

# Committee on the Undergraduate Curriculum Annual Report for Academic Year 2010-2011

## I. Administrative/Procedural

The voting membership of the Committee on the Undergraduate Curriculum (CC) consisted of the following faculty:

Rosi Song (Spanish) (2008-11)  
Don Barber (Geology) (2009-12)  
David Ross (Economics) (2009-12) (Chair)  
Michael Allen (Political Science) (2010-13) (on leave, Spring 2011)  
Gail Hemmeter (English and Writing) (2010-13)  
Susan White (Chemistry) (2010-13)

The Provost, the Dean of the Undergraduate College, (who both ~~serve~~ ~~in~~ ~~ex~~ ~~offi~~ ~~ci~~o), and two students elected by the undergraduate student body were ~~non~~ ~~voting~~ members of the Committee.

Kim Cassidy  
Michelle Rasmussen  
Miranda Hansen-Hunt (2010-11)  
Aki Snyder (2010-11)  
Sharan Mehta (2011-12)  
Sarah Theobald (2011-12)

(The nonvoting members are invited to attend all Committee meetings, except when the voting members decided to meet in executive session.) In addition, the Committee invited the Dean of Studies (JUG \ % DOWKD]DU DQG WKH 5HJLVWUDU .LUVWHQ 2¶% H PHHWLQJV 7KH &RPPLWWHH QRWHV LWV WKDQNV WR WKH ' support through the DEOH DVVLVW`P ðH • ÌLV Registrar serving on all three:

Allen, Balthazar, Barber  
Hemmeter and Ross  
Song, Rasmussen, White

The committee selected liaisons to various committees and working groups:

CAP- David Ross  
(Arlo Weil was CAP liaison to CC)  
CLIC-David Ross  
Extern/F3 11 Wed ~~David~~

Provide students entering in Fall 2011 with a clearly identified, rich and diverse set of courses from which to fulfill the Approaches to Inquiry requirement;  
 Encourage faculty to articulate for students how each identified course would engage with the Approach; and  
 Reduce inconsistencies in the ways departments and programs classified courses.

By November 1, CC solicited (Appendix C) from each department and program the identification of courses offered at least once over the past years that would in future satisfy the Approaches to Inquiry distribution requirement. We asked departments and programs to

It proved relatively easy to identify and gain departmental agreement over courses not originally that 300 level and 200 level courses that have prerequisites meeting the requirement be dropped from the list. Enforcing the principle that courses would typically address as a major learning objective one of the approaches, two under exceptional circumstances, proved much more challenging. By March, we were able to deliver to the Registrar a classification of 251 courses linked to one Approach and 126 linked to two Approaches.

It is important to acknowledge remaining areas of tension in implementing the Approaches to Inquiry requirement. Some faculty feel that having 126 courses classified as simultaneously should be the only course a student takes in that Approach, it would adequately give the way they weave multiple Approaches inextricably in their courses. Some feel that the failure to include particular courses as fulfilling the distribution requirement has the effect of creating worry that the revised requirement will lead to shifts in enrollment patterns that will disadvantage their disciplines, departments and programs. Many are dismayed at the remaining inconsistencies across faculty and departmental responses to the requirements.

We have been impressed on the one hand by how many syllabi or course descriptions already richly describe how courses engage one or more Approaches to Inquiry; but must acknowledge that many of the submissions we received failed to articulate the

collectionon-going assessment. For example, CC agreed to explore ways to ask students as part of the course evaluation process to comment on how the course addressed the particular Approach listed.)] TJ ET Q EMC /P <</MCID 0>> BDC q 0.00000912 0 612 792 W\* n 38 W\* /F3

## 2. Haverford Participation

David Ross met with EPC in the fall to respond to questions about all of the curricular changes approved last spring and their impact on C&I relations. In January, CC contacted EPC with the suggestions that a) CC send a letter to the Haverford Faculty inviting individual faculty to nominate courses to meet the new Approaches requirement and b) chairs of Bryn Mawr departments reach out to Haverford colleagues to discuss the changes. Haverford Faculty agreed at the April 21 faculty meeting that responding to the Bryn Mawr invitation should be left  
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1. Quantitative Readiness Diagnostic Placement Exam

Starting with templates from peer institutions, Don Barber and Kim Cassidy led the effort to draft the exam, which will be administered to entering students for placement in fall courses.

