

**Texas Tech University
Academic Council
Meeting of May 19, 2010
1:30 PM, Provost's Conference Room**

1. Minutes of April Meeting (attached)
2. OP 34.21 Enrollment at Institutions Other than Texas Tech During
Disciplinary Suspension (attached; S. Rodriguez)
3. Course Reinstatement, ANTH 3323 Religion and Culture (Roach)
4. Add to Humanities Core, ANTH 2306 Anthropology at the Movies
(attached; Elbow)
5. Course Approvals (attached; Jones)
6. 2010-2011 Catalog Distribution (Jones)
7. Student Reporting of Absences (Elbow, Elkins, Murphy)
8. Discussion of Reasons for Backdated Withdrawals (Latham; Iber)
9. May Commencements SWOT Analysis
10. Other

Adjourn by 3:00

ACADEMIC COUNCIL

Texas Tech University

Meeting of
April 27, 2010

MINUTES

Present: Wendell Aycock, Don Clancy, Wesley Cochran, Cathy Duran, Gary Elbow, Greg Elkins, Dennis Harp, Bob Henry, Norm Hopper, Lynn Huffman, Jorge Iber, Peggy Johnson, Sue Jones, Michelle Kiser, Bobbie Latham, Ethan Logan, Hossein Mansouri, Pat McConnel, Walt Oler, Valerie Paton, DaNay Phelps, Marjean Purinton, David Roach, Brian Shannon, Brian Steele, Rob Stewart (chair), Kevin Stoker, Janessa Walls, Vicki West

Guests Present: David Ernst, Dale Ganus, Deborah Laverie, Brenda Martinez, Angela Mariani-Smith, Elizabeth Teagan and John Zak

Stewart acknowledged that Clancy was participating in his last Academic Council meeting and introduced Laverie as Clancy's successor.

To emphasize Texas Tech's efforts to aggressively recruit transfer students and assure a smooth transition, Zak and Paton presented a draft of a "Course Guide for Transfer Students" developed by the Department of Biological Sciences. This guide provides information about the department, the Texas Common Course Numbering System, a recommended course/semester sequence, and how to apply transfer hours to the B.S. in Biology with a concentration in ecology and environmental science. The transfer guides will be used in recruiting students at community colleges that have partnership agreements with Texas Tech (e.g., El Centro College in Dallas, McLennan Community College in Waco). Paton said the university has an obligation to development transfer plans for every undergraduate degree.

Smith presented a proposal from the School of Music for a Graduate Certificate in Early Music Performance Practice. This is a 15-hour resume-enhancing certificate that provides students with the research and performance skills increasingly expected of scholars and performers specializing in the performance practice of medieval, Renaissance, and Baroque music. Purinton moved the proposal be accepted, Roach seconded the motion, and the motion passed.

Jones presented the April course approval summary. Clancy moved the courses be accepted as presented, Henry seconded the motion, and the motion passed.

Ernst presented an information item from the College of Engineering for an 18-hour minor in international engineering, including a study abroad experience.

Stewart presented minutes from the February 16, 2010, and March 9, 2010, meetings of the Academic Council. Clancy moved both sets be accepted, Hopper seconded the motion, and the motion passed.

Stewart emphasized to council members that course fee request forms are now a required part of any course approval form submitted for a new course or an existing course that will receive a new prefix and/or number. If departments and colleges do not submit the course fee request form or indicate that the course has no fees, the course approval will not go forward to the Academic Council.

Stewart presented a proposal from the College of Architecture for a 12-hour Graduate Certificate in Health Care Facilities Design. This interdisciplinary certificate will offer specialty courses to graduate students and design professionals in health care. Clancy moved the proposal be accepted, Aycock seconded the motion, and the motion passed.

Huffman updated the council regarding changes in minors offered by the College of Human Sciences.

- A minor in human sciences **will** be available.
- A minor in nutrition **will** be available.
- Early childhood **will not** be offered as a minor.
- Nutritional sciences and dietetics **will not** be offered as a minor.
- The current minor in family and consumer sciences **will be discontinued**.

Elbow updated the council on the minor in military studies, which has three concentrations: military science (for Army ROTC students), aerospace studies (for AFROTC students), and military history (for general student body).

Stewart reminded council members that the state has mandated that universities must award credit for military service and want to know how this credit will be applied. He said the university is in the process of developing a plan for applying military credit.

Walls updated the council on the efforts of the Facilities Allocation Council (FAC) to implement a General Purpose Classroom initiative designed to address low classroom efficiency scores and identify priority General Purpose Classrooms based on a combination of several factors, including overall physical condition, accessibility issues, low space utilization efficiency performance, and campus location. The FAC-allocated funding, matched by Administration and Finance, will renovate and maintain classrooms as long as the classroom is categorized as a General Purpose Classroom. General Purpose Classrooms are beneficial to the colleges because the college/department will no longer be responsible for the expense of upgrading and/or maintaining/scheduling the classroom. FAC has selected five classrooms as the initial General Purpose Classrooms: Mathematical Sciences Room 12, Mathematical Sciences Room 108, Holden Hall 108, Human Sciences Room 273, and Science Room 10.

In regard to non-credit sections attached to credit-bearing lectures or labs, Paton discussed requirements related to course inventory addition, section building, and classroom scheduling. In addition, she presented a draft of OP 32.02 clarifying teaching assistant (TA) data entry in Banner. Graduate TAs who have primary responsibility for teaching a course for credit and/or assigning grades must have earned at least 18 graduate hours in the teaching discipline. Those not meeting the requirements for baccalaureate faculty must also be under the direct supervision of a faculty member experienced in the teaching discipline, must receive regular in-service training, and must be evaluated regularly. These requirements do not apply to graduate teaching assistants engaged in assignments such as teaching physical education activities, assisting in laboratory sessions, attending or helping prepare lectures, paper grading, keeping class records, and conducting discussion groups.

Elbow said the committee in charge of graduation ceremonies has decided to permanently schedule the Arts and Sciences graduation ceremony at 4 p.m. on Friday and the Graduate School ceremony at 7 p.m. on Friday in both the fall and spring semesters. All other undergraduates will be scheduled for ceremonies at either 9 a.m. or 1:30 p.m. on Saturday. Summer ceremonies will continue to incorporate both graduates and undergraduates in the 9 a.m. and 1:30 p.m. ceremonies. Elbow passed out a handout sheet showing graduation times for each college beginning in August 2010 for summer graduation and December 2010 for fall and spring semesters. He said the scheduled times would switch every two years (i.e., a college that has morning ceremonies for two years will transition to afternoon ceremonies the next two years).

