

**UCC Meeting
February 12, 2008
Agenda**

I.	Minutes of the 1/29/08 Meeting				
II.	Consent Agenda				
III.	Action Agenda				
A.	Syllabi Statement				
	1	Sensitive Course Content			
B.	The College of Arts and Letters				
	1	REL 332	New Course	F'08	Cross list w/ARH 380
	2	ARH 380	Course Change	F'08	Cross list w/REL 332
	3	REL 421C	New Course	F'08	
	4	REL 441C	New Course	F'08	
	5	REL 451C	New Course	F'08	
	6	REL 481C	New Course	F'08	
	7	REL 491C	New Course	F'08	
	8	REL 352	New Course	F'08	Cross List w/ARH 370
	9	ARH 370	Course Change	F'08	cross-list with REL 352 and description, prerequisite
	10	BA Rel Studies	Plan Change	F'08	course requirements
	11	BA Rel Studies Ext	Plan Change	F'08	course requirements
	12	Minor Rel Studies	Plan Change	F'08	course requirements
	13	ENG 467C	New Course	F'08	
	14	BA English	Plan Change	F'08	wording and courses
C.	The College of Social and Behavioral Sciences				
	1	AIS 460	New Course	F'08	Cross List w/ANT460
	2	ANT 460	Course Change	F'08	add cross-listing with new AIS 460
D.	The College of Engineering and Natural Sciences				
	1	B.S. Biology; B.S. Exercise Science; B.S. Microbiology	Subplan Deletions	F'08	Delete subplans
E.	Liberal Studies approvals				
	1	REL 421C, 441C, 451C, 481C, 491C, ENG 467C	Liberal Studies	F'08	Capstone Courses
	2	REL 326	Liberal Studies	F'08	CU
	3	REL 332, 352 ENG 362	Liberal Studies	F'08	AHI
F.	Diversity Approvals				
	1	AIS 460, ANT 340	Diversity	F'08	Ethnic Diversity
	2	REL 332, REL 352	Diversity	F'08	Global Diversity

Sensitive Course Materials Statement on Syllabus

Subsequent to discussions by the Arizona Board of Regents in regards to legislation regarding “offensive course content”, the Arizona Faculty Council and the Faculty Senates of Arizona State University and Northern Arizona University endorsed the inclusion of the following statement on syllabi.

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

The Faculty Senate of Northern Arizona University also endorsed the inclusion of the following statement if the faculty member believes it appropriate.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

H. Ronald B. A.

2-12-18

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 332 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with ARH 380
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Islamic Art: Religious and Secular Arts of Islamic Asia
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Islamic Art
11. Catalog course description (max. 30 words, excluding requisites).

Survey of major themes and historical phases of Islam in connection with its artistic traditions, with attention to regional variety reflected in the art and architecture of Islamic Asia. Prerequisite: REL 150 or ARH 143 or Junior Status or higher AHIG

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
- | | | | | |
|--|--|--|-----------------------------------|--------------------------------------|
| Lecture w/0 unit embedded lab <input type="checkbox"/> | Lecture only <input checked="" type="checkbox"/> | Lab only <input type="checkbox"/> | Clinical <input type="checkbox"/> | Research <input type="checkbox"/> |
| Seminar <input type="checkbox"/> | Field Studies <input type="checkbox"/> | Independent Study <input type="checkbox"/> | Activity <input type="checkbox"/> | Supervision <input type="checkbox"/> |
16. Prerequisites (must be completed *before* proposed course) REL 150 or ARH 143 or Junior Status or higher.
17. Corequisites (must be completed *with* proposed course) _____

If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no **X**

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no **X**
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no **X**
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

The interdisciplinary character of Religious Studies draws on expertise in a number of other academic areas, including the historical study of religious art. As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, and with the approval of the Art History program, and the chair of the common department of both programs, it has been decided to supplement the existing REL program with courses in religious art, drawn from the existing repertoire of courses already offered with substantial treatment of religion in the ARH program. This new REL course is being created as a cross-listing for ARH 380. Based on discussions with REL majors, this enrichment of the REL program is highly desirable. Additionally, there is a high occurrence of majors of the programs minoring in the other, suggesting a recognized intersection of subject matter and learning

24. Names of current faculty qualified to teach this course Zsuzsanna Gulacsi

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? _____

26. Will present library holdings support this course? yes **X** no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinnslev@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Zsuzsanna Gulacsi

29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 41

W SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

40. Do you intend to offer ABC 400 and ABC 400C? yes no

If no, please submit a course delete form for the ABC 400.

41. Approvals

<i>Curtis Mr. Windy</i>	<i>11/11/07</i>
Department Chair (if appropriate)	Date
<i>JPD Boyd</i>	<i>12/4/07</i>
Chair of college curriculum committee	Date
<i>Jean Bowen</i>	<i>12/4/07</i>
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

<i>Don B</i>	<i>2-12-08</i>
For University Curriculum Committee	Date

Action taken:

Approved as submitted

_____ Approved as modified

REL 331 / ARH 380

Islamic Art:

Religious and Secular Arts of Islamic Asia

Professor: Zsuzsanna Gulacsi, Ph.D. Office: Riles 116, Phone: 523-0070 Office hours: M 2:00-3:00 E-mail: Zsuzsanna.Gulacsi@nau.edu	Fall 2008 3 credit hours, Section 6203 Class room: Liberal Arts 214 Class time: T/Th 2:20-3:35
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COURSE PREREQUISITES

REL 150, or ARH 143, or Junior status, or higher is required.

COURSE DESCRIPTION

Among the greatest and least understood arts of the world are the arts of Islamic nations and peoples. In the 1000 years following the revelations of the Prophet Muhammad in Mecca, in the early 7th century CE, artists and craftsmen in areas dominated by Islam produced some of the world's most admired works of art: from the Alhambra to the Taj Mahal, from illuminated codices of the Koran to exquisite ceramics, textiles, and metal work. Although developing in different countries and across a vast span of time there are nevertheless common features in this creative blooming of religious and secular artistic expressions.

Along with an introductory survey of the themes and the historical phases of Islamic, this class is designed to familiarize students with the most important Islamic works of art as well as their distinct visual language and religious background. The goal is to develop a clear understanding about the basic artistic *FORMS*, *CONTENTS*, and *CONTEXTS* associated with the production and usage of Islamic works of art. After an introduction to the fundamental aspects of Islamic teachings, we will focus on regional arts of the Islamic lands in West, Central and South Asia.

This is a Liberal Studies course in the *Aesthetic and Humanistic Inquiry* distribution block. The mission of the Liberal Studies program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a diverse and dramatically changing world. To accomplish the mission of liberal studies, the university provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program, students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. In addition to discipline specific skills, this course will emphasize *effective writing*, an essential skill defined in the university's Liberal Studies program.

Courses in the *Aesthetic and Humanistic Inquiry* block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression. These courses help students develop an understanding of the relationship between context and human creative expression, major conceptual frameworks utilized to make sense of the creative arts, and how human experience and values are expressed through creative endeavors. Students will also develop their capacities for analysis and ethical reasoning along with an understanding of the multiple facets of the human condition.

This course fulfills the university's *Global Awareness* requirement. Students will acquire an understanding of the perspectives (e.g. theoretical; historical; social; political; economic; cultural;

religious; geographic or sense of place; environmental; or intellectual traditions and/ or ways of knowing) of non-Western peoples.

COURSE OBJECTIVES

Firstly, this class is designed to provide a comprehensive survey to an important field within Asian *art history* and *religious studies*. By focusing on the major themes of Islamic art as they manifest in religious practice, the students will obtain culture-specific knowledge through a cross-cultural approach. Exposure to diverse contexts associated with Buddhist themes will engage the student in a process of *aesthetic and humanistic inquiry*.

Secondly, this class teaches how to use works of art as sources of information with special attention to formal analysis, iconographic content (meaning), and context of use (function). Through oral and written exercises, the students will master *specific art historical and Islamic studies vocabulary* as well as *analytical thinking* needed to study works of art and their religious context. At the end of the semester, the students will have the opportunity to put their newly acquired analytical skills, vocabulary, and understanding of the field into practice within the framework of their final projects. In this, the task will be to discuss any Islamic work of art (chosen by them) in light of our class material. They will have to analyze the art object, connect the thus-gained data to the textbook material and one academic article on the subject, and communicate their findings in an oral presentation and a class paper. Through an in-class workshop session and personal consultations with the professor, the students will learn how to choose a subject suited to their interests and academic strengths, and structure their papers in order to effectively communicate their findings in a college-level academic setting. Thus, they will acquire an important skill related to *effective writing*. In order to improve these skills, the students will receive guidance and individual feedback throughout the semester (see details below).

COURSE STRUCTURE

Lectures: *ARH 380* is primarily a lecture class. Each lecture is correlated with the assigned readings (to be read before and the class). Slides and short documentary video clips will complement the instruction.

Student class preparation: In accordance with US college standards, students are expected to devote **6-9 hours of study time each week** (2-3 x 3 credit hours) to our class material. For further guidance, see “Tips on how to succeed in this class” handout for class 1.

Exercises: In order to aid the students in mastering the course objectives, the lectures will incorporate in-class exercises related to proper identification, correct use of art terms, visual analysis of composition, space, and style (see class schedule for their occurrence).

Review: Prior to the exam, a full class will be dedicated to summary and questions. Since the exams will be closed notebook, this session will provide the opportunity to review the already organized class notes (*critical thinking*).