2. Quantitative Learning Program

a) *Director Search*

The Provost formed a search committee consisting of

- Don Barber
- Krynn Lukacs
- Amy Meyer
- David Ross
- Karen Tidmarsh, chair

to fill the Director position. The plan is to have the Director in place by July 1, with informal consultation before then. Faculty volunteers will need to work with the Director over the summer to continue planning for the fall semester.

b) *QSems*

Entering students who score below the readiness threshold on the Quantitative Readiness Exam. The position was budgeted projecting that she would be teaching two sections in the fall and one section in the spring of roughly 15 students each. Evaluating the actual level of need will, of course, depend on the exam results. CC will monitor the initial experience with the QSems and work with CAP and the Provost to discern what changes are needed to meet the needs of entering students.

c) *Quantitative Learning Center*

The Provost is making arrangements necessary to fund the hiring of peer mentors and locate a suitable space for the Center. The Director will coordinate the activities of the center with existing initiatives to support the quantitative learning needs of students.

3. Quantitative Readiness Prerequisite

One goal of the Quantitative and Mathematical Reasoning Requirement is that quantitatively demanding introductory courses will no longer have to accommodate the needs of students lacking certain quantitative skills. To meet that goal, we are completing a process to identify courses that entering students should not take without having demonstrated quantitative readiness either through a sufficient score on the diagnostic exam or by earning a merit grade

in a QSem. Doing so is complicated by the overlap with current students and by the need to address the needs of all TriCo students. The strategy we implemented starts by including in the new catalog a version of the following note in the section on academic regulations:

\$ QXPEHU RILQWURGXFWRU\ FRXUVHV LQ WKH QDWXUDO DQG VRF qXDQWLWDWLYH UHDGLQHVV' DV SUHUHTXLVLWHV %U\Q 0DZU 6WX establish quantitative readiness by passing Bryn Mawr's Quantitative Readiness Diagnostic Placement exam or earning a merit grade in one of Bryn Mawr's Quantitative Seminars ("QSem"). Bryn Mawr students who entered prior to Fall 2011 and Haverford students uncertain about the adequacy of their background should consult the course instructor or the Director of the Quantitative Learning Program and Center. Earning a merit grade in any course taught at Bryn Mawr or Haverford that satisfies either Bryn Mawr's Quantitative and Mathematical Reasoning Requirement or Haverford's Quantitative Requirement clearly establishes quantitative readiness.

5 H J L V W U D U in the new catalog. We will work with returning students who have not yet fulfilled the existing Quantitative Requirement. Judy Balthazar will draft a memo clarifying how those students can meet the old requirement as we transition to the new.

#### 4. QM Courses

The Catalog will address the needs of students entering the College with various holes in their quantitative readiness. Satisfying the new Quantitative and Mathematical Reasoning Requirement requires students to

complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling.

Last fall CC solicited from Department and Program chairs a listing of existing Q courses that would now meet the higher bar for this second element of the new requirement. CC will continue its review of those submissions next fall.

#### C. Language Requirement Curricular Rules

Early in the fall semester, CC observed that the revised Language Requirement the Faculty adopted last spring did not include the grade standard needed to fulfill the requirement. We brought a revised text to the Faculty in October. Discussion on the floor of the faculty meeting revealed another needed modification. This second modification was app 73(a)7(t)7(obe)7(rw)-6(a)7(s)







C.



CC agreed on a general set of principles to provide students applying to transfer to Bryn Mawr greater clarity over whether previous course work will receive credit. The Deans Office will work with CC and the Admissions Committee to discuss what if any changes are needed in applications materials provided prospective transfer students.

CC recommends that the letter admitting transfer applicants include an invitation encouraging them to take courses in each Approach to Inquiry beyond previous credit work accepted as satisfying the distribution requirement.

## 2. JKC Grant

A \$400,000 grant from the James Kent Cooke Foundation will make Bryn Mawr one of just a few liberal-

translators to be inappropriate. And, Spring plenary approved a resolution which requests that

That Bryn Mawr College allow the establishment and promulgation of a committee of Faculty and Students to study Grade Allocation at the College and to report its findings to a designated authoritative body periodically and to propose and recommend a ~~Final~~ <sup>Final</sup> Grading Policy to be adopted thereby.