Latham provided council members with a Request for Backdated Withdrawal form showing refund information for spring 2010. She stressed that forms submitted to Academic Records must be term specific.

Jones presented revised academic calendars for 2011-12 and 2012-13. In addition, she presented an academic calendar for 2013-14 to continue with the university's policy of planning calendars four academic years into the future. The two revised calendars were necessitated by release of a new Common Calendar regulating the start of classes for all state institutions. The calendars have been posted to the university official academic calendar website: www.depts.ttu.edu/officialpublications/calendar/index.php.

Additional items discussed briefly include the following:

- President Guy Bailey will host an upcoming town hall meeting on May 4 to discuss Responsibility Center Management.
- When faculty members do not submit their book orders as early as possible to the bookstore, this increases textbook costs for students. The bookstore cannot offer students cash for their books unless the store knows that the books can be resold. This also reduces the availability of used books for future terms if the faculty member subsequently orders the same book.
- Paton reported on attending a recent meeting related to the National Research University Fund. Because of the importance of graduating 200 doctoral students in the next two years, she urged colleges to identify what is inhibiting doctoral students from graduating, address those concerns, and then encourage as many summer graduates as possible.
- Stewart introduced Brian Shannon, who will be attending Academic Council meetings as a representative of the Athletic Academic Council.



TEXAS TECH UNIVERSITY™

Operating Policy and Procedure

OP 34.21: Enrollment at Institutions other than Texas Tech during Disciplinary Suspension

DATE: October 23, 2008

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to establish university policy regarding the enrollment of students during a period of disciplinary suspension from the university.

REVIEW: This OP will be reviewed in May of each year by the managing director of Student Judicial Programs and the senior vice provost, in consultation with the Academic Council, with recommended revisions submitted through administrative channels to the vice president for student affairs and enrollment management and the provost/senior vice president for academic affairs by June 15.

POLICY/PROCEDURE

1. Policy

An enrolled student in the fall or spring semester or summer session who is found in violation of the *Code of Student Conduct* through the University Discipline Committee and/or the Student Judicial Programs office may be placed on time-limited disciplinary suspension (refer to the *Code of Student Conduct*).

2. Procedure

A student placed on time-limited disciplinary suspension who, during the suspension period, enrolls at another college or university shall be considered a transfer student when determining eligibility for readmission, in accordance with university policy (refer to admission information in the *University Catalog*). Likewise, academic courses taken at any higher education institution during the time-limited disciplinary suspension period may or may not be accepted as transfer academic credit for specific degree programs, depending upon each academic college.

3. Right to Change Policy

Texas Tech University reserves the right to interpret, amend, or rescind this policy, in whole or in part, at any time.

Humanities

The CCC uses the following criteria to determine whether a course should be included in the core:

1. The course should be a 1000- or 2000-level course. (In some situations, the CCC will consider 3000- or 4000-level courses, but such courses must fulfill all other criteria clearly.)
2. The course must be designed for any student to take as part of his or her general university education (as opposed to courses designed primarily for a major or specialization).
3. The course must not have any pre-requisites within the same core category the course is meant to fulfill (unless there is a clear sequence of courses in the category, such as MATH 1300 and MATH 2300).
4. In the case of sequenced courses, both courses must be submitted together and approved as a single category offering.
5. The course syllabus must contain the exact wording from the University Catalog for the objective of the Core Curriculum the course is intended to satisfy.
6. Cross-listed courses should be submitted together and clearly designated as core course options.
7. The course syllabus must begin with a course purpose statement, which must specify to students that the course fulfills the requirements for a particular core category.
8. Following the course purpose statement is the competency statement for the humanities: **Students graduating from Texas Tech University should be able to: think critically, demonstrate an understanding of the possibility of multiple interpretations, cultural contexts, and values.**
9. Following the competency statement should be a list of learning outcomes. At least one of the outcomes specified by the CCC for that Core Curriculum category must be included in the list of learning outcomes. The learning outcomes for humanities are as follows:
 - 1) *Identify methodologies of historical, literary, philosophical, and/or aesthetic research and recognize their applicability to everyday life.*
 - 2) *Develop analytical arguments in written and/or oral forms.*
 - 3) *Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.*
 - 4) *Demonstrate ways in which the humanities are fundamental to the health and survival of any society.*
10. The learning outcome statements must follow best practices for measurability and include methods of assessment *for each outcome*. Each outcome must be directly paired with one or more assessment methods. A concise introduction to assessment is available on the Office of Planning and Assessment website: http://www.depts.ttu.edu/opa/resources/docs/Writing_Learning_Outcomes_Handbook3.pdf The learning outcome statements must align with and contribute to the appropriate core category outcome statement.

CORE CURRICULUM COMMITTEE

COURSE APPROVAL FORM

Core Area for which course is submitted: Humanities

Approval procedure: Please attach a general course syllabus or, in the case of multiple sections with different syllabi, a separate syllabus for each section as appropriate.

Course submissions need to be approved at the department and college levels prior to submission to the CCC. Please insure that the appropriate individuals/committees have approved and signed your submission before forwarding the complete form to the CCC. Completed submissions should be directed to Gary Elbow, Chair, Core Curriculum Steering Committee, Office of the Provost, MS 2017.

ANTH 2306

Course Number

Anthropology at the Movies

Course Title

2

Number of sections to be offered per year

100

Estimated total enrollment per year

Course description from the university catalogue:

This course exams how anthropology, archaeology, and physical anthropology are portrayed in mainstream movies as a springboard for discussing important topics about culture and science.

Please provide information that addresses each of the following in aid the committee in determining the eligibility of the course for inclusion in the Core Curriculum.

1. How does the course contribute to the goal of undergraduate students acquiring the core competency in humanities?

The objective of the humanities in a core curriculum is to expand the student's knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. This course accomplishes that objective by examining how the Western world portrays anthropology, anthropologists, and anthropological cultures in popular films, which are works of human imagination and thought, to engage students' critical thinking about important issues related to human culture such as: the concepts of cultural relativism and cultural patrimony; the control of science for political or religious purposes; the role of Western imperialism in shaping modern views of other cultures; and the view of anthropological and archaeological cultures in Western culture.