Feedback: The exams will be returned to the students with notes for improvement within ca. 7 days. After the first (midterm) exam, an entire class will be devoted to the discussion of the best answers and most effective study strategies. In addition, students will be encouraged to seek out private consultations with the professor for personal academic guidance (*critical thinking, effective writing and effective study strategies*).

Student Presentations: At the end of the semester, five classes will be devoted to student presentations. In a class conference setting, the students will have a chance to share their research through a formal presentation (10 min) and benefit from the feedback of their professor and classmates through a class discussion (5 min) (*critical thinking, effective organization and communication*).

REQUIRED READINGS

The textbook is recommended for purchase and is available at the university bookstore. All books and articles mentioned in this syllabus are on reserve in the Cline Library.

Textbooks: (1) Robert Irwin, *Islamic Art in Context* (New York 1997).

(2) Matthew S. Gordon, *Islam, World Religions Series* (Oxford 2002, ISBN 0-19-521885-X).

Supplements: (1) Francis Robinson, *Cambridge Illustrated History of the Islamic World* (Cambridge 1996).

(2) Marilyn Stokstad, *Art History* Vols. 1-2 (New York 2002).

(3) *Electronic Reserve* with selected articles available on Vista.

Extra Curricular Readings & Videos: Additional educational material related to this course is placed on *Library Course Reserve*.

EVALUATION METHODS & DEADLINES

Evaluation:

Projects: Exams	3 x 200 points	Grades: A	= > 90 %	(1000 - 901 points)
Final Project	400 points	B	= > 80 %	(900 - 801 points)
(Oral Presentation 100 points)		C	= > 70 %	(800 - 701 points)
(Class Paper 300 points)		D	= > 60 %	(700 - 601 points)
Perfect Attendance extra 50 (30 + 20) points		F	= < 60 %	(below 600 points)

Exams (600 points): The exams will be closed-notebook and will be returned with corrections in 7-10 days. The exam questions will include:

Five (out of 6) discussions of art terms (100 points) where art terms have to be explained and “illustrated” with examples from the class focus-pieces to test *factual knowledge, basic analytical thinking* and *use of art terms* (*critical thinking, effective writing*).

Two slide discussions (100 points), where works of art will have to be properly identified and discussed in terms of their form, content, and context in order to test *complex analytical thinking* and *art historical knowledge*.

Three brief-answer questions (100 points), to test the understanding of the basic religious and art historical categories covered (*factual knowledge*).

Final Project (400 points): The final project will consist of a class paper (10 pp) and its oral presentation (5 min.). For a successful completion, the students will have to integrate skills and knowledge learned throughout the semester, including *factual knowledge* and *vocabulary* related to the study of Buddhist art as well as *analytical skills* specific to the discipline of art history and the research of religious art. The most successful project will receive the “**BEST CLASS PAPER AWARD.**”

Class Paper (300 points): Students are encouraged to consult individually or in small groups with the professor in order to choose and start researching effectively their paper projects early in the semester (signup sheets will be circulated stating from **class 3**). In addition, in **class 13**, a class workshop will be devoted to review the practical aspects of

what is needed for a 300-level college paper. The evaluation of the paper will be based on its *composition* (40 points), *substance, i.e., relevance to class material, use of terms and skills learned in class* (200 points), *bibliography & foot notes* (30 points), and *illustration(s)* (30 points). Knowing these criteria will aid researching and writing the class paper (*complex critical thinking, effective written communication*).

Oral Presentation (100 points): In **class 19**, guidance will be given for the oral presentation, including the criteria of its evaluation, such as *organization* (10 points), *relevance to class material, i.e., factual accuracy & use of art terms* (50 points), *illustration* (30 points), and *professional manner of delivery* (10 points). These criteria will allow students to better prepare and to evaluate their own and their fellow students' performances (*complex critical thinking, effective oral communication*). Signup sheet will be available in **class 14**.

POLICIES & PROCEDURES

Attendance: Class attendance is the responsibility of the individual student, and will be formally monitored by the instructor. Students missing more than 15 classes (1/3 of semester) will fail the course. The class period extends for the full 75 minutes scheduled. At a minimum, the students are expected to follow a reasonable standard of classroom etiquette (e.g., no headphones, no cell-phones, no feet on desks).

Deadlines: The dates for tests and work due are nonnegotiable; extensions or make-up exams will not be scheduled except in the most extraordinary, fully documented circumstances.

Academic Honesty: A student caught cheating on a test fails the course completely, regardless of the number of points the student has earned on other work. A student who plagiarizes part or all of a written assignment will receive an *F* for the assignment and further disciplinary proceedings at the instructor's discretion. Plagiarism occurs when one claims credit for work he or she has not done personally, and includes turning in a paper written by another student, or putting sentences or ideas originally expressed by someone else into a paper without noting their source.

CLASS CALENDAR

I. INTRODUCTION

Class 1 (Aug. 28)

Topics

INTRODUCTION, SYLLABUS, REQUIREMENTS

Class 2 (Aug. 30)

Topics

ART & RELIGION IN PRE-ISLAMIC ARABIA

Readings (1) Gordon, "Origins and Historical Developments," pp. 10-21.
(2) Irwine, "Introduction," pp. 11-15 & "Chapter 1: Historical Background," 17-37.

Class 3 (Sept. 4)

Topics

THE BASICS OF THE RELIGION &
SIGNUP FOR CONSULTATION ON RESEARCH PROJECT

Readings (1) Gordon, "Aspects of Divine," pp. 22-35.

Class 4 (Sept. 6)

Topics

RELIGION AND POLITICS

Readings (1) Loius, "The Faith and the Faithful," in B. Lois (ed.) *World of Islam* (New York, 1994), pp. 25 - 40 [on electronic & print reserve].

Class 5 (Sept. 11)

Topics

CHRONOLOGY OF MAJOR DYNASTIES

Readings

(1) Irwine, "Chapter 2: The Islamic World," pp. 39-55.

II. ARCHITECTURE

Class 6 (Sept. 13)

Topics MOSQUE AS RITUAL SPACE
Readings (1) Gordon, "Sacred Space and Time," pp. 72-89.

Class 7 (Sept. 18)

Topics THE CRAFT OF ARCHITECTURE
Readings (1) R. Lewcock, "Architects, Craftsmen, and Builders: Materials and Techniques," in G. Michel (ed.), *Architecture of the Islamic World*, pp. 112 – 143 [on electronic & print reserve].

Class 8 (Sept. 20)

Topics THE MOSQUE ARCHITECTURE OF ISLAMIC WEST ASIA
Readings (1) R. Irwine, "Chapter 3: Religious and Secular Architecture (part 1)," pp. 56-70.
(2) M. Stokstad, *Islamic Art (part 1)* (New York, 2004), pp. 308-311, 314-316 & 325 [on electronic & print reserve].

Class 9 (Sept. 25)

Topics THE MOSQUE IN IRAN AND INDIA
Readings (1) P. Hassan, "The Indian Subcontinent," in M. Frishman and H. Khan (eds.), *The Mosque* (London 1994), pp. 158-179 [on electronic & print reserve].

Class 10 (Sept. 27)

Topics THE MOSQUE IN CHINA & SOUTHEAST ASIA
Readings (1) Lou Xiaowei, "China," in M. Frishman and H. Khan (eds.), *The Mosque* (London 1994), pp. 208-223 [on electronic & print reserve].
(2) H. O'Neil, "South-East Asia," in M. Frishman and H. Khan (eds.), *The Mosque* (London 1994), pp. 224-240 [on electronic & print reserve].

Class 11 (Oct. 2)

Topics THE ISLAMIC MAUSOLEUMS
Readings (1) Gordon, "Death and Afterlife," pp. 90-97.
(2) Irwine, "Chapter 3: Religious and Secular Architecture (part 2)," pp. 70-77.

Class 12 (Oct. 4)

Topics ISLAMIC PALACES
Readings (2) Irwine, "Chapter 5: Palace Life," pp. 102-131.

Class 13 (Oct. 9)

Topics EXAM 1 (classes 2-12)

Class 14 (Oct. 11)

Topics CLASS PAPER WORKSHOP & SIGNUP FOR ORAL PRESENTATION

III. PAINTING & CRAFTS

Class 15 (Oct. 16)

Topics ART OF THE KORAN RETURN OF EXAM 1
Readings J. Bloom & S. Blair, "Pen and Parchment: Koran and early Writing" in their *Islamic Art* (New York, 1997), pp. 59-79 [on electronic & print reserve].

Class 16 (Oct. 18)

Topics CALLIGRAPHY

Readings R. Irwine, "Chapter 7: A Literary Art (part 1)," pp. 166--181.
Class 17 (Oct. 23)
 Topics THE AMBIGUITY OF ANICONISM
 Readings (1) R. Irwine, "Chapter 4: Art and Artistic Taste," pp. 78-101.

(2) R. Hillenbrand, "Images of Muhammad in *al-Biruni's* Chronology of Ancient Nations," in R. Hillenbrand (ed.), *Persian Painting from the Mongols to the Qajars: Studies in Honor of Basil W. Robinson* (London, 2000), pp. 129-146 [on electronic & print reserve].

Class 18 (Oct. 25)
 Topics ISLAMIC BOOK ILLUMINATION
PRESENTATION

GUIDANCE FOR ORAL
 Readings

Class 19 (Oct. 30)
 Topics FINAL PROJECT CLASS WORKSHOP

Class 20 (Nov. 1)
 Topics EARLY ISLAMIC PAINTING

Readings J. Bloom & S. Blair, "Penmen and Painters:" in their *Islamic Art* (New York, 1997), pp. 193-219 [on electronic & print reserve].