## VI. Future Agenda

### A. Status of Remaining 2009-2010 CC Recommendations

The 2009-10 Curriculum Committee Annual Report included a page of recommendations for 2010-11 (Appendix H). Of these we,

Turned over to the Chair of the Faculty a copy of the Curricular Rules updated from the Faculty Minutes to reflect changes approved by the Faculty since the last published version of the Rules.

Worked with the faculty to implement the new distribution requirement for students entering in Fall 2011.

Formed the Quantitative Skills Working Group to facilitate the implementation of the Quantitative and Mathematical Reasoning Requirement

Of the remainder,

Replacing our current system for cross-listing of courses and drafting a revised credentialing proposal would be necessary parts of implementing the CAP Working Model.

Building on and learning from the writing intensive course pilot program should be a high priority for the coming year.

Grade inflation will be discussed as we consider responding to the student curriculum committee report next fall.

### B. Status of the Remaining CRWG Agenda

Appendix H repeats the recommendations from the CRWG Final Report with a number placed by each recommendation that arguably requires action by Curriculum Committee. Continuing to review these recommendations remains part of our agenda, and it requires that we note that ranking the importance of these recommendations will be largely a function of the degree to which they attract sponsors and advocates in the College community.

### C. Recommendations

Approaches to Inquiry: CC should put in place a system of data collection to inform the evaluation of the distribution requirement during the 2013 academic year. For example, CC agreed to explore ways to ask students as part of the course evaluation process to comment on how the course addressed the particular Approach listed.

CC should consider sponsoring a series of conversations in fall and spring among faculty teaching courses satisfying each of the Approaches to Inquiry to share common challenges and perspectives in helping students to engage with the Approaches.

Quantitative Skills: The Quantitative Skills Working Group should work with the Director of the Quantitative Learning Program to assess the administration of the Quantitative Readiness

Diagnostic Placement Exam, the effectiveness of the QSem, the experience of students in courses requiring a Quantitative Readiness prerequisite; and to support the development of the Quantitative Learning Center. CC should complete its review of QM courses and these courses satisfying the second part of the Quantitative and Mathematical Reasoning general degree requirement.

Implementing CAP Working Model: Among aspects of existing practice that will need to be reviewed and revised are

- Expectations for the major, minor and concentration (revise procedures for submitting major, minor and concentration proposals)
- Transcript credentialing (CC had previously committed to bringing a revised proposal to the Faculty) and double counting of courses (the existing informal rule of thumb is that no more than two courses be double counted in multiple majors; no more than three courses be double counted across double majors and a minor or concentration)
- Fostering cross departmental discussion
- Implementing an alternative to cross listing courses through some form of course tagging
- Course numbering and prerequisites
- Implementation of enrollment caps and lotteries (evaluate and track additional data on the frequency with which students are denied entry to courses). As much as possible, gateway courses should be uncapped.
- The role of the independent major

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Additional administrative support will be needed to sustain efforts by CC or a joint CAP working group to implement curricular aspects of the working model.

Transitional Planning: CC, CAP and the Provost should work together to encourage departments affected by future post retirement FTE line reductions and changes in graduate programs to think through implications for the undergraduate curriculum, to foster cooperation with other departments and programs, and to request transitional support for experimenting with curricular innovations.

Writing Initiative: CC renews its recommendation that CC and CAP form a working group to oversee the ongoing development of the Writing Intensive course program, writing (Emily Balch seminars), and writing support for the senior capstone experience.

Transfer Students: work(7(i)7(t)7(a)-13(t)7(i)7(ve)7( )-20(L)7(e)7(a)7(rn)-20(i)7(ng Ce)7(nt)7(e)7(169

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## Appendices

- A. Committee Charge from Faculty By-Laws
- B. Revised Language Requirement Curricular Rules
- C. Request for Classification of Courses for New Distribution and Quantitative and Mathematical Reasoning Requirements
- D. Interim Curricular Guidelines Pertaining to Single Quarter (Half Semester) Courses
- E. Major, Minor and Concentration Proposals
  - 1. Environmental Studies
  - 2. Education Minor and Major
  - 3. Political Science
  - 4. Child and Family Studies
- F. New Course Proposals
- G. Student Curriculum Committee Memorandum on Credit/No Credit Courses
- H. Recommendations from 2009-2010 CC Annual Report
- I. Summary of CRWG Recommendations