2. How does the course content and delivery address one of the learning outcomes stated above?

The course is designed to address the third learning outcome: "Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems." The course structure is as follows: the instructor selects approximately a dozen motion pictures related to the anthropology. For each one, he or she identifies one or more "issue" or "topic" in the film and lectures on the topic to the class. The class views the film together, and then has a discussion of the lecture topic and the film to explore the issues involved. Selected readings will supplement the lectures and films, and students will be asked to critically evaluate the issues through short essays in class, bringing together information from the lectures, the movies, and the readings. Through discussion about the films and topics, the class will examine how multiple cultural contexts and value systems can affect our understanding of and appreciation for the films and their subject matter as they related to anthropological issues.

Requestor (Name, Title, Department)

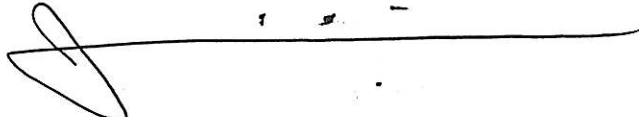
Date

Brett A. Houk, Assistant Professor, SASW

1-15-10

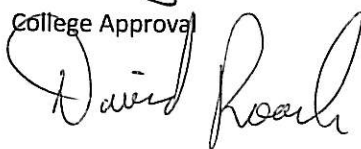
Departmental Approval

Date



1/15/2010

College Approval



Date

1/26/10

ANTH 2306
Anthropology at the Movies

Instructor: Dr. Brett A. Houk

Instructor's Website: <http://www.webpages.ttu.edu/bhouk>

Office: Holden Hall, Room 277

Office Hours: TBA

Phone: 742-2401 Ext. 234

Email: brett.houk@ttu.edu (email is the preferred way to contact me)

Class Meetings: TBA

Lecture Room: TBA

Course Webpage: <http://courses.ttu.edu/anth2306-houk/>

Subject Librarian: Brian Quinn, Social Sciences Librarian

Reference Room Mezzanine Office 113

742-2236

brian.quinn@ttu.edu

*** This course syllabus is subject to change. It should be considered flexible; modifications to dates and topics may be necessary as the semester progresses. ***

Course Purpose Statement:

The purpose of this course is to exam how anthropology, archaeology, and physical anthropology are portrayed in mainstream movies as a springboard for discussing important topics about culture and science. This course satisfies the Humanities core curriculum requirement.

Core Competency Statement for the Humanities:

This class satisfies the humanities requirement of the core curriculum at Texas Tech University. The core competency statement for this requirement is as follows:

Students graduating from Texas Tech University should be able to: think critically, demonstrate an understanding of the possibility of multiple interpretations, cultural contexts, and values.

Learning Outcomes and Assessment:

Learning outcomes will be assessed through discussion, question-based Movie Reviews, Research Topic assignments, a mid-term, and a "Movie Journal." The specific assessment techniques for the expected learning outcomes are:

Learning Outcome	Assessment Technique
Evaluate events, ideas, and artistic expressions in terms of multiple cultural contexts and value systems.	Student's responses in discussion, essays, and to exam questions particularly as related to identifying biases, concepts of

	western vs. non-western thought, and differing values across cultures
Be able to define important anthropological and archaeological terms discussed in class	Ungraded “entrance exam,” midterm exam, final exam, and ungraded “exit exam”
Be able to watch a popular film and identify important issues related to anthropology and archaeology	Discussion, question-based Movie Reviews, short essays
Be able to critically evaluate Hollywood’s portrayal of anthropology, anthropologists, archaeology, archaeologists, and archaeological and anthropological cultures	Discussion, question-based Movie Reviews, short essays, midterm exam, and final exam
Be able to independently research questions raised in class	Discussion
Be able to demonstrate an understanding of what anthropology is and what anthropologists do	Midterm exam, final exam, and discussion

Extended Course Description: Anthropology is the study of human beings and their ancestors through time and space. Archaeology (the study of the human past through material remains) and physical anthropology (the study of human evolution and human biological variation) are both subfields of anthropology. All three fields of study are popular subjects in books, television, and movies, and Hollywood in particular has had a major influence on the public’s perception of anthropology and anthropologists (particularly archaeology and archaeologists).

This course uses mainstream movies as springboards for discussions about anthropology, physical anthropology archaeology, and modern and past cultures as they are portrayed by Hollywood. In part, we will be attempting to extract fact from fiction to better understand what anthropologists do and the types of issues they study. In the process of doing that, we will touch on many important topics, including archaeological and anthropological methods, the development of anthropology (and its subfields) as a science, the history of western imperialism and its influence on anthropology and archaeology, the power of myth, the looting of archaeological sites and the concept of cultural patrimony, ethics in science, women in science, the control of science for political purposes, and laws protecting archaeological sites and indigenous cultures. This class will challenge students to identify important issues and seek out answers to questions raised by the films. It will encourage critical thinking and occasionally introspection. The films we watch are also “artifacts” of their times. Through discussion we will look at how behaviors, ideas, and values expressed in the movies are a product of the filmmakers and their times. For example, how “the other” (the non-western cultures seen in many of the movies we will watch) is portrayed changes through time.

Most weeks, the instructor will introduce a new movie with a short lecture, and the students will be divided into discussion groups. The class will then watch the movie together, and each student will complete a “Movie Review” as we watch the film. At the

end of the class, the instructor will assign a Research Topic to each discussion group. Students will be responsible for completing their Research Topic before the next discussion day. Every fourth week or so will be devoted to discussion and activities to review the issues covered in the movies, readings, and Research Topics.

Required Texts: Course Packet available at CopyTech. All readings and handouts are also available for download.

At the completion of the course, students are expected to be able to:

- Define important anthropological and archaeological terms discussed in class
- Watch a popular film and identify important issues related to anthropology
- Critically evaluate Hollywood's portrayal of anthropology, anthropologists, archaeology, archaeologists, and archaeological/indigenous cultures
- Independently research questions raised in class
- Demonstrate an understanding of what anthropology is and what anthropologists, archaeologists, and physical anthropologists do

What is Required in this Class and How Will Grades Be Calculated?