Class 21 (Nov. 6)
 Topics LATER ISLAMIC PAINTING

Readings J. Bloom & S. Blair, "From Manuscript to Page" in their *Islamic Art* (New York, 1997), pp. 331-360 [on electronic & print reserve].

Class 22 (Nov. 8)

Topics CRAFTS
 Readings R. Irwine, "Chapter 6: Artists, guilds, and Craft Technology," pp. 132-165.

Class 23 (Nov. 13)
 Topics EXAM 2 (classes 13-22)

IV. CLASS CONFERENCE

Class 24 (Nov. 15)
 Topics STUDENT PRESENTATIONS AND DISCUSSIONS. RETURN OF EXAM 2

(Bonus points are offered for complete attendance of all 4 class conference sessions)

Class 25 (Nov. 20)
 Topics STUDENT PRESENTATIONS AND DISCUSSIONS.

Nov. 22 NO CLASS (Thanksgiving Holiday)

Class 26 (Dec. 4)
 Topics STUDENT PRESENTATIONS AND DISCUSSIONS.

Class 27 (Dec. 6)
 Topics STUDENT PRESENTATIONS AND DISCUSSIONS.

Final Exam Week: CLASS PAPERS DUE (Dec. 13th, 4:00 p.m. in professor's office)

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity Both

2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2008

3. College Arts and Letters 4. Academic Unit HAR

5. Current course subject/catalog number ARH 380

6. Current catalog title, course description, and units. (*Copy and paste from current on-line academic catalog*).

ARH 380 ISLAMIC ART: RELIGIOUS AND SECULAR ARTS OF ISLAMIC ASIA

Survey of major themes and historical phases of Islam in connection with its artistic traditions, with attention to regional variety reflected in the art and architecture of Islamic Asia. Prerequisite: REL 150 or ARH 143 or Junior Status or higher. AHI (3)

7. Is course currently cross-listed or co-convened? Yes no

If yes, list course _____
Will this continue? _____

8. Is course an elective? or required for an academic plan/subplan?

If required, for what academic plan/subplan? _____

If required, also submit *Proposal for New Plan or Plan Change*.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes no

If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes no

If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes no

If yes, has the change been approved by the Articulation Task Force? yes no

If this course has been listed in the *Course Equivalency Guide*, should that listing be left as is, or be revised?

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number _____ b. Proposed units _____

c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes No

If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.

d. Proposed to co-convene with _____ Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

e. Proposed to cross-list with REL 332 _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

f. Proposed long course title _____
(max 100 characters including spaces)

g. Proposed short course title _____
(max 30 characters including spaces)

h. Proposed catalog course description (max. 30 words, excluding requisites)

i. Proposed grading option: Letter grade Pass/Fail or Both

(If both, the course may only be offered one way for each respective section.)

j. May course be repeated for additional units? yes no

j.1. If yes, maximum units allowed? _____

j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)

yes no

k. Please check ONE of the following that most appropriately describes the proposed course change(s):

Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research

Seminar Field Studies Independent Study Activity Supervision

l. Proposed prerequisites (must be completed before) ARH 143, REL 150, or Junior Status or higher.

m. Proposed corequisites (must be completed with) _____

n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)

Instructor consent Department consent No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The cross-listing with REL 332 is part of an initiative of interdisciplinary exchange across the programs of the HAR department. Changes in prerequisites (previously approved), reflect expansion of coverage of religion in the course, thereby opening up the course to art history students with background in Asian art but without prior exposure to Islam.

13. Approvals

Department Chair/ Unit Head (if appropriate)

Date

Chair of college curriculum committee

Date

Dean of college

Date

For Committee use only

For University Curriculum Committee

Date



2-12-08

Action taken:

approved as submitted

approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section
2. List names of faculty who may teach this course: _____
3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-7.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 11 - 14.

NEW LIBERAL STUDIES COURSE

4. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

5. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science
Science/Applied Science Social and Political Worlds

6. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking
Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

7. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

8. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

9. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

Revised 8/06

36. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? _____
11. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? _____
13. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____
14. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

REL 332 / ARH 380

Islamic Art:

Religious and Secular Arts of Islamic Asia

Professor: Zsuzsanna Gulacsi, Ph.D. Office: Riles 116, Phone: 523-0070 Office hours: M 2:00-3:00 E-mail: Zsuzsanna.Gulacsi@nau.edu	Fall 2008 3 credit hours, Section-6203 Class room: Liberal Arts 214 Class time: T/Th 2:20-3:35
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COURSE PREREQUISITES

REL 150, or ARH 143, or Junior status, or higher is required.

COURSE DESCRIPTION

Among the greatest and least understood arts of the world are the arts of Islamic nations and peoples. In the 1000 years following the revelations of the Prophet Muhammad in Mecca, in the early 7th century CE, artists and craftsmen in areas dominated by Islam produced some of the world's most admired works of art: from the Alhambra to the Taj Mahal, from illuminated codices of the Koran to exquisite ceramics, textiles, and metal work. Although developing in different countries and across a vast span of time there are nevertheless common features in this creative blooming of religious and secular artistic expressions.

Along with an introductory survey of the themes and the historical phases of Islamic, this class is designed to familiarize students with the most important Islamic works of art as well as their distinct visual language and religious background. The goal is to develop a clear understanding about the basic artistic *FORMS*, *CONTENTS*, and *CONTEXTS* associated with the production and usage of Islamic works of art. After an introduction to the fundamental aspects of Islamic teachings, we will focus on regional arts of the Islamic lands in West, Central and South Asia.

This is a Liberal Studies course in the *Aesthetic and Humanistic Inquiry* distribution block. The mission of the Liberal Studies program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a diverse and dramatically changing world. To accomplish the mission of liberal studies, the university provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program, students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. In addition to discipline specific skills, this course will emphasize *effective writing*, an essential skill defined in the university's Liberal Studies program.

Courses in the *Aesthetic and Humanistic Inquiry* block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative

expression. These courses help students develop an understanding of the relationship between context and human creative expression, major conceptual frameworks utilized to make sense of the creative arts, and how human experience and values are expressed through creative endeavors. Students will also develop their capacities for analysis and ethical reasoning along with an understanding of the multiple facets of the human condition.

This course fulfills the university's *Global Awareness* requirement. Students will acquire an understanding of the perspectives (e.g. theoretical; historical; social; political; economic; cultural; religious; geographic or sense of place; environmental; or intellectual traditions and/ or ways of knowing) of non-Western peoples.

COURSE OBJECTIVES

Firstly, this class is designed to provide a comprehensive survey to an important field within Asian *art history* and *religious studies*. By focusing on the major themes of Islamic art as they manifest in religious practice, the students will obtain culture-specific knowledge through a cross-cultural approach. Exposure to diverse contexts associated with Buddhist themes will engage the student in a process of *aesthetic and humanistic inquiry*.

Secondly, this class teaches how to use works of art as sources of information with special attention to formal analysis, iconographic content (meaning), and context of use (function). Through oral and written exercises, the students will master *specific art historical and Islamic studies vocabulary* as well as *analytical thinking* needed to study works of art and their religious context. At the end of the semester, the students will have the opportunity to put their newly acquired analytical skills, vocabulary, and understanding of the field into practice within the framework of their final projects. In this, the task will be to discuss any Islamic work of art (chosen by them) in light of our class material. They will have to analyze the art object, connect the thus-gained data to the textbook material and one academic article on the subject, and communicate their findings in an oral presentation and a class paper. Through an in-class workshop session and personal consultations with the professor, the students will learn how to choose a subject suited to their interests and academic strengths, and structure their papers in order to effectively communicate their findings in a college-level academic setting. Thus, they will acquire an important skill related to *effective writing*. In order to improve these

skills, the students will receive guidance and individual feedback throughout the semester (see details below).

COURSE STRUCTURE

Lectures: *ARH 380* is primarily a lecture class. Each lecture is correlated with the assigned readings (to be read before and the class). Slides and short documentary video clips will complement the instruction.

Student class preparation: In accordance with US college standards, students are expected to devote *6-9 hours of study time each week* (2-3 x 3 credit hours) to our class material. For further guidance, see "Tips on how to succeed in this class" handout for class 1.

Exercises: In order to aid the students in mastering the course objectives, the lectures will incorporate in-class exercises related to proper identification, correct use of art terms, visual analysis of composition, space, and style (see class schedule for their occurrence).

Review: Prior to the exam, a full class will be dedicated to summary and questions. Since the exams will be closed notebook, this session will provide the opportunity to review the already organized class notes (*critical thinking*).

Feedback: The exams will be returned to the students with notes for improvement within ca. 7 days. After the first (midterm) exam, an entire class will be devoted to the discussion of the best answers and most effective study strategies. In addition, students will be encouraged to seek out private consultations with the professor for personal academic guidance (*critical thinking, effective writing and effective study strategies*).

Student Presentations: At the end of the semester, five classes will be devoted to student presentations. In a class conference setting, the students will have a chance to share their research through a formal presentation (10 min) and benefit from the feedback of their professor and classmates through a class discussion (5 min) (*critical thinking, effective organization and communication*).

REQUIRED READINGS

The textbook is recommended for purchase and is available at the university bookstore. All books and articles mentioned in this syllabus are on reserve in the Cline Library.

Textbooks: (1) Robert Irwin, *Islamic Art in Context* (New York 1997).

(2) Matthew S. Gordon, *Islam, World Religions Series* (Oxford 2002, ISBN 0-19-521885-X).

Supplements: (1) Francis Robinson, *Cambridge Illustrated History of the Islamic World* (Cambridge 1996).