c) When the Board or the Administration, pursuant to the Plan of Governance, Article III., Section 4 (a)(i) requests that the Committee on Nominations provide a slate of candidates for election to a Board or Administration ad hoc committee or task force, the Committee on Nominations shall consult with the Chair (who may, in turn, consult with the Advisory Council) to determine whether an existing committee, representative of an existing committee, or officer of the Faculty, has jurisdiction over the issue for which representation has been requested. When in the opinion of the Chair (and the Advisory Council if consulted), the matter is clear, the Chair shall inform the Committee on Nominations of its decision, which the Committee on Nominations shall report to the Board or the Administration, and which the Chair shall report to the Faculty at the next meeting of the Faculty. Where the jurisdiction of pre-existing committees or officers of the Faculty is in any relevant respect unclear, or where, owing to the significance of the assignment, there is reason to believe that the Faculty might prefer to elect representatives, the Chair shall bring the matter to the Faculty for decision as to whether to assign responsibility to an existing committee, representative of an existing committee, or other officer of the Faculty, or whether to elect a member or members of the faculty to serve on the ad hoc committee or task force and if the latter, how many individuals should be nominated for election (in accordance with the provisions of the Plan of Governance requiring an appropriate slate of candidates). In exceptional cases, where the need for a faculty representative is pressing and could not have been anticipated, the Faculty may decide to select nominees and/or to elect representatives from the floor or to hold elections by mail or by electronic means between meetings of the Faculty.

Update

e) All elected faculty members of the committee shall be invited to participate in all meetings of the committee. The officers of the committee will be invited to all meetings of the committee, except executive sessions. Except for executive sessions or when there are compelling reasons, student members of the committee will be invited to all meetings of the committee. No important committee decisions shall be made without a quorum of four members. The committee may, with the approval of a majority of the active members of the committee, establish subcommittees which will be responsible to the full committee.

2. Jurisdiction of the Committee

a) The committee shall have the general authority and responsibility to make recommendations to the Faculty concerning curriculum and instruction within the Faculty. The committee shall have the authority to make recommendations to the Faculty concerning the following:

(1) new fields of study (including the name of those fields); and the future development of existing fields of study;

(2) degrees and degree requirements; requirements for majors, minors, and concentrations; academic credit;

(3) scheduling of courses, finals, and the academic calendar; the academic honor code; registration and course enrollment.

b) The committee has general authority and responsibility to insure the integrity, cohesion, and excellence of the curriculum of each department and programs within the college.

c) The committee shall work with CAP and the Provost to establish procedures for the response to external review. In accordance with Article III., Section 3(g) of the Plan of Governance, the committee shall obtain from the Office of the Provost reports of outside reviews of departments or programs. The committee will respect the need for confidentiality with respect to comments the reports may make about individual faculty members.

d) Where there is overlap with the jurisdiction of other committees of the Faculty, the Curriculum Committee shall attempt to work with those committees to keep each other informed of issues falling within their joint jurisdiction and establish a framework for cooperation. In the event that issues arise concerning the committee's authority or concerning its relation to the work of other committees, the Curriculum Committee shall refer such questions to the Faculty.

I. Committee on Libraries, Information Services and Computing

The Faculty hereby establishes the Committee on Libraries, Information Services and Computing.

1. Membership and Conduct of Business

*Curriculum Committee Motion for December 8 Faculty Meeting*

II. CURRICULUM

B. REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS







is to have students view cultures, peoples, polities, events, and institutions on their own terms, rather than through the lens of the present.

In thinking about how or whether a course should be counted towards a distribution requirement, the criterion

Curriculum Committee has formed a subcommittee to work with administrative staff to have in place a diagnostic assessment and a sufficient number of Qs (offered in a similar manner to Emily Balch Seminars) to address the first part of the new requirement.

Courses to address Part 2 should be identified as QM by departments and programs on the list submitted by November 1st.

Each student must complete with a grade of 2.0 or higher, before the start of their year one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling.

Many of these courses will be the same as under the requirement; however, given that the material covered by the QSem serves as a prerequisite for QM courses, faculty need to be sure that the courses proposed involve quantitative or mathematical work beyond the basic quantitative literacy taught in the seminar. In other words we are making the Q requirement more rigorous.

A memorandum detailing the quantitative literacy and math skills students will have brought to the College or mastered in the QSem and Math 005 is maintained <http://www.brynmawr.edu/cc>



From the Curricular Rules for the Undergraduate College, Section II.3.