Assignment	Percentage of Grade
Weekly "Movie Reviews"	20%
Short Essays Over the Readings	20%
Discussion and Participation	20%
Midterm Exam	20%
Final Exam	20%
Final Grade	100%

Attendance Policy: Attendance is **REQUIRED** in the class. You will be required to complete a Movie Review for each film we see in class. The reviews will be collected at the end of each class. If you are not there, you obviously will not be able to turn in the review. If you miss a class because of illness, you must bring a doctor's note with you to the next class. The following activities will result in a student's being asked to leave the class: texting, surfing the internet, making or receiving phone calls, being disruptive, leaving class early, coming to class late, listening to an MP3 player, reading or studying for another class, etc. Students who are asked to leave will receive a grade of "0" on any assignments for that day (i.e., short essay, discussion, Movie Review, etc.).

Weekly Movie Reviews: Before each film, the instructor will distribute a Movie Review worksheet for each student to complete as the class watches the movie. The Movie Review will be collected at the end of the class. Late reviews will not be accepted. The Movie Reviews will comprise 25% of the final course grade.

Weekly Readings and Short Essays: Most movies that we watch will have readings associated with them in the Course Reader. Throughout the semester, students will be

asked to write short essays in class relating the reading to the movie. These essays will be about 500 words long, and up to five of them will be assigned during the semester. These will not be announced in advance, so students are encouraged to keep up with the readings! The short essays will account for 20% of the final grade.

Discussion and Participation: The instructor will divide the class into discussion groups. Every fourth week on average will be devoted to discussion of the previous three films, the readings, and the lectures. Prior to the discussion day, the instructor will assign a question or topic to each discussion group. Students should meet outside of class to work on the topic. Each student will be graded by the instructor on their preparedness for discussion and their participation in discussion or related activities. Additionally, each student will be able to grade the other students in their group, and the instructor will take these peer grades into consideration. Discussion and participation will account for 20% of the final grade.

Midterm and Final Exams: The midterm exam will cover material presented in lectures, in the course readings, discussion, and in the movies. The midterm exam will also include a short film or television episode; students will be asked a series of questions about the episode related to concepts previously discussed in class. The midterm and final exam will each count for 20% of the final course grade.

Your final grade for the course will be determined as follows (your numerical grade will be rounded up to the nearest whole number):

<u>Numerical Grade</u>	<u>Final Grade</u>
>93	A
90–92	A-
87–89	B+
83–86	B
80–82	B-
77–79	C+
73–76	C
70–72	C-
67–69	D+
63–66	D
60–62	D-
<60	F

Other Considerations

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional

information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.

Respect: Class discussion and group projects can be productive only in a climate of respect for the opinions and beliefs of all. A healthy exchange about issues may include disagreement about ideas but it must not demean the character or background of the individuals holding those ideas. Similarly, you must respect the classroom space and the instructor by focusing your attention on the course during our class meetings. Class is not a place for catching up on missed meals or missed sleep. You **must turn off all cell phones** before entering the classroom, and you are **not permitted to take calls or text message** while in the classroom. You will be asked to leave the room and will receive an unexcused absence for the day if you violate these policies.

Plagiarism and Cheating: Plagiarism, or the act of claiming someone else's work or idea as your own, is a violation of the University's policies on academic honesty. In this class plagiarism in any form will not be tolerated. We will discuss proper referencing and plagiarism in class; however, if you have any questions whatsoever please ask me! It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. **If you are caught plagiarizing material in the class or copy from another student during an exam you will receive a final grade of "F" for the course.**

Criteria for Evaluating Discussion and Participation: The following criteria will be used to evaluate undergraduate discussion and class participation.

Grade	Criteria
A	Thoroughly engaged presence Demonstrates a thorough preparation of the Research Topic Shows an understanding of key concepts and terms Answers questions readily and responds by developing the issue Asks questions that demonstrate thoughtful reflection on the material Treats classmates with consideration, attention, respect, and as partners in learning
B	Responsible presence Demonstrates completion of the Research Topic Shows engagement with the key concepts and terms Answers questions willingly Asks questions that show a good understanding of the issues Treats classmates with respect
C	Late to Class Attentive presence Demonstrates familiarity with the assigned materials Shows an attempt to understand key concepts and terms Answers questions, but rarely volunteers Rarely asks questions Shows minimum respect necessary to classmates
D	Problematic presence Unprepared Little attempt to understand key concepts or terms Unable to answer questions appropriately Never asks questions, or questions are inappropriate or unprepared Discourteous to class
F	Absent or observed texting, surfing the internet, making or receiving phone calls, being disruptive, leaving class early, coming to class late, listening to an MP3 player, reading or studying for another class, etc.

Course Schedule

All readings should be done prior to each class meeting. Unless otherwise noted, the readings are in the course packet.

This example list of films is based on the first time the course was taught. Some films listed below will be replaced with new titles.

Week	Film	In Class/Assignments Due	Notes/Readings
1	<i>King of the Hill</i> , "The Arrowhead"	Introduction to the course.	"Archaeology 101." "Artifact Collecting in Texas" "A Property Owner's Guide to Archeological Sites" "Destruction of Archeological Sites in Texas"
2	<i>Raiders of the Lost Ark</i>	Lecture and movie	Hall, Mark 2004 Romancing the Stones: Archaeology in Popular Film.
3	<i>The Ruins</i>	Lecture and movie	No assigned readings.
4	<i>Apocalypto</i>	Lecture and movie	Stone, Andrea 2007 Orcs in Loincloths Lohse, Jon C. 2007 Letter to the Editor: Apocalypto. Gugliotta, Guy 2007 The Maya: Glory and Ruin.
5		Discussion Day	Review readings for weeks 1-4
6	<i>The Mummy</i> (1932)	Lecture and movie	Lant, Antonia 1992 The Curse of the Pharaoh, or How Cinema Contracted Egyptomania. Nelson, Mark R. 2002 The Mummy's Curse: Historical Cohort Study. Hall, Mark 2000 In the Popular Gaze: Museums in the Movies.
7	<i>The Mummy</i> (1999)	Lecture and movie	Smith, Stuart Tyson 2007 Unwrapping the Mummy: Hollywood Fantasies, Egyptian Realities. Handwerk, Brian 2005 Egypt's 'King Tut Curse' Caused by Tomb Toxins?
8	<i>Stargate</i>	Lecture and movie	Russell, Miles 2002 Archaeology and the Extraterrestrial: Blair Cuspids, Martian Monuments and Beyond the Infinite.
9		Discussion and Midterm Exam	Review readings for weeks 6-8 and study for midterm.