(2) Marilyn Stokstad, *Art History Vols. 1-2* (New York 2002).

(3) *Electronic Reserve* with selected articles available on Vista.

Extra Curricular Readings & Videos: Additional educational material related to this course is placed on *Library Course Reserve*.

EVALUATION METHODS & DEADLINES

Evaluation:

Projects: Exams 3 x 200 points Grades: A = > 90 % (1000 - 901 points)

Final Project	400 points	B	= > 80 %	(900 - 801 points)
(Oral Presentation 100 points)		C	= > 70 %	(800 - 701 points)
(Class Paper 300 points)		D	= > 60 %	(700 - 601 points)
Perfect Attendance extra 50 (30 + 20) points		F	= < 60 %	(below 600 points)

Exams (600 points): The exams will be closed-notebook and will be returned with corrections in 7-10 days. The exam questions will include:

Five (out of 6) discussions of art terms (100 points) where art terms have to be explained and “illustrated” with examples from the class focus-pieces to test *factual knowledge, basic analytical thinking and use of art terms (critical thinking, effective writing)*.

Two slide discussions (100 points), where works of art will have to be properly identified and discussed in terms of their form, content, and context in order to test *complex analytical thinking and art historical knowledge*.

Three brief-answer questions (100 points), to test the understanding of the basic religious and art historical categories covered (*factual knowledge*).

Final Project (400 points): The final project will consist of a class paper (10 pp) and its oral presentation (5 min.). For a successful completion, the students will have to integrate skills and knowledge learned throughout the semester, including *factual knowledge and vocabulary* related to the study of Buddhist art as well as *analytical skills* specific to the discipline of art history and the research of religious art. The most successful project will receive the **“BEST CLASS PAPER AWARD.”**

Class Paper (300 points): Students are encouraged to consult individually or in small groups with the professor in order to choose and start researching effectively their paper projects early in the semester (signup sheets will be circulated stating from **class 3**). In addition, in **class 13**, a class workshop will be devoted to review the practical aspects of what is needed for a 300-level college paper. The evaluation of the paper will be based on its *composition* (40 points), *substance, i.e., relevance to class material, use of terms and skills learned in class* (200 points), *bibliography & foot notes* (30 points), and *illustration(s)* (30 points). Knowing these criteria will aid researching and writing the class paper (*complex critical thinking, effective written communication*).

Oral Presentation (100 points): In **class 19**, guidance will be given for the oral presentation, including the criteria of its evaluation, such as *organization* (10 points), *relevance to class material, i.e., factual accuracy & use of art terms* (50 points), *illustration* (30 points), and *professional manner of delivery* (10 points). These criteria will allow students to better prepare and to evaluate their own and their fellow students’ performances (*complex critical thinking, effective oral communication*). Signup sheet will be available in **class 14**.

POLICIES & PROCEDURES

Attendance: Class attendance is the responsibility of the individual student, and will be formally monitored by the instructor. Students missing more than 15 classes (1/3 of semester) will fail the course. The class period extends for the full 75 minutes scheduled.

At a minimum, the students are expected to follow a reasonable standard of classroom etiquette (e.g., no headphones, no cell-phones, no feet on desks).

Deadlines: The dates for tests and work due are nonnegotiable; extensions or make-up exams will not be scheduled except in the most extraordinary, fully documented circumstances.

Academic Honesty: A student caught cheating on a test fails the course completely, regardless of the number of points the student has earned on other work. A student who plagiarizes part or all of a written assignment will receive an *F* for the assignment and further disciplinary proceedings at the instructor's discretion. Plagiarism occurs when one claims credit for work he or she has not done personally, and includes turning in a paper written by another student, or putting sentences or ideas originally expressed by someone else into a paper without noting their source.

CLASS CALENDAR

I. INTRODUCTION

Class 1 (Aug. 28)

Topics INTRODUCTION, SYLLABUS, REQUIREMENTS

Class 2 (Aug. 30)

Topics ART & RELIGION IN PRE-ISLAMIC ARABIA

Readings (1) Gordon, "Origins and Historical Developments," pp. 10-21.

(2) Irwine, "Introduction," pp. 11-15 & "Chapter 1: Historical Background," 17-37.

Class 3 (Sept. 4)

Topics THE BASICS OF THE RELIGION & SIGNUP FOR CONSULTATION ON RESEARCH PROJECT

Readings (1) Gordon, "Aspects of Divine," pp. 22-35.

Class 4 (Sept. 6)

Topics RELIGION AND POLITICS

Readings (1) Loius, "The Faith and the Faithful," in B. Lois (ed.) *World of Islam* (New York, 1994), pp. 25 - 40 [on electronic & print reserve].

Class 5 (Sept. 11)

Topics CHRONOLOGY OF MAJOR DYNASTIES

Readings (1) Irwine, "Chapter 2: The Islamic World," pp. 39-55.

II. ARCHITECTURE

Class 6 (Sept. 13)

Topics MOSQUE AS RITUAL SPACE

Readings (1) Gordon, "Sacred Space and Time," pp. 72-89.

Class 7 (Sept. 18)

Topics THE CRAFT OF ARCHITECTURE

Readings (1) R. Lewcock, "Architects, Craftsmen, and Builders: Materials and Techniques," in G.

Michel (ed.), *Architecture of the Islamic World*, pp. 112 – 143 [on electronic & print reserve].

Class 8 (Sept. 20)
Topics

THE MOSQUE ARCHITECTURE OF ISLAMIC WEST ASIA

Readings (1) R. Irwine, "Chapter 3: Religious and Secular Architecture (part 1)," pp. 56-70.
(2) M. Stokstad, *Islamic Art* (part 1) (New York, 2004), pp. 308-311, 314-316 & 325 [on electronic & print reserve].

Class 9 (Sept. 25)
Topics

THE MOSQUE IN IRAN AND INDIA

Readings (1) P. Hassan, "The Indian Subcontinent," in M. Frishman and H. Khan (eds.), *The Mosque* (London 1994), pp. 158-179 [on electronic & print reserve].

Class 10 (Sept. 27)
Topics

THE MOSQUE IN CHINA & SOUTHEAST ASIA

Readings (1) Lou Xiaowei, "China," in M. Frishman and H. Khan (eds.), *The Mosque* (London 1994), pp. 208-223 [on electronic & print reserve].
(2) H. O'Neil, "South-East Asia," in M. Frishman and H. Khan (eds.), *The Mosque* (London 1994), pp. 224-240 [on electronic & print reserve].

Class 11 (Oct. 2)
Topics

THE ISLAMIC MAUSOLEUMS

Readings (1) Gordon, "Death and Afterlife," pp. 90-97.
(2) Irwine, "Chapter 3: Religious and Secular Architecture (part 2)," pp. 70-77.

Class 12 (Oct. 4)
Topics

ISLAMIC PALACES

Readings (2) Irwine, "Chapter 5: Palace Life," pp. 102-131.

Class 13 (Oct. 9)
Topics

EXAM 1 (classes 2-12)

Class 14 (Oct. 11)
Topics

CLASS PAPER WORKSHOP & SIGNUP FOR ORAL PRESENTATION

III. PAINTING & CRAFTS

Class 15 (Oct. 16)
Topics

ART OF THE KORAN RETURN OF EXAM 1

Readings J. Bloom & S. Blair, "Pen and Parchment: Koran and early Writing" in their *Islamic Art* (New York, 1997), pp. 59-79 [on electronic & print reserve].

Class 16 (Oct. 18)
Topics

CALLIGRAPHY

Readings R. Irwine, "Chapter 7: A Literary Art (part 1)," pp. 166--181.

Class 17 (Oct. 23)

Topics

THE AMBIGUITY OF ANICONISM

Readings pp. 78-101.

(1) R. Irwine, "Chapter 4: Art and Artistic Taste,"

(2) R. Hillenbrand, "Images of Muhammad in *al-Biruni's* Chronology of Ancient Nations," in R. Hillenbrand (ed.), *Persian Painting from the Mongols to the Qajars: Studies in Honor of Basil W. Robinson* (London, 2000), pp. 129-146 [on electronic & print reserve].

Class 18 (Oct. 25)

Topics

ISLAMIC BOOK ILLUMINATION GUIDANCE FOR ORAL

PRESENTATION

Readings

Class 19 (Oct. 30)

Topics

FINAL PROJECT CLASS WORKSHOP

Class 20 (Nov. 1)

Topics

EARLY ISLAMIC PAINTING

Readings J. Bloom & S. Blair, "Penmen and Painters:" in their *Islamic Art* (New York, 1997), pp. 193-219 [on electronic & print reserve].

Class 21 (Nov. 6)

Topics

LATER ISLAMIC PAINTING

Readings J. Bloom & S. Blair, "From Manuscript to Page" in their *Islamic Art* (New York, 1997), pp. 331-360 [on electronic & print reserve].

Class 22 (Nov. 8)

Topics CRAFTS

Readings R. Irwine, "Chapter 6: Artists, guilds, and Craft Technology," pp. 132-165.

Class 23 (Nov. 13)

Topics

EXAM 2 (classes 13-22)

IV. CLASS CONFERENCE

Class 24 (Nov. 15)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS.
RETURN OF EXAM 2

(Bonus points are offered for complete attendance of all 4 class conference sessions)

Class 25 (Nov. 20)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS.

Nov. 22

NO CLASS (Thanksgiving Holiday)

Class 26 (Dec. 4)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS.

Class 27 (Dec. 6)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS.