(c) Curriculum Committee is responsible for maintaining and updating, after broad consultation with the faculty in affected disciplines, a memorandum of understanding identifying the quantitative skills to be addressed ~~in~~.



It is important

Appendix E-1

23 February 2011

Dear Curriculum Committee:

As director of the Bryn Mawr College Environmental Studies Program and with the support of the Environmental Studies Steering and Advisory committees here at Bryn Mawr as well as Environmental Studies faculty at both Haverford and Swarthmore, I am writing to request approval for several changes to our program. These changes are requested for two reasons: first, to make it possible to offer Environmental Studies courses that are not cross-listed with other departments when such cross-listings do not fit; and second, to put

Environmental Studies Senior Seminar (and potentially a new introductory course, if approved) that would most logically have only an Environmental Studies designation. So our second request is that a course category of ENVS be created. That would allow us to designate our senior seminar as ENVS 397, instead of Cities/Anthro/Bio/Geo/Pol 397. As it stands, the course does not count toward any of the majors, so this would be allowing us to rationalize the numbering and naming of the course (A proposal to rename this course accompanies this letter). It would also allow our new interdisciplinary introductory course (if approved; see accompanying new course proposal) to be designated ENVS 101 instead of having to be cross-listed in Cities and Biology, despite being really neither one nor the other.

And finally, we would

Ellen Stroud  
Director of Environmental Studies





## A Minor in Educational Studies

Currently, and for the last 10 years, 20 students have completed the minor in Educational Studies almost every year. This option provides students with the opportunity to regard their own learning and fields of specialization with critical distance, explore the complex relationship between theory and practice through observation, reflection, and action in field placements in a wide variety of settings, and gain experience, knowledge, and skills that will serve them in future study and work.

As an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning, the College minor in educational studies is designed for students with a broad range of education-related interests, such as plans for graduate study in education, pursuit of elementary or secondary certification after graduation, or careers that require educational expertise. Many professions and pursue management and training positions, research, administration and policy work, and careers in social work, health and law involve using an HGXFDWRUUVVNLOOV DQG NQRZOHGJH & LYLF HQJDJHPHQW social justice also require knowledge of how people learn.

Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate both to their major area of stice also rc r3.13 Td [(t)7 (hudya)7 (nd h)7 (o )]20 (t)7 (he)7 (si7 (r )-20 (ea7 (t)7 (s

A Minor in Educational Studies (secondary education certification track)

Currently, and for the last 18 years, students can complete secondary certification in conjunction with a major, either within the four years of undergraduate study or, more recently, through the 5th-year program. This option is regulated by the Pennsylvania Department of Education; to retain our accreditation as a certifying institution, we must ensure that we meet state standards. This option has come to be listed as a Minor in Educational Studies (secondary education certification track).

To qualify for a secondary education certificate, students complete (a) an academic major in the subject area in which they seek certification (within their major, students must select courses that help them meet the state standards for teachers in that subject area), (b) college distribution requirements, and (c) the following course and student teaching requirements:

Education 200 (Critical Issues in Education) must receive a grade of 2.7 or above

Psychology 203 (Educational Psychology)

Education 210 (Special Education)

Education 275 (English Language Learners in Schools)

Education 301 (Senior Seminar: Secondary Teaching), senior year must receive a grade of 2.7 or above

Education 302 (Practice Teaching Seminar) and Education 303 (Practice Teaching) spring, senior year. These courses are taken concurrently and earn triple credit. To be recommended for certification, students must receive a grade of a 2.7 or above in Education 302.

Furthermore, for social studies certification and certification in the sciences, students must take courses outside their major department to meet state standards.

We propose to keep this option as it is.

A Minor in Educational Studies (elementary education certification track)

Over the years, Bryn Mawr and Haverford students have wished to pursue elementary certification, an option not offered by Bryn Mawr or Haverford but by Swarthmore College in collaboration with Eastern College. At the annual Academic Fair, and at Prospective Student days, we consistently hear students express interest in pursuing elementary certification. Several years ago, we created a collaborative option with Swarthmore that would allow Bryn Mawr and Haverford students to complete elementary certification through

Recent requests from students have prompted the Education Program to consider how to

regularize this option to more consistently meet student needs. This track within the minor in Educational Studies with the following requirements:



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disciplinary grounding, then the idea of a major assumes a different potential: it emerges as a possibility for those students not planning immediately to embark upon classroom teaching to pursue the kind of interdisciplinary course of study in which so many students are interested and as a possibility for us in the Education Program to build upon, and create new collaborative relationships with departments and the Graduate School of Social Work and Social Research. This is therefore an opportunity for intellectual enrichment for students and faculty and more flexible options for students that build on our existing commitment to an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning.