Week	Film	In Class/Assignments Due	Notes/Readings
10	<i>Sands of Oblivion</i>	Lecture and movie	Fagan, Brian 1995 <i>Digging DeMille.</i>
11	<i>Boy on a Dolphin</i>	Lecture and movie	Catsambis, Alexis 2003 Chapter II: A Brief History of Underwater Archaeology in Greece
12	<i>Tomb Raider</i>	Lecture and movie	Brodie, Neil, and Colin Renfrew 2005 <i>Looting and the World's Archaeological Heritage: The Inadequate Response.</i>
13	<i>One Woman or Two</i>	Lecture and movie	Leakey, Meave, and Alan Walker 2003 <i>Early Hominid Fossils from Africa.</i> Tattersall, Ian 2003 <i>Out of Africa Again...and Again?</i>
14	<i>Planet of the Apes</i>	Lecture and movie	Pringle, Heather 2006 <i>Hitler's Willing Archeologists.</i>
15		Discussion day, course evaluations, and review for final exam	

**May 2010 Academic Council
Summary of Proposed Course Approvals**

No.	College	Action	Prefix & No.	Title	HRS	Fee	Description/Term/CIP/Level
1	AG	ADD	NRM 5308	Advanced Restoration Ecology	3:3:0	?	Advanced study of restoring damaged ecosystems. Explores the history, practice, and theory of restoration ecology through case studies, literature, and hands-on experience. Justification: Restoration ecology is an important and growing sub-field in natural resources, but it is not represented in the current curriculum. This course will benefit graduate students from across the university. Effective Term: Spring 2012 CIP Code: 26.1305.0002
2	AS	ADD	ANTH 2101	Archaeology Laboratory	1:0:1	Y	Corequisite: ANTH 2301 or consent of instructor. Laboratory study of archaeological principles and methods. Justification: This corequisite laboratory course will provide a more comprehensive introduction to archaeological analysis and techniques for undergraduate students. Effective Term: Fall 2010 CIP Code: 45.0301.0001
3	AS	ADD	ANTH 2315	Introduction to Language and Linguistics	3:3:0	Y	An introductory course in the scientific study of language, including grammatical description and analysis as well as the study of relationships between language and society. Justification: This course will provide an introduction to the discipline of linguistics at the general education level. It will be cross-listed among three departments/programs and will eliminate the repetition of introductory courses between the three departments/programs. The course is proposed to fulfill the Core Curriculum humanities requirement, resulting in increased enrollments and an increase in the number of students interested in linguistics. NOTE: This course will be dual-listed with ENGL 2315 and LING 2315, both of which do not currently exist. Effective Term: Fall 2010 CIP Code: 16.0102.0001
4	AS	CHG title, description	ANTH 3300	Current: Anthropology and Contemporary Life Proposed: Special Topics in Anthropology	3:3:0		Examines selected topics in the discipline of anthropology. Content varies. May be repeated for credit. Justification: The new title and description more accurately reflect the topical nature of the course. Effective Term: Spring 2011 CIP Code: 45.0201.0001
5	AS	DEL	ANTH 3332	Peoples of Latin America	3:3:0		The anthropology of Latin America: the high cultures of prehispanic times, the conquest and colonial periods, and the tribal and peasant peoples of today, including such groups as Amazonian tribesmen, Andean peasants, and Chicanos. Recommended for Latin American and Iberian Studies students. (Writing Intensive). Justification: There is no active faculty qualified to teach this course. Effective Term: Fall 2010 CIP Code: 45.0201.0001
6	AS	DEL	ANTH 3371	Peoples of the Southwest	3:3:0		A survey of this area's cultural heritage, including prehistoric and contemporary Indian peoples, and the immigrant Anglo, Hispanic, and other cultural groups of recent times. Fulfills Core Social and Behavioral Sciences – Individual or Group Behavior requirement. (Writing Intensive) Justification: There is no active faculty qualified to teach this course. Effective Term: Fall 2010 CIP Code: 45.0201.0001

7	AS	ADD	ANTH 3375	Topics in Latin American Archaeology	3:3:0	Y	Examines the ancient civilization of Latin America through exploration of specific topics (e.g., cities, regions, cultures). May be repeated for credit when topics vary. Justification: The course provides an additional elective option in anthropology. It builds on faculty teaching/research expertise in both Mesoamerican and South American archaeology. Effective Term: Spring 2011 CIP Code: 45.0201.0001
8	AS	DEL	ANTH 4372	Society and Culture of Mexico	3:3:0		Mesoamerican culture history, emphasizing Indians villagers, migrants to the cities, and other groups studied by anthropologists. Study of the cultural processes that have created modern Mexico. Taught in Spanish some semesters. Justification: There is no active faculty qualified to teach this course. Effective Term: Fall 2010 CIP Code: 45.0201.0001
9	AS	ADD	ASTR 2401	Observational Astronomy	4:2:2	Y	Prerequisite: ASTR 1400 or 1401 or consent of instructor. Designed for anyone interested in learning the use of an optical telescope, both visually and for imaging. Justification: Numerous students taking astronomy courses have expressed an interest in more options for actual observation. This course allows students to pursue this interest in a more formal setting. The department anticipates that this course will become part of a minor in astronomy. Effective Term: Fall 2010 CIP Code: 40.0201.0002
10	AS	ADD	ECO 5319	Advanced Topics in Environmental Economics	3:3:0	Y	Prerequisite: ECO 5317 or consent of instructor. Students will use economic models to consider current environmental issues from both a theoretical and an empirical perspective. Justification: Research in environmental economics is rigorous and attracts many of the discipline's leading researchers. The economy and the environment are interdependent; economic activities affect the environment and environmental changes impact the economy. This course will help students understand how the environment and the economy are interlinked. Students will think critically about the economic effects of proposed environmental policies, evaluate the efficacy of existing models, provide constructive feedback on current research in the field, and eventually develop economic models to investigate environmental issues that interest them. Effective Term: Spring 2011 CIP Code: 45.0601.0001
11	AS	ADD	HIST 4320	Monuments, Memory, and Commemoration	3:3:0	Y	Explores within specific social and political contexts the ways in which societies remember heroes, villains, tragedies, and triumphs. Justification This course provides an undergraduate seminar in methods and case histories within an extremely popular topic of growing importance in the discipline. It provides the proper theoretical and methodological grounding for senior majors looking toward graduate work because this topic is frequently offered as a graduate concentration field (including at Texas Tech). Effective Term: Fall 2010 CIP Code: 45.0802.0001
12	AS	ADD	HIST 5318	Studies in History and Memory	3:3:0	Y	A study of the theories and methodology used in the sub-field of history and memory. Justification History and memory is a disciplinary sub-field of increasing prominence and importance. The level of student interest in the subject resulted in adding it as a doctoral thematic concentration area. There is currently no course that provides the appropriate theoretical and methodological training. Effective Term: Fall 2010 CIP Code: 45.0802.0001