Final Exam Week:

CLASS PAPERS DUE (Dec. 13th, 4:00 p.m. in professor's office)

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 421C 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Seminar in Christianity
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Seminar in Christianity
11. Catalog course description (max. 30 words, excluding requisites).

Intensive study of selected aspects of, or developments in, Christian belief, practice, or history. May be repeated for up to 9 hours of credit. Letter grade only. Prerequisite: 3 hours of prior REL credit and Junior Status or higher.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? 9
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:

Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision

16. Prerequisites (must be completed *before* proposed course) 3 hours of prior REL credit and Junior Status or higher.
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*

instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, all existing 400-level courses are being deleted and replaced with a new structure of capstone experience options intended to refine essential skills for future learning, and to engage majors (and minors) in culminative work in the program. Through the intensive study of a particular theme, movement, significant figure, or phenomenon related to the specific religious tradition, students will participate in the production and communication of new knowledge and/or understanding in a seminar experience comparable to graduate studies in the field.

Names of current faculty qualified to teach this course Jason BeDuhn, Arne Hassing

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinnsley@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Jason BeDuhn, Arne Hassing

29. Section enrollment cap: 15

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? **REL**

37. Does this proposal replace or modify an existing course or experience? yes X no
If yes, which course(s)? **REL 490, REL 470**

40. Do you intend to offer ABC 400 and ABC 400C? yes no X
If no, please submit a course delete form for the ABC 400.

41. Approvals

Center M. Vintz

11/11/07

Department Chair (if appropriate)

Date

Jeff D. Boyd

12/4/07

Chair of college curriculum committee

Date

John Brown

12/4/07

Dean of college

Date

For Committees use only

For Liberal Studies Committee

Date

Action taken:

_____ Approved as submitted

_____ Approved as modified

Don Bell

2.12.08

For University Curriculum Committee

Date

Action taken:

Approved as submitted

_____ Approved as modified

College of Arts and Letters
Department of Humanities, Arts, and Religion

REL 421C:Seminar in Christianity
AUGUSTINE'S CONVERSIONS
Spring, 2009

M 3 - 5:30
Professor: Jason BeDuhn, Ph.D.
Office: Riles 107
Office hours: MW 3:30-4:30

3 credit hours
Phone: 523-8892
e-mail: jason.beduhn@nau.edu

Course Description

Augustine of Hippo, "the second founder of the faith," is one of the most pivotal figures in Christian history, essential to both the Catholic and Protestant traditions of Western Christianity. This course is designed to trace his evolution as a thinker, a leader, and as a self over the course of half a century. Our guide for much of this exploration will be his own autobiographical *Confessions*. Through its narrative, we will trace Augustine's north African origins, his early education and life, and his first "conversion," to the intellectual pursuit of truth, at the age of 19. We will then follow him into the religious community where he thought the pursuit of truth could best be pursued: the Manichaean Church. We will examine its appeal for and influence on Augustine, and seek to understand why he ultimately abandoned the Manichaean faith. We will then chart his second "conversion," to Platonism and Catholicism, in his early thirties. We will grapple with the discrepancies between the account he gives in the *Confessions* and the evidence of his writings from the time of his conversion. We will consider the character of "conversion," and the process of self-reconstruction that follows such a decision. Through the first two decades of his own writings, he will watch the development of his thought, his response to the ever-present Manichaean alternative, and his emerging role as a leader of African Catholicism. This path will finally lead us back to the *Confessions* to see it as it really is: *not* an account of Augustine's self as it was in the times described in the narrative, but a constructed past fitted to his self as it finally shaped itself at the time of writing the *Confessions*. Augustine described himself as someone who evolves *in the act of writing*, and we will explore how that can be seen in his case, and what it means for the fluidity and constructedness of human selfhood. In the process of this exploration, the course offers a thorough examination of key issues in religious thought: the nature of God, the problem of evil, the issue of free will and grace, ethical foundations, the status and interpretation of sacred scripture, the respective roles of belief and practice, and the character of conversion.

Course Objectives

In the process of participating in this course, students will have an opportunity to develop, and to demonstrate ability in, *critical reading* and *critical thinking* in response to some of the foundational theological literature of the Western Christian tradition. By approaching the writings of Augustine in the context of alternatives to his positions, the student will be able to assess strengths and weaknesses in those positions, and consider the consequences of Augustine's intellectual choices for Christian belief and practice. As outcomes of active participation in this course, students will

(1) be able to identify major themes and core issues in Christian theology (*critical reading*), to reflect sufficiently on their own distance from the world of the text to formulate questions of

understanding (*critical thinking*), and to communicate their insights and questions in a clear and concise manner (*effective writing* and *effective oral communication*);

(2) be able to express their own reactions to ideas and arguments of early Christian leaders, and reflect upon the factors of distance (in time, circumstance, culture, social norms, even physics) that produce varying degrees of comfort or discomfort with the material (basic to *cultural understanding*);

(3) be able to demonstrate a grasp of basic concepts, and facility with basic tools, in religious studies (*knowledge of the field*);

(4) be able to identify issues in the academic field of religious studies (*critical reading*), compare and assess proposals and arguments of interpretation (*critical thinking*), and effectively communicate the process and conclusions of their own investigations (*effective writing*);

Course Format

The course will be conducted in a *seminar* format, requiring in-depth preparation and full, active participation in every class session. In a seminar, the professor and students are *partners* in an intellectual investigation where new insights are to be expected from the confluence of their different perspectives on the course material.

Required Texts

Augustine, *The Confessions* (Penguin, 1961).

Augustine, *Earlier Writings* (Westminster/John Knox, 1979).

Augustine, *Writings against the Manichaeans and Donatists* (NPNF 1.4) (Eerdmans).

E. Stump & N. Kretzmann, *Cambridge Companion to Augustine* (Cambridge, 2001).

Phillip Cary, *Augustine's Invention of the Inner Self* (Oxford, 2000)

A. D. Nock, *Conversion* (Johns Hopkins, 1998)

[ON RESERVE: Augustine, *Against the Academics* (Paulist, 1978)]

Class Calendar

UNIT 1: BACKGROUND AND CONTEXT OF AUGUSTINE'S CONVERSIONS

Week One -- Jan 18

Wednesday Introduction to the course

Week Two -- Jan 23

Conversion in the Ancient World: *Nock, 1-271*

Week Three -- Jan 30

Coexistence and Competition among the Religions of North Africa; the Circumstances of the Confessions

Augustine – Growing Up: *Confessions 1-2; Companion, 8-25*

UNIT 2: AUGUSTINE THE MANICHAEAN

Week Four -- Feb 6

The First Conversion and the Attractions of Manichaeism: *Confessions 3*

Augustine's Manichaeism: *Confessions* 4; *Morals of the Manichaeans* 10-20

Week Five -- Feb 13

Faustus: *Confessions* 5; *Against Faustus* (selections)

Scepticism and Spiritual Exile: *Confessions* 6

Week Six -- Feb 20

Milan: Platonism & Catholicism: *Confessions* 7; *Cary* 9-44

essay 1 due; discussion

Week Seven -- Feb 27

Overcoming Scepticism: *Against the Academics*; *Companion*, 159-170

Conversion: *Confessions* 8; *Morals of the Catholic Church* 31-35, *Companion* 171-185

UNIT 4: AUGUSTINE – PHILOSOPHER AND MISSIONARY

Week Eight -- Mar 6

A New God – A New Man?: *The Good Life*, *Confessions* 9; *Companion* 71-90; *Cary* 45-60

Mapping the Soul: *Soliloquies*; *Cary* 63-104

Week Nine -- Mar 13

Explaining Evil: *On Free Will* (books 1 & 2); *On the Morals of the Manichaeans* 1-9; *Companion* 40-48, 124-147; *Cary* 105-114

What makes a religion work?: *On True Religion*; *On the Morals of the Catholic Church* 1-30

SPRING BREAK: Mar 20-24

Week Ten -- Mar 27

The place of faith: *The Usefulness of Belief*; *Companion*, 26-39

essay 2 due; discussion

Week Eleven -- Apr 3

Self-unity & self-responsibility: *On the Two Souls*; *Companion* 116-123

The unexpected challenge: *Against Fortunatus*

UNIT 5: INVENTING THE INNER SELF

Week Twelve -- Apr 10

Exegesis: *Against the Fundamental Epistle*; *Confessions* 11-13; *Against Faustus* (selections); *Companion*, 59-70, 103-115

The Plot Thickens: *On Free Will* (Book 3); *Cary* 115-124; *To Simplician*

Week Thirteen -- Apr 17

How One Becomes What One Is: The Constructedness of the Confessions

The Remembered Self: *Confessions* 10, *Companion* 148-158; *Cary* 125-139

Week Fourteen -- Apr 24

The Divided Self: *Companion* 205-233; *Cary* 140-145

The Consequences of Augustinianism

Week Fifteen -- May 1

Research Presentations

Evaluation of Student Performance

1. An “empathy-experiment” essay assessing the strengths and weaknesses of Manichaeism as a religious system in the ancient world, showing facility with religious studies concepts, categories, and modes of analysis: **200 points**.
2. A “critical analysis” essay on the question of Augustine’s conversion – from what, to what? – showing close reading and avoidance of anachronism and teleological constructs of history: **200 points**.
3. A research paper on a topic chosen by the student in consultation with the professor: **400 points**.
4. Discussion leadership, assessed for preparation, organization, clarity, and facilitation of discussion: **200 points**.