Thus, in the context of campus-wide discussions about rethinking requirements, increasing flexibility and options, bridging to praxis experiences, and inviting students to assume greater responsibility and agency for their courses of study, we propose to create an interdisciplinary and inter-departmental major in Educational Studies that would draw on courses offered through the Education Program as well as by other departments across the college, including but not limited to Psychology, Sociology, Anthropology, Biology, and the Graduate School of Social Work and Social Research. It could draw on or be combined with existing or evolving concentrations (e.g., Child and Family Studies).

All students proposing an interdisciplinary and inter-departmental major in Educational Studies would need to consider the following in their planning:

How their proposed program will support them engaging in: an interdisciplinary study learning as a central human and cultural activity; an investigation of the politics of schooling as a powerful source of personal and societal development.









## Templates for Interdisciplinary and Inter-departmental Majors in Educational Studies

Here we lay out five examples to indicate the kinds of Educational Studies programs students might design to fulfill this interdisciplinary, interdepartmental major.

### Template 1: CrossDisciplinary Constructions of Education

This major course of study affords students the opportunity to explore how education is constructed in various disciplines, including biology, sociology, and anthropology, and complements these theoretical explorations with the development of capacities to engage in educational practice. Key questions might include: What can we learn from the intersections between the neural and cognitive sciences and the theory and practice of education? What patterns of educational access, social stratification, social mobility, and adult socioeconomic success can sociology reveal? From a comparative, anthropological perspective, in what ways is education a process of socialization and in what ways can it foster revolution and change? What are the traditional and possible relationships between formal and informal education in a comparative context?

Education 200 (Critical Issues in Education)  
Psychology 203 (Education and Psychology)  
Biology B202 (Neurobiology and Behavior)  
Biology H217 (Biological Psychology)  
Biology/Education B205 (Brain, Education and Inquiry)  
Sociology B258 (Sociology of Education)  
Anthropology H209 (Anthropology of

How can looking across cultures via lenses of practice as well as quantitative and qualitative research methodologies inform a range of ways to improve education?

Education 200 (Critical Issues in Education)  
Anthropology H209 (Anthropology of Education)  
Sociology B102 (Society, Culture, and the Individual)  
Social Work 254 (Issues of Cultural Diversity)  
Education 275 (English Language Learners in US Schools)  
Education 225 (Empowering Learners) with a field placement staff  
Education 250 (Literacies and Education)  
Education 260 (Multicultural Education)  
Education 270 (Identity, Access, and Innovation in Education)  
Social Work 348 (Globalization, Social Work, and Social Welfare)  
Sociology B102 (Society, Culture, and the Individual)  
Sociology B246 (Immigrant Experiences: Introduction to International Migration)  
JYA at an approved program

Social Work 352 (Child Welfare Policy, Practice, and Research)  
Social Work 328 (Clinical Social Work Practice with Children and Adolescents)  
Social Work 378 (Human Sexuality)  
Social Work 398 (Adolescents in Family Therapy)  
CMSCB 257 Gender and Technology  
& R P S D U D W L Y H / L W H U D W E X A T U R E + & K L O G U H Q T V  
Education 042 (Teaching Young Diverse Learners) Swarthmore

Sociology B102 (Society, Culture, and the Individual)  
 Social Work 141 (Human Behavior and the Social Environment)  
 Social Work 146 (Human Behavior and the Social Environment)  
 Social Work 142 (Human Behavior and the Social Environment)  
 Education 310 (Senior Seminar)

#### Template 4: Education and (In)equality or Education and Social Justice

This major course of study is designed for students seeking to study the sources, policies, and practices informing the complex interplay of education with poverty and socially situated identities, in light of developing capacities to challenge social injustice and inequity. Through interdisciplinary studies in such areas as Education, Sociology, Political Science, Anthropology, Economics, History, and Peace and Conflict Studies, students will examine the causes, dynamics, and consequences of educational inequities nationally and internationally. Students will learn systemic approaches to posing and analyzing real world problems, and in doing so will explore avenues for and examples of challenging and changing, via both research and practice. Focal questions for study could include: Why and in what ways is formal education linked to social and economic opportunity both in local and in global contexts? Why and how is educational opportunity differentially afforded in different places and for different learners? How do these questions lead to interdisciplinary construction of both problems and potential solutions? What successful models exist, and what are under development, that offer new insights for how to address and remedy these problems?