13	AS	ADD	HIST 5335	Studies in U.S. Labor	3:3:0	Y	Examines trends and topics central to the history of U.S. labor and working-class studies. Justification U.S. labor and working-class studies is a central component to the study of American history as well as global trends. Graduate students have long made this field both a research and a teaching field. A formal course is long overdue. Effective Term: Spring 2011 CIP Code: 54.0103.0001
14	AS	ADD	PHIL 5125	Introduction to Research Ethics	1:1:0	Y	Introduces future researchers to research ethics. Presents frameworks for moral reasoning and application of those frameworks to moral problems through a discussion of case studies. Justification: The NSF will soon require ethics training of all graduate students and postdocs working on NSF grants. The course will provide another option for satisfying the increased demand for research ethics instruction. Effective Term: Fall 2010 CIP Code: 38.0103.0001
15	AS	CHG number, title, prerequisite, description	PHYS 1305 to PHYS 2305	Current: Engineering Physics Analysis Proposed: Computation for the Physical Sciences	3:3:0	Y	Prerequisite: PHYS 1408 and 2401. Introduces computational tools to solve science problems. Emphasizes interplay between technology application and practical learning. Fulfills Core Technology and Applied Science requirement. Justification: PHYS 1305 must be revised since the College of Engineering discontinued the B.S. in Engineering Physics. Physics students and other physical science majors need a practical course in computer programming and modeling of physical problems in order to use these techniques in upper-level courses; thus the choice of sophomore level with prerequisites of the calculus-based introductory physics sequence. Effective Term: Fall 2010 CIP Code: 40.0801.0102
16	AS	ADD	POLS 3312	Game Theory	3:3:0	Y	Introduces students to positive political theory through games of strategy so students can discuss the problems of contemporary democracy and international relations. Justification: Game theory is an essential element of contemporary political theory, and this course will provide students with an introduction to new ways of thinking about politics. The course will help students develop analytical thinking and problem-solving skills that can be applied in a wide variety of settings. This course is taught at almost every other Big 12 institution. The enrollment numbers for a special topics course on this subject indicate that there is a demand for this course. Effective Term: Fall 2011 CIP Code: 45.1001.0001
17	AS	ADD	POLS 3317	Campaigns and Elections	3:3:0	Y	Examines what candidates and campaigns think and do to attract the support of voters. Justification: The growth of the permanent campaign requires that students develop a more complete and developed view of the strategies and tactics of campaigns. Students will learn about how polling is used, how campaigns incorporate various forms of media, and how the context of campaigns determines strategies. This course is taught at almost every other Big 12 institution. The enrollment numbers for a special topics course on this subject indicate that there is a demand for this course. Effective Term: Fall 2011 CIP Code: 45.1002.0001

18	AS	ADD	POLS 3318	Public Opinion	3:3:0	Y	Examines the origins, stability, and meaning of public opinion. Justification: Public opinion is an essential component of representative government, and this course will help students understand the meaning of public opinion. Students will examine the stability of opinions and the extent to which it shapes public policies in the U.S. This course is taught at almost every other Big 12 institution. The enrollment numbers for a special topics course on this subject indicate that there is a demand for this course. Effective Term: Fall 2011 CIP Code: 45.1002.0001
19	AS	ADD	POLS 3319	Political Behavior	3:3:0	Y	Examines the actions of political citizens as they interact with the political world through voting, joining political parties, and consuming mass media. Justification: This course provides a systematic examination of how citizens interact with the political world. The course extends beyond voting to include an examination of how and why citizens join political parties, consume mass media, and occasionally protest government activities. This course is taught at almost every other Big 12 institution. The enrollment numbers for a special topics course on this subject indicate that there is a demand for this course. Effective Term: Fall 2011 CIP Code: 45.1002.0001
20	AS	DEL	POLS 3330	Ancient and Medieval Political Theory	3:3:0		Political ideas of the great thinkers in the Western world from the time of the Golden Age of Greece until the rise of modern political thought. Justification: There is no faculty in the department with the interest and expertise to teach this course. Effective Term: Fall 2011 CIP Code: 45.1001.1501
21	AS	DEL	POLS 3331	Introduction to Political Philosophy	3:3:0		Political ideas of the great thinkers in the Western world from the time of the Golden Age of Greece until the rise of modern political thought. Justification: There is no faculty in the department with the interest and expertise to teach this course. Effective Term: Fall 2011 CIP Code: 45.1001.1501
22	AS	DEL	POLS 3332	Modern Political Theory	3:3:0		Basic issues and concepts in political philosophy, including discussion of such topics as justice, freedom, equality, authority, community, and the nature of politics and the state. (PHIL 3320) Justification: There is no faculty in the department with the interest and expertise to teach this course. Effective Term: Fall 2011 CIP Code: 45.1001.1501
23	AS	DEL	POLS 3333	Contemporary Political Theory	3:3:0		Major political thinkers starting with Machiavelli and Hobbes and movements such as liberalism, conservatism, utilitarianism, socialism, and communism. Justification: There is no faculty in the department with the interest and expertise to teach this course. Effective Term: Fall 2011 CIP Code: 45.1001.1501
24	AS	DEL	SOC 3329	Sociology of Corrections	3:3:0		Introduction to U.S. corrections systems. Sociological examination of trends and issues in prisons, parole, probation, and community corrections. (Writing Intensive) Justification: Due to changes in faculty, the course can no longer be provided. Adjustments to the criminology concentration have been made through the addition of new courses and realignment of elective requirements. Effective Term: Fall 2010 CIP Code: 45.1101.0001