Your final grade in the course will be determined according to the following point scale:

900-1000	= A
800-899	= B
700-799	= C
600-699	= D
599 and below	= F

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 441C 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Seminar in Hinduism
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Seminar in Hinduism
11. Catalog course description (max. 30 words, excluding requisites).
Intensive study of selected aspects of, or developments in, Hindu belief, practice, or history. May be repeated up to 9 hours of credit. Letter grade only. Prerequisite: 3 hours of prior REL credit and Junior Status or higher.
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? 9
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) 3 hours of prior REL credit and Junior Status or higher.
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*
instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, all existing 400-level courses are being deleted and replaced with a new structure of capstone experience options intended to refine essential skills for future learning, and to engage majors (and minors) in culminative work in the program. Through the intensive study of a particular theme, movement, significant figure, or phenomenon related to the specific religious tradition, students will participate in the production and communication of new knowledge and/or understanding in a seminar experience comparable to graduate studies in the field.

24. Names of current faculty qualified to teach this course Bruce Sullivan

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinnslev@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Bruce Sullivan

29. Section enrollment cap: 15

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 41

EW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? **REL**

37. Does this proposal replace or modify an existing course or experience? yes X no
If yes, which course(s)? **REL 490, REL 450**

40. Do you intend to offer ABC 400 and ABC 400C? yes no X
If no, please submit a course delete form for the ABC 400.

41. Approvals

<i>Curtis W. Thibault</i>	11/11/07
Department Chair (if appropriate)	Date
<i>John D. Boren</i>	12/4/07
Chair of college curriculum committee	Date
<i>John Boren</i>	12/4/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

<i>Don B...</i>	2-12-08
For University Curriculum Committee	Date

Action taken: Approved as submitted _____ Approved as modified

REL 441C Seminar in Hinduism
The Hindu Body: Discourses on the Religious Meanings of Embodiment

Prof. Bruce M. Sullivan

Office hours: XX
Office: Riles 311
Email: bruce.sullivan@nau.edu

Semester, Year
Meetings: XX in room XX
3 credit hours
My website: <http://oak.ucc.nau.edu/bms>
Phone: 523-0244

Course Prerequisites: Junior status or higher, plus completion of at least one course in Religious Studies.

Course Description

This course is a seminar examining the Hindu religious tradition's concepts and practices relating to the human body. The seminar will entail reading and discussion of primary texts, including traditional scholarly works from ancient India on medical and legal concepts and practices, as well as interpretive works by modern scholars on traditions of religious practice including pilgrimage, temple worship, Yoga and Tantra. In addition, the student will learn concepts used in the analysis of religion and some disciplinary approaches to the study of religion. This seminar provides students the opportunity for in-depth study of important features of one religious tradition as a capstone experience in their study of religion. This course fulfills NAU's requirement for 3 credits in Global Awareness.

Student Learning Expectations & Outcomes

One usually benefits from a course to the extent that one makes the effort to excel, to grow intellectually and develop one's abilities. Course objectives listed below entail study of India's Hindu civilization and its expressions of responses to the human condition. Active engagement with the content of this course will enable the student

- (1) to describe and critically examine Hindu concepts and practices relating to the human body, including religious practices such as pilgrimage and temple worship.
- (2) to describe and critically examine discourses on the body by Hindu religious traditions.
- (3) to evaluate the methods employed by scholars of religion in the study of these traditions of embodied practice.

Course Structure & Approach

The course is in seminar format. This means that students are required to participate in the discussions of readings that occur at each meeting, and will lead discussion sessions and write papers analyzing readings. Films and slides will be shown occasionally to illustrate aspects of Hindu traditions being studied. This is a course that requires the student to attend class regularly, pay attention, read carefully, listen, think critically, participate in discussions on the issues raised in the course, be open-minded, question assumptions (one's own, as well as those of one's fellow students and those of Hindus), express one's own views, and strive to understand and to be considerate of the views of others.

Texts & Required Readings

The following books contain readings on which this course is based. They are available in the NAU Bookstore in paperback. Additional required and recommended readings on the course schedule are available by electronic reserve at <http://Vista.NAU.edu>

Alter, Joseph. *Yoga in Modern India: The Body Between Science and Philosophy*.
Princeton Univ. Press, 2004.

Flood, Gavin. *The Tantric Body*.

London: Routledge, 2006.

Olivelle, Patrick (translator). *The Law Code of Manu*. Oxford World's Classics. Oxford Univ. Press, 2004.

Vātsyāyana. *Kāmasūtra*. Translated by Wendy Doniger & Sudhir Kakar. Oxford World's Classics. Oxford Univ. Press, 2002.

Course Outline & Schedule

Week 1 Introduction to the course: the study of the body & the study of religions.

Readings: (1) Horace Miner, "Body Ritual Among the Nacirema." *American Anthropologist* 58 (1956): 503-507, and

(2) Lawrence Sullivan. "Body Works: Knowledge of the Body in the Study of Religion." *History of Religions* 30.1 (1990): 86-99.

Recommended reading: McGuire, Meredith. "Religion and the Body: Rematerializing the human body in the social sciences of religion." *Journal for the Scientific Study of Religion* 29.3 (1990): 283-96.

Week 2 The Body in Medical and Symbolic Systems

Readings: (1) Selections from D. Wujastyk, editor & translator. *The Roots of Āyurveda: Selections from Sanskrit Medical Writings*. London: Penguin, 2003, and (2) Veena Das. "Paradigms of Body Symbolism." In *Indian Religion*, eds. Richard Burghart & Audrey Cantlie. London: Curzon, 1985.

Week 3 The Body in the Hindu Social System

Readings: (1) Selections from *The Law Code of Manu*, and (2) Selections from *Ashes of immortality: widow-burning in India*. Catherine Weinberger-Thomas. Univ. of Chicago Press, 1999.

Week 4 The Body in the Hindu Social System

Readings: (1) Selections from *The Law Code of Manu*, and (2) P. Olivelle, "Ascetic Withdrawal or Social Engagement: The Inner Conflict in Indian Religions," in *Religions of India in Practice*. Ed. Donald Lopez, pp. 533-46. Princeton: Princeton University Press, 1995.

Week 5 The Disciplined Body: Asceticism

Readings: (1) Selections from P. Olivelle, *Saṃnyāsa Upaniṣads: Hindu Scriptures on Asceticism and Renunciation*. New York: Oxford University Press, 1992. (2) B.M. Sullivan, "The Ideology of Self-Willed Death in the Epic *Mahābhārata*," *Journal of Vaisnava Studies* 14, no. 2 (Spring, 2006): 61-79.

Week 6 The Disciplined Body in Other Performative Traditions

Readings: (1) P. Olivelle, "Food for Thought: Dietary Regulations and Social Organization in Ancient India." 2001 Gonda Lecture. Amsterdam: Royal Netherlands Academy of Arts & Sciences, 2002.

(2) Hardy, Friedhelm. "South Indian Viṣṇu Temples and the Performing Arts." *South Asia Research* 18 (1998): 99-114.

(3) P. Zarrilli, "Kalarippayattu is Eighty Percent Mental and Only the Remainder is Physical: Power, Agency and Self in a South Asian Martial Art." In *Subaltern Sports*, ed. James H. Mills, pp. 19-45. London: Anthem, 2005.

(4) P. Olivelle, "Hair and Society: Social Significance of Hair in South Asian Traditions," in *Hair: Its Power and Meaning in Asian Cultures*, ed. Alf Hiltebeitel & B.D. Miller, pp. 11-49. New York: State Univ. of New York Press, 1998.

Week 7 Female & Male Bodies

Readings: (1) Selections from Vātsyāyana, *Kāmasūtra*, and
(2) *Sacred and profane dimensions of love in Indian traditions as exemplified in the Gitagovinda of Jayadeva*. Lee Siegel, translator. New York: Oxford Univ. Press, 1978.

Recommended reading: *Love in a Dead Language: a romance*. By Lee Siegel, *being the Kamasutra of Guru Vatsyayana Mallanaga; as translated and interpreted by Professor Leopold Roth...* Chicago: Univ. of Chicago Press, 1999.

Also, Midterm Paper is due.

Week 8 The Ritual Body: Temple & Pilgrimage Traditions

Readings: (1) Paul Younger, *The Home of the Dancing Śivan*, chapter 1: "The Priests and the Daily Ritual," and

(2) F. & C. Osella. "Ayyappan Saranam: Masculinity and the Sabarimala Pilgrimage in Kerala." *Journal of the Royal Anthropological Institute* 9 (2003): 729-54.

(3) William S. Sax, "Fathers, Sons, and Rhinoceroses: masculinity and violence in the Pandav Lila." *Journal of the American Oriental Society* 117.2 (April-June 1997): 278-93.

(4) Mark Elmore, "Contemporary Hindu Approaches to Death: Living with the Dead," in *Death and Religion in a Changing World*, ed. Kathleen Garces-Foley, pp. 23-44. Armonk: M.E. Sharpe, 2006.

Recommended reading: P. Younger, "Return to the Mountains: The Ayyappan Festival in Sabarimalai, Kerala" from *Playing Host to Deity: festival religion in the South Indian tradition*. Oxford Univ. Press, 2002; pp. 17-25.

Week 9 The Tantric Body

Reading: Flood, *The Tantric Body, Part One*

Week 10

The Tantric Body

Reading: Flood, *The Tantric Body, Part Two*

Week 11

The Yogic Body

Reading: Alter, *Yoga in Modern India*, chapters 1-4.

Week 12

The Yogic Body

Reading: Alter, *Yoga in Modern India*, chapters 5-7.

Week 13

Student Presentations of Research

Week 14

Student Presentations of Research

Week 15

Pre-Exam Week: conferences on final papers as needed.