Anthropology H209 (Anthropology of Education)  
 Anthropology B253 (Childhood in the African Experience)  
 Arts B251 (Arts Teaching in Educational Community Settings)  
 Education Swat 045 (Literacies and Social Identities)  
 Education Swat 061 (Gender and Education)  
 Education Swat 064 (Comparative Education)  
 Education Swat 066 (Savage Inaccuracies: The Facts and Economics of Education in America)  
 Education Swat 167 (Identities and Education: Intersections and Interactions)  
 Education B/H200 (Critical Issues in Education)  
 Education H210 (Special Education)  
 Education H260 (Multicultural Education)  
 Education B266 (Schools in American Cities)  
 Education B270 (Identity, Access, and Innovation in Education)  
 Education B275 (English Language Learners in Schools)  
 Education Swat 131 (Social and Cultural Perspectives on Education)  
 Education/Political Science B37 (Politics and Educational Reform)  
 History B325 (Topics in Social History: Bryn Mawr: Women's Higher Education)  
 Psychology H224 (Social Psychology)  
 Sociology B246 (Immigrant Experiences: Introduction to International Migration)  
 Sociology H235 (Class, Race, and Education)  
 Sociology B258 (Sociology of Education)



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# BRYN MAWR

October 4, 2010

David Ross  
Chair, Curriculum Committee

Dear David,

The Political Science Department has recently completed a review of the structure of our major and is proposing to replace it with a different structure. I am not sure in what role the Curriculum Committee plays in such a decision.

will be amended on the basis of experience but for the present we have identified the following themes. (One of these, political theory, has been maintained from the traditional structure on the view that it doesn't suffer from the same problems as the other traditional subfield categories. However, the other three categories can include political theory courses as well.)

Identity and Difference  
Policy Formation and Political Action  
Interdependence and Conflict  
Political Theory

In the new structure, we would replace the three field introductory courses with a single, one-semester introductory course which would touch on each of these areas. The course would be team





Four additional courses, at least two of which must be outside of the major department and at least one of which must be at the level

Attendance at least two CFS-related formal events per year (e.g., such as attending talks in the Center for Child and Family Well-being lecture series or talks by visiting speakers

EDUC 250 Literacies and Education  
 EDUC 266 Schools in American Cities  
 EDUC 275 Teaching English Learners in U.S. Schools  
 EDUC 301 Curriculum and Pedagogy  
 EDUC 302 Practice Teaching Seminar  
 EDUC 310 Defining Educational Practice  
 EDUC 311 Field Work Seminar  
 POLS 375 Women, Work & Family  
 PSYC 203 Educational Psychology  
 PSYC 206 Developmental Psychology  
 PSYCH 209 Abnormal Psychology  
 PSYC 220 Autism Spectrum Disorders  
 PSYC 346 Pediatric Psychology  
 PSYC 351 Developmental Psychopathology  
 PSYCH 352 Advanced Topics I Developmental Psychology  
 SOCL 201 The Study of Gender in Society  
 SOCL 217 The Family in Social Context  
 SOCL 225 Women in Contemporary Society: the Southern Hemisphere.  
 SOWK Clinical Work with Children and Adolescents  
 SOWK Family Therapy with Adolescents  
 SOWK Family Therapy  
 SOWK Poverty and Inequality  
 SOWK Child Welfare  
 SOWK Applied Developmental Science  
 SOWK Social Determinants of Health and Health Equity  
 SOWK Public Education: Issues in Schools  
 SOWK Education Law for Social Workers  
 SOWK Public Health

Have for d College Cour ses and Seminar s

ANTH H209 Anthropology of Education  
 ANTH H263 Anthropology of Space: Housing and Society  
 BIOL H217 Biological Psychology  
 COML H289 Child / Youth / L W H U D W X U H  
 EDUC H200 Critical Issues in Education  
 EDUC H210 Special Education  
 EDUC H260 Multicultural Education  
 PSYCH H213 Memory and Cognition  
 PSYCH H215 Introduction to Personality Psychology  
 PSYCH H224 Social Psychology  
 PSYCH H225 Self and Identity  
 PSYCH H238 Psychology of Language  
 SOCL H235 Class, Race & Education

