responsible for information communicated through your Wilkes account.

Respect Others: It is important for each student to feel free to contribute to class discussions and exercises. Accordingly, mean-spirited and/or disrespectful remarks made either to me or between students are not tolerated. This is not meant to indicate that you forgo any right to free speech and expression, but I ask that you recognize that everyone else has those rights as well. I ask that you communicate thoughtfully and respectfully with me and with others in the class.
# Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Meeting Date</th>
<th>Content/ Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction</td>
<td>Tuesday, 8/27</td>
<td><strong>UNIT I: DEFINING TRAUMA, DEFINING CULTURE</strong> Overview</td>
</tr>
<tr>
<td>Topic</td>
<td>Date</td>
<td>Reading Material</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Course</td>
<td>Date</td>
<td>Text</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Thursday, 10/10 [fall break: no class]</td>
<td>Fall break: no class</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Thursday, 10/24</th>
<th></th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Thursday, 10/31</th>
<th></th>
</tr>
</thead>
</table>

| TRAUMA ESSAY DUE | 9:30 a.m., Tuesday, 11/5 | TRAUMA ESSAY DUE |

<p>| UNIT 2: AFTERMATH AND REPRESENTATION | | |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 September 11, 2001</td>
<td>Tuesday, 11/19</td>
<td>Research Proposal Presentations</td>
</tr>
<tr>
<td>Topic</td>
<td>Date(s)</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thanksgiving break: no class</td>
</tr>
<tr>
<td>Research Proposal Presentations</td>
<td>Tuesday, 12/3</td>
<td>Research Proposal Presentations</td>
</tr>
<tr>
<td></td>
<td>Thursday, 12/5</td>
<td>Research Proposal Presentations</td>
</tr>
<tr>
<td>FINAL ESSAY DUE</td>
<td>9:30 a.m., Monday, 12/9</td>
<td>FINAL ESSAY DUE</td>
</tr>
</tbody>
</table>