Final Exam: Term paper is due.

Assessment of Student Learning Outcomes

Methods of Assessment

Seminar discussions and papers assess critical reading of primary and secondary texts, and critical thinking about the ideas presented therein. Please see below for details on each assignment and its value, and the course outline above for due dates on assignments.

For each seminar meeting in which readings are being discussed, each student is to bring to class and hand in a page on which are written:

- (1) two or more observations or comments analyzing the day's reading, and
- (2) two or more questions or points of clarification on the day's reading.

These papers will be part of the determination of the 20% of the course grade based on seminar discussion; they assure that your analysis of readings is noticed even if we do not discuss all your particular points. Please hand in one copy at the beginning of the class session and keep one for your use in discussion. Plan to bring up at least one of these items during each class session.

In week 7 the Midterm Paper is due. This paper is to be approximately 8 pages on a relevant topic and with a thesis determined by the student in consultation with the professor.

Research by the student for the final paper is to be presented in class. This is an opportunity to present one's findings at a preliminary stage and hear comments from seminar participants on the project. The objectives of the presentation are to describe the topic chosen, the approach to determining the most useful sources for that topic, the thesis on which the paper is to be based, the structure of the paper's argument, problems encountered in the process, and additional themes that might be pursued. Students will be expected to discuss in class the presentations so as to assist their fellow students to think critically about the chosen topic, and to argue effectively for the thesis of that paper.

The final research paper is due during Final Exam Week. This paper is to be approximately 15 pages on a relevant topic and with a thesis determined by the student in consultation with the professor. It will serve as the final exam, and will be kept on file as a record of the student's achievement in this capstone seminar.

Grading System

Grades for the course will be based on a combination of the following means of evaluating student performance, each having the value indicated:

- (1) 20% (200 points) Seminar discussion
- (2) 10% (100 points) First discussion leadership (with outline).
- (3) 15% (150 points) Second discussion leadership (with outline).
- (4) 20% (200 points) Midterm Paper.
- (5) 10% (100 points) Presentation of research in class (with outline)
- (6) 25% (250 points) Final research paper

The grading scale for the course will be as follows:

90%+ = A; 80%+ = B; 70%+ = C; 60%+ = D; below 60% = F.

With 1,000 points to be earned during the semester, 900 points would constitute an A, etc.

Extra credit beyond the course requirements should not be expected. If a special event of relevance such as an expert speaker or film occurs, all students will have the same opportunity to benefit from it.

Course Policies

Being registered for this course means that the student accepts the specified requirements and policies, and agrees to comply with them.

Every student enrolled in this course is responsible on written assignments for recognizing the distinction between the student's own ideas and those from another source, and for indicating that difference in the universally accepted fashion through appropriate use of quotation marks and citation of sources. Use in a written assignment of the words and ideas of others without giving them credit by citing the sources of that information is called plagiarism, and is theft of intellectual property. Plagiarism on an assignment for this course will result in a grade of zero for the assignment. Please see the university's statement regarding this matter in the *NAU Catalog* under the heading "Academic Integrity."

Class attendance is the responsibility of the student. Active engagement with the content of this course, including fulfillment of the seminar discussion component, requires regular attendance, and there is no substitute for it. Consequently, attendance is not only strongly encouraged, as those who attend will learn

more and therefore be more successful in this course; attendance is a requirement. Please see the university's statement regarding this matter in the *NAU Catalog* under the heading "Classroom Attendance."

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 451C 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Seminar in Buddhism
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Seminar in Buddhism
11. Catalog course description (max. 30 words, excluding requisites).
Intensive study of selected aspects of, or developments in, Buddhist belief, practice, or history. May be repeated for up to 9 hours of credit. Letter grade only. Prerequisite: 3 hours of prior REL credit and Junior Status or higher.
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? 9
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) 3 hours of prior REL credit and Junior Status or higher.
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require (if course has pre or co requisite, skip to question 19):
instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, all existing 400-level courses are being deleted and replaced with a new structure of capstone experience options intended to refine essential skills for future learning, and to engage majors (and minors) in culminative work in the program. Through the intensive study of a particular theme, movement, significant figure, or phenomenon related to the specific religious tradition, students will participate in the production and communication of new knowledge and/or understanding in a seminar experience comparable to graduate studies in the field.

24. Names of current faculty qualified to teach this course Paul Donnelly, Bruce Sullivan

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes No

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinsley@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Paul Donnelly, Bruce Sullivan

29. Section enrollment cap: 15

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 41

W SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? **REL**

37. Does this proposal replace or modify an existing course or experience? yes X no
If yes, which course(s)? **REL 490, REL 450**

40. Do you intend to offer ABC 400 and ABC 400C? yes no X
If no, please submit a course delete form for the ABC 400.

41. Approvals

<i>Curtis Van Vleet</i>	11/11/07
Department Chair (if appropriate)	Date
<i>John D. Beyer</i>	12/4/07
Chair of college curriculum committee	Date
<i>John Borer</i>	12/4/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

<i>Ron Gill</i>	2.12.08
For University Curriculum Committee	Date

Action taken: Approved as submitted _____ Approved as modified

**Northern Arizona University
College of Arts and Sciences
Dept. of Humanities, Arts, and Religion**

REL 451: Seminar in Buddhism: Mahāyāna

Prof. Paul Donnelly
Office: Riles 115
Office hours:
Phone: 523-3892

Course meeting time:
Classroom:
Email: paul.donnelly@nau.edu
3 credit hours

Course Prerequisites: Sophomore standing or instructor's consent. Departmental policy is that freshmen (those with fewer than 30 credits completed when the course begins) are allowed to register for this course only with the permission of the instructor.

Course Description:

This course will examine some of the forms of Buddhism referred to as Mahāyāna, or "the Great Way." The Mahāyāna, as a self-consciously unique kind of Buddhism, arose in the centuries immediately preceding or following the beginning of the Common Era. The Mahāyāna is the predominant form of Buddhism encountered today across Asia and in the West. It is distinct in terms of doctrine, institutions and practice.

Perhaps most fundamental to this distinctness is the reevaluation of the Buddha himself. In the Mahāyāna there are elaborate theories about just what a Buddha is and how sentient beings can attain the same state. There is also a recognition of other Buddhas in addition to the "historical" Buddha Śākyamuni. The textual basis of Mahāyāna Buddhism consists of numerous texts not recognized by non-Mahāyāna Buddhism as being the word of the Buddha. These texts lay out at length new doctrines that draw out and develop the implications of earlier Buddhist doctrine. The Mahāyāna also spawned a massive scholastic commentarial tradition that systematically worked out the doctrines found in the earlier Canonical texts. Beginning around the sixth century CE, we see the arising of a new class of texts, the Tantras, which contains doctrines and practices that seem inconsistent with earlier Buddhism yet were fully integrated into the monastic education centers by the eleventh century CE. All of the aforementioned texts deal with doctrines and practices that can be seen as uniquely Mahāyāna. The Path of the Bodhisattva comes to replace the earlier Eightfold Path in importance. The ideal of the Awakening Mind (*bodhicitta*) and the Six Perfections lies at the heart of this Path and is interpreted in the commentarial literature of late Mahāyāna Buddhism in a number of interesting ways. The appropriation and inclusion of the Tantras and their practices is guided by these overriding doctrinal constraints.

This course qualifies in the Liberal Studies program in the following categories:

Distribution Requirement: Cultural Understanding block

Diversity Requirement: Global Awareness

Course Objectives:

We will attempt to see Buddhism both from within and without. By the end of the semester the student will be able to say what it means to be a Buddhist for each of the different kinds of Buddhism that we study. This entails being able to describe beliefs, practices and patterns of ethics that constitute Buddhism. The student will be able to place the various Buddhist traditions

in their historical and cultural contexts as well as describe how their religion informs their respective worlds.

Each of the objectives listed below is the outcome of the study of an Asian culture and its expressions of responses to the human condition. Therefore, each objective directly involves **Cultural Understanding and Global Awareness**.

Active engagement with the content of this course will enable the student

- 1) To describe and analyze key ideas found in Mahāyāna Buddhism, including its Tantric variations. These will include the Perfection of Wisdom, the Bodhisattva Path, Skillful means, the three Bodies of a Buddha, Emptiness and Dependent Co-Arising, the yogic subtle body and the great bliss gnosis. (**critical reading, critical thinking**)
- 2) To describe and analyze the social organization of the Mahāyāna Buddhist tradition, including the ethical standards advocated for professional clergy (monks and nuns) as well as laity (including the Tantric Siddhas), the transmission of the traditions within these groups, and how these social practices reflect the ideals advocated by the Buddha. (**critical reading, critical thinking**)
- 3) To reflect on, and respond in writing to, Buddhist perspectives on the human condition, demonstrating knowledge of selected texts attributed to a Buddha, and the ability to interpret that literature and critically evaluate primary texts from the Buddhist tradition. (**critical reading, critical thinking, effective writing**)
- 4) To be able to apply reasoning and standards of argument to the analysis of literary sources and their interpretation, demonstrated in writing assignments. (**critical thinking, effective writing**)

Course Format:

The course will be primarily in lecture and discussion format with the addition of some films and slides to illustrate particular aspects of the material under consideration. Questions are always welcome and are encouraged. Discussion is an excellent way to clarify and examine the relevance of ideas. There will be some class time set aside for discussion and it is expected that students will have read the material assigned so that informed discussion can take place. Assignments and exams will be based on the information presented in class lectures and readings from the texts.