## Swarthmore College Courses and Seminars

Ed 14 Introduction to Education  
Ed 17 Curriculum and Methods Seminar  
Ed 21/Psych 21 Educational Psychology  
Ed 23/Psych 23 Adolescence  
Ed 23A Adolescents and Special Education  
Ed 26/Psych 26 Special Education  
Ed 41 Educational Policy  
Ed 42 Teaching Diverse Young Learners  
Ed 45 Literacies and Social Identities  
Ed 53 Language Minority Education  
Ed 61 Gender and Education  
Ed 64 Comparative Education  
Ed 68 Urban Education  
Ed 69 Savage Inaccuracies: The Facts and Economics of Education in America  
Ed 70 Outreach Practicum  
Ed 121 Psychology and Practice Honors Seminar  
Ed 131 Social and Cultural Perspectives Honors Seminar  
Ed 151 Literacies Research Honors Seminar  
Ed 162 Sociology of Education  
Ed 167 Identities and Education Honors Seminar  
PSYC 27 Language Acquisition and Development  
PSYC 30 Physiological Psychology  
PSYC 34 Psychology of Language  
PSYC 35 Social Psychology  
PSYC 36 Thinking, Judgment, and Decision Making  
PSYC 39 Developmental Psychology  
PSYC 41 Children at Risk  
PSYC 42 Human Intelligence  
PSYC 43 Developmental Cognitive Neuroscience  
PSYC 50 Developmental Psychopathology  
PSYC 55 Family Systems Theory and Psychology  
PSYC 135 Advanced Topics in Social and Cultural Psychology  
HIST 079 Women, Family, and the State in China



New Course Proposals

Spring 2011

360	Silent Spaces:A History of Contemplation in the West	Michelle Francl
ANTH	Anthropology of the Body	Melissa Pashigian
ARTD	Introduction to Dance Techniques	Linda Caruso Haviland
ARTD	Anthropology of Dance	Linda Caruso Haviland
ART D	Intro to Dance Techniques I	Linda Caruso-Haviland
ART D	Intro to Dance Techniques II	Linda Caruso-Haviland
BIOL	Evolutionary Ecology	Michael Sears
CITIES	Building Green: Sustainable Design Past & Present	Carola Hein
COMP LIT	Censorship, History, Local Global	Azade Seyhan
EAST ASIAN	History of Rhetoric of Buddhist Mediation (360)	Hank Glassman (HC)
EAST ASIAN	First Yr Chinese	Shizhe Huang
ENGL	Dictator Novel in the Americas	Jennifer Vargas
ENGL	Theories of Ethnic Novel	Jennifer Vargas
ENGL	Reading Popular Culture: Freaks	Katherine Rowe
ENGL	Queer Diasporas: Empire, Desire, & Politics of Placement	Suzanne Schneider
ENGL	Medieval Race	Jamie Taylor
ENVS	Introduction to Environmental Studies	Ellen Stroud & Mike Sears

ENVS	Environmental Studies Senior Seminar	Carol Hager
GEOG	Life in (half-semester course)	Don Barber
GEOG	Geology in Film (1/2 credit)	Pedro Marengo
Greek, L5	Tm0 gs0 gs0 gs	

PSYCH	Psychology of Negotiations	Louisa Egan Brad
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PSYCH

Evolution of Human Nature

Louisa Egan Brad

RUSS





Recommendations for next year from 2009 -10 Curriculum Committee Annual Report:

Cross-listing of courses: The CC will examine the various rationales for the cross-listing of courses and provide recommendations to the faculty for such cross-listing. The CC will also explore

The faculty and administration should take advantage of the change in the general distribution requirements to better ensure students' exposure to a broader range of approaches to inquiry.

The faculty and administration should take advantage of the change in the quantitative requirement to include a quantitative literacy component so that all Bryn Mawr students graduate with quantitative skills that will be an asset to their life and work and so they can better take advantage of the College's offerings while they are here. The CRWG recommends that the Curriculum Committee form a working group that can continue the work of the Q subgroup in developing the most appropriate diagnostic instrument for entering students, in developing the quantitative literacy course (QSEM?) that would best address problems of the students