25	ED	ADD	EDCI 4000	Student Teaching Middle Level	V1-2	Y	<p>Prerequisite: Attainment of admission standards to student teaching. Supervised teaching involving a period of major responsibility for instruction and learning in a middle level classroom of an accredited school. Courses graded credit (CR) or no credit (NC).</p> <p>Justification: In line with accreditation and certification expectations, students who are preparing to teach have an in-depth opportunity to observe in a classroom and then take over instructional duties in the subject and grade level for which the student is preparing to teach.</p> <p>Effective Term: Fall 2010 CIP Code: 45.1101.0001</p>
26	ED	CHG title	EDEL 4000	<p>Current: Student Teaching Middle Level</p> <p>Proposed: Student Teaching Elementary Level</p>	V1-2		<p>Prerequisite: Attainment of admission standards to student teaching. Supervised teaching involving a period of major responsibility for instruction and learning in an elementary classroom of an accredited school. Course graded credit (CR) or no credit (NC).</p> <p>Justification: The student teaching takes place in an elementary school, as is described in the course description. The new title will more accurately reflect what the students are doing.</p> <p>Effective Term: Fall 2010 CIP Code: 13.9999.0018</p>
27	ENGR	ADD	CE 5322	Geotechnical Site Characterization	3:3:0	Y	<p>Prerequisite: CE 3321 or equivalent. Modern methods for subsurface site characterization, investigation design, soil strength, groundwater monitoring, data presentation, risk/uncertainty issues.</p> <p>Justification: This course is designed for civil engineering students from the geotechnical and environmental disciplines. Site characterization is an essential part of geotechnical and geoenvironmental engineering projects and forms the functional basis for the subsurface analyses associated with earth, structure, and contaminant applications. This course presents site characterization theory and practice in areas that no existing course offers.</p> <p>Effective Term: Fall 2010 CIP Code: 14.0101.0006</p>
28	ENGR	ADD	CE 5324	Geotechnical Practice for Expansive Soils	3:3:0	Y	<p>Prerequisite: CE 3321 or equivalent. Expansive soil characterization, shrink/swell movement prediction methods, design applications, including foundations, pavements, and earth structures.</p> <p>Justification: This course is designed for civil engineering students from the geotechnical, structural, and transportation disciplines. It introduces expansive soils that lie within the broader classification of unsaturated soil mechanics as a geotechnical problem endemic to Texas with application throughout the United States and the world. The course explores current practices for addressing expansive soils relative to design of foundations, pavements, and earth structures. No current course addresses these practices.</p> <p>Effective Term: Fall 2010 CIP Code: 14.0101.0006</p>
29	ENGR	CHG title, prerequisite, description	CE 5326	<p>Current: Analysis and Design of Earth Structures</p> <p>Proposed: Stability Analysis and Design of Slopes and Embankments</p>	3:3:0		<p>Prerequisite: CE 3321 or equivalent. Principles of stability analysis and design as applied to earth dams, embankments, fills, cuts, and natural slopes; short-term and long-term stability; slope remediation.</p> <p>Justification: The term "earth structures" in the existing title refers to slopes, embankments and earth/rockfill dams. Students have misinterpreted this and concluded that the course deals with "earth retaining structures." The new title will avoid this confusion. The new prerequisite provides a better reflection for the actual academic preparation required for the course, and the new description more accurately reflects the course content.</p> <p>Effective Term: Fall 2010 CIP Code: 14.0101.0006</p>

30	ENGR	ADD	CE 5328	Design and Analysis of Earth Retaining Structures	3:3:0	Y	<p>Prerequisite: CE 3321 or equivalent. Types of earth retaining structures; wall selection; lateral earth pressure theories; design of conventional, MSE, soil nail, tied-back, and drilled shaft walls.</p> <p>Justification: The course will fill a critical void in the existing curriculum within the geotechnical engineering specialty area. It will provide students with necessary background on different types of earth retaining structures and a thorough understanding of procedures used in their design, analysis and construction. Expertise on this topic is essential for a civil engineering graduate who is joining the workforce. This course will complement the existing research program by allowing students involved in research projects to develop necessary theoretical background.</p> <p>Effective Term: Fall 2010 CIP Code: 14.0101.0006</p>
31	ENGR	ADD	ENVE 4314	Membrane Treatment Processes	3:3:0	Y	<p>Prerequisite: CE 3309 or consent of instructor. Introduces the fundamental principles and applications of various membrane processes (MF, UF, NF, and RO) in water and wastewater treatment and quality control.</p> <p>Justification: Membrane water and wastewater treatment is an advanced topic that has not been well covered in the conventional environmental engineering courses. The knowledge of membrane processes will increase the marketability of graduates.</p> <p>Effective Term: Fall 2010 CIP Code: 14.0801.0006</p>
32	ENGR	ADD	ENVE 4315	Environmental Chemistry for Pollution Management	3:3:0	Y	<p>Prerequisite: CE 3309 or consent of instructor. Introduces the fundamental knowledge of reaction kinetics and chemical equilibriums relevant to water quality in natural and engineered processes.</p> <p>Justification: Water chemistry fills an important need in the training of environmental engineers. The knowledge of water chemistry will prepare students for a career in water and wastewater treatment and related fields.</p> <p>Effective Term: Fall 2010 CIP Code: 14.0801.0006</p>
33	HUM	CHG hours	CFAS 2300	Communication, Civility, and Ethics	3:3:0 to 3:1:2		<p>Provides students with a basic understanding of proper communication, civility, and ethics within professional and personal settings. Partially fulfills Core Communication (Oral) requirement.</p> <p>Justification: The hour change more accurately reflects the teaching methodology (lecture with break-out discussions).</p> <p>Effective Term: SSI 2010 CIP Code: 51.1504.0014</p>
34	HUM	ADD	PFP 1101	Money Management Basics: Cash Management and Credit	1:1:0	Y	<p>For nonmajors only. Introduces basic financial decision-making regarding spending, saving, and the use of consumer credit.</p> <p>Justification: This course expands the non-PFP major curriculum to include a four-part series of one-hour courses focusing on the basics of money management. Designed for students desiring to learn more about particular subjects in personal finance in a one-hour course.</p> <p>Effective Term: Fall 2010 CIP Code: 52.0804.0016</p>
35	HUM	DEL	PFP 1301	Cultural Issues in Personal Finance	3:3:0		<p>Studies financial attitudes and behaviors of cultural and gender groups in the United States. Financial content includes budgeting, banking and saving, credit and debt management, major purchases, and other basic financial activities.</p> <p>Justification: Course is being deleted to incorporate a new dual high school credit personal finance course.</p> <p>Effective Term: SSI 2010 CIP Code: 19.0201.0007</p>

36	HUM	ADD	PFP 1305	Personal Finance: Skill for Life	3:3:0	Y	For nonmajors only. Survey course in personal finance focusing on the financial skills needed by young adults. Topics will include budgeting, banking, saving and investing, debt management, major purchases, and risk management. High school dual credit course. F, S, SS Justification: The addition of a dual high school and college freshman credit course in personal finance will improve financial literacy and aid school district in meeting new curriculum requirements in this area. Effective Term: SSI 2010 CIP Code: 52.0804.0016
37	HUM	ADD	PFP 2101	Money Management Basics: Insurance and Risk Management	1:1:0	Y	For nonmajors only. Introduces basic financial decision-making regarding the acquisition of transportation and housing and ways to protect assets through the use of property insurance. Justification: This course expands the non-PFP major curriculum to include a four-part series of one-hour courses focusing on the basics of money management. Designed for students desiring to learn more about particular subjects in personal finance in a one-hour course. Effective Term: SSI 2010 CIP Code: 52.0804.0016
38	HUM	DEL	PFP 2325	Family Financial Counseling	3:3:0		For nonmajors only. Methods and procedures to assist individuals and families of different socioeconomic environments to resolve dysfunctional financial behaviors, including skills essential in counseling clients. Justification: Course is no longer taught. Effective Term: SSI 2010 CIP Code: 19.0000.0007
39	HUM	CHG title, description, prerequisite	PFP 2330	Current: Personal Financial Counseling I Proposed: Financial Problem Solving	3:3:0		Prerequisite or corequisite: PFP 2315. Methods and skills to assist individuals and families in resolving financial problems. Addresses personal and professional attitudes and behaviors toward money. S. Justification: New name is more descriptive of course content. Effective Term: Fall 2010 CIP Code: 52.0804.0016
40	HUM	DEL	PFP 2370	Consumers in the Marketplace	3:3:0		[ECON 1301, 1303] Analyzes current consumer problems and the decision-making process. Provides overview of consumer policies and programs for consumer protection and education. Justification: Course is no longer taught. Effective Term: SSI 2010 CIP Code: 19.0201.0007
41	HUM	ADD	PFP 3101	Money Management Basics: Personal Investing	1:1:0	Y	For nonmajors only. Introduces common savings and investment vehicles and strategies used by individuals and families to meet their financial goals. Justification: This course expands the non-PFP major curriculum to include a four-part series of one-hour courses focusing on the basics of money management. Designed for students desiring to learn more about particular subjects in personal finance in a one-hour course. Effective Term: SSI 2010 CIP Code: 52.0804.0016
42	HUM	DEL	PFP 3178	Estate Planning Lab	1:0:1		Prerequisite: 2.8 GPA. Enrollment in this course and concurrent enrollment in PFP 3378 will provide coverage of all aspects of estate planning and taxation. Justification: Course is no longer taught. Effective Term: SSI 2010 CIP Code: 52.0804.0016

43	HUM	CHG title, prerequisite	PFP 3330	Current: Personal Financial Counseling II Proposed: Communication and Counseling Skills for Financial Planners	3:3:0		Prerequisite: PFP 2330 and ENGL 2311 with a grade of C or higher, 2.8 GPA, PFP majors only. Counseling techniques and interviewing strategies for use in financial counseling and planning settings. Emphasizes the importance of communication processes in helping individuals and families. F. (Writing Intensive) Justification: New name is more descriptive of course content. Effective Term: Fall 2010 CIP Code: 52.0804.0016
44	HUM	CHG title, prerequisite, description	PFP 3398	Current: Professional Practices in Personal Financial Planning Proposed: Professional Development in Personal Financial Planning	3:3:0		Prerequisite: PFP 3374, 3375, 3376, 3378, and 3497 with a grade of C or higher (can be taken concurrently); 2.8 GPA. Preparation for internship experience. Business models, back office and staffing. Includes 30 hours of volunteer service work with VITA to give students client experience before internships. S. (Writing Intensive) Justification: New name is more descriptive of course content and better fits with names of other courses in the curriculum. Effective Term: SSI 2010 CIP Code: 52.0804.0016
45	HUM	ADD	PFP 4101	Money Management Basics: Taxes and Employee Benefits	1:1:0	Y (2)	For nonmajors only. Introduces financial planning issues that emerge when starting a career, including salary negotiations, employee benefits, and the impact of taxation. Justification: This course expands the non-PFP major curriculum to include a four-part series of one-hour courses focusing on the basics of money management. Designed for students desiring to learn more about particular subjects in personal finance in a one-hour course. Effective Term: SSI 2010 CIP Code: 52.0804.0016
46	HUM	ADD	RTL 4335	Managing Online Retailing	3:2:1	Y	Studies online retailing practices and development of an online Web site. Justification: The department recently hired a new faculty member who has expertise in the area of technology and its application in the retailing industry. She will teach this new course and another course each semester; therefore, no additional resources will be necessary. Effective Term: Fall 2010 CIP Code: 52.1803.0016
47	UC	ADD	WE 5320	Renewable Energy Policy	3:3:0	Y	Provides overview of basic economic concepts and examines the progress made in renewable energy policy in the U.S. and the world. Justification: This course will contribute to the graduate certificate in wind energy as an elective for the managerial track. Currently there no courses offered that focus on economic issues specific to wind energy. Effective Term: Fall 2010 CIP Code: 14.1301.0006
48	UC	ADD	WE 7000	Research	V1-12	Y	Prerequisite: Consent of instructor. May be repeated for credit. Justification: This course will contribute to the inventory of courses in the wind energy graduate certificate program as an elective for the both the technical and managerial tracks. It will provide students specialized in-depth independent study of topics in wind energy. Effective Term: Fall 2010 CIP Code: 14.1301.0006