Texts and Required Reading

- 1) Williams, Paul. *Buddhist Thought: A Complete Introduction*. Routledge, 2000.
- 2) Conze, Edward. *Buddhist Wisdom: The Diamond Sutra and The Heart Sutra*. Vintage, 2001.
- 3) *The Lotus Sutra*. Translated by Burton Watson. Columbia University Press, 1993
- 4) Śāntideva, translated by Kate Crosby and Andrew Skilton. *The Bodhicarāyvatāra*. Oxford University Press, 1998.
- 5) *The Vimalakīrti Sutra*. Translated by Burton Watson. NY: Columbia University Press, 1997)
- 6) Geshe Lhundup Sopa, with Michael Sweet and Leonard Zwilling. *Peacock in the Poison Grove*. Wisdom Publications, 2001.

Additional Materials will be handed out in class or placed on electronic reserve at the library.

Determination of grades:

Your grade will be determined by the following evaluations:

- 1) Exam #1 (100 points)
- 2) Exam #2 (100 points)
- 3) 2 critical reading and thinking papers (50 points each).

- 4) Term paper (100 points)
- 5) Participation (50 points)

The grading scale for the course will be as follows:

90%+ = A; 80%+ = B; 70%+ = C; 60%+ = D; below 60% = F.

No extra credit should be expected or requested.

Exams will be short answer and essay questions. (**evaluates objectives #1 and #2 above**) In the interest of fairness to all students, it is expected that exams will be taken at the times scheduled, except under **extraordinary** circumstances. Make-up exams will be given for those with valid excuses, such as field trips (with an institutional excuse form) or illness (doctor's note or prescriptions indicating treatment will be expected). Other reasons for missing an exam may be discussed with me, ahead of time if at all possible. The final exam must be taken on the University's scheduled exam date for a class meeting at this time.

The short papers will be based either on the assigned readings or on an article distributed in class. The point of these papers is to provide opportunities for students to develop critical and analytical skills and to serve as exercises in academic writing. (**evaluates #3 and #4**)

The term paper will be either a topic-based research paper or a more in-depth analysis of a book chosen by the student in consultation with the instructor. More instructions will be provided as the semester proceeds. (**evaluates #1, #2, #3 and #4**)

The format of both types of papers should follow all the conventions of a college paper, i.e., giving attention to spelling, grammar and coherent expression of your ideas. You will lose points for spelling and grammar mistakes. You are strongly encouraged to utilize the writing resources on campus if you are unsure about what constitutes an acceptable college-level paper. In order to qualify for the full points possible for these assignments the papers must show a clear and articulate presentation of your ideas and must demonstrate that you have really wrestled with the ideas and given them a fair, but not uncritical, chance to be heard and understood. Think creatively and analytically. Question the assumptions of the authors *as well as your own*.

Ideally this will help you gain a greater understanding and appreciation of the meaning and significance of Buddhist ideas and practices, both within their own contexts and among other patterns of thought, ancient and modern. This is also an exercise in critical thought with regard to one's own received ideas. Be diligent in questioning the "western", "scientific", and "common sense" standards by which new and alien ideas are judged. These often turn out to be less self evident than one might have thought.

Class attendance is a student's responsibility. There is no question that a student who attends class regularly will learn more and earn higher grades than a student who does not. A student who asks questions and makes comments that show a careful and thoughtful reading of the assigned material is more likely to get the higher grade in borderline case

Class Schedule

Week One	Introduction to the Course and to Buddhism Williams 1-40
Week Two	Basic Buddhist Thought, Institutions and Practices Williams 41-95
Week Three	Origins of the Mahāyāna Williams 96-130, Davidson (on electronic reserve)
Week Four	Exam 1 – 2/7 <i>The Perfection of Wisdom Sutras</i>

	Williams 131-9, Conze
Week Five	The <i>Perfection of Wisdom</i> and Madhyamaka Williams 140-52 1st paper due (2/10 is the last day to Drop/Delete)
Week Six	The <i>Saṃdhinirmocana Sutra</i> , Yogācāra and the Tathāgatagarbha Doctrine Williams 152-66
Week Seven	Exam 2 Buddhas and Devotion: The <i>Lotus</i> , <i>Avataṃsaka</i> and <i>Pure Land Sutras</i> Williams 167-91, <i>The Lotus Sutra</i>
Week Eight	The <i>Lotus Sutra</i>
Week Nine	2nd paper due Non-Duality and radical Skillful Means: The <i>Vimalakīrti Sutra</i> (* 3/17 is the last day to drop with a “W”)
Week Ten	SPRING BREAK
Week Eleven	The <i>Vimalakīrti Sutra</i>
Week Twelve	Śāntideva’s <i>Bodhicaryāvatāra</i>
Week Thirteen	<i>Bodhicaryāvatāra</i>
Week Fourteen	The Tantric forms of Mahāyāna Williams 192-244
Week Fifteen	<i>Peacock in the Poison Grove</i> Term Paper due 4/27 5/2 & 5/4 Paper Presentations

Final Exam:

Bibliography

Mahāyāna Literature: Sutras and Tantras in translation

The Perfection of Wisdom in Eight Thousand Lines & Its Verse Summary. Edward Conze, translator. Delhi: Sri Satguru Publications, 1994.

The Large Sutra of Perfect Wisdom with the divisions of the Abhisamayālaṅkāra. Edward Conze, translator. University of California Press, 1985.

The Vimalakīrti Sutra (Translations from the Asian Classics)
Burton Watson, translator. Columbia University Press, 1996.

The Lotus Sutra (Translations from the Asian Classics). Burton Watson, translator. Columbia University Press, 1993.

The Lankāvatāra Sūtra. D. T. Suzuki, translator. Routledge & Kegan Paul, 1966.

The Flower Ornament Scripture: a Translation of the Avatamsaka Sutra. Thomas Cleary, translator. Shambhala Publications, 1993.

A Treasury of Mahāyāna Sūtras: Selections from the Mahāratnakūṭa Sūtra. Garma C. C. Chang, editor. Pennsylvania State University, 1983.

Śūramgamasamādhisūtra: The concentration of heroic progress / an early Mahayana Buddhist scripture. Translated and annotated by Étienne Lamotte ; English translation by Sara Boin-Webb. Curzon Press in association with The Buddhist Society, 1998.

The Pratyutpanna Samadhi Sutra & The Surangama Samadhi Sutra. Paul Harrison and John MacRae, translators. Numata Center for Buddhist Translation & Research, 1998.

The Three Pure Land Sutras : a study and translation from Chinese. Hisao Inagaki ; in collaboration with Harold Stewart. Nagata Bunshodo, 1994.

The Land of Bliss: The Paradise of the Buddha of Measureless Light : Sanskrit and Chinese Versions of the Sukhavativyuha Sutras. Luis Gomez, translator. University of Hawaii Press, 1996.

Wisdom of Buddha: The Saṃdhinirmocana Sūtra. John Powers, translator. Dharma Publishing, 1995.

The Hevajra Tantra: A Critical Study. David Snellgrove, translator. SOAS, 1959.

The Vajrabhairava Tantras. Buddhica Britannica, Seria Continua IV. Bulcsu Siklos, translator. Institute of Buddhist Studies, 1996.

The Caṅḍamahāroṣaṇa Tantra, Chapters I-VIII: A Critical Edition and English Translation. American Oriental Series, Volume 56. Translated by Christopher George. American Oriental Society, 1974.

Mahāyāna Literature: Śāstras in translation

The Bodhicaryavatara - translated with introduction and full annotation by Crosby K, and Skilton, A, Oxford University Press, 1996.

Mūlamadhyamakakārikā

The Fundamental Wisdom of the Middle Way: Nāgārjuna's Mūlamadhyamakakārikā. Jay Garfield, translator. Oxford, 1995.

Secondary Sources

Beyer, Stephen, "Notes on the Vision Quest in Early Mahāyāna", in *Prajñāparāmitā and Related Systems*, ed, Lewis Lancaster, UC Press, 1977.

Brassard, Francis. *Concept of Bodhicitta in Santideva's Bodhicaryavatara.* SUNY Press, 2000.

Chimpa, L. and Chattopdhyaya, A. *Tārānātha's History of Indian Buddhism.* Indian Institute of Advanced Study, 1970.

Cole, Alan. *Text as Father: Paternal Seductions in Early Mahayana Buddhist Literature.* University of California Press, 2005.

- Davidson, Ronald. *Indian Esoteric Buddhism: A Social History of the Tantric Movement*. Columbia University Press, 2003.
- Dayal, H, *The Bodhisattva Doctrine in Buddhist Sanskrit Literature*, Motilal Banarsidass 1978.
- Gombrich, R. "How the Mahayana Began", in *The Buddhist Forum: Seminar Papers 1987-8*, ed., T. Skorupski, London 1990.
- Gomez, Luis and Lancaster, Lewis, editors. *Prajnaparamita and Related Systems : Studies in Honor of Edward Conze*. University of California Press, 1977.
- Gomez, Luis. "Proto-Mādhyamika in the Pali Canon", *Philosophy East and West* 26 (1976) pp. 137-65.
- Harris, Ian Charles. *The Continuity of Madhyamaka and Yogacara in Indian Mahayana Buddhism*. E. J. Brill, 1991.
- Hirakawa, A. "The Rise of Mahāyāna Buddhism and its Relationship to the Worship of Stupas", in *Memoirs of the Research Department of the Toyo Bunko*, The Oriental Library, no.22, 1963.
- Kapstein, Matthew. *The Tibetan Assimilation of Buddhism: Conversion, Contestation, and Memory*. Oxford University Press, 2000.
- Kawamura, Leslie S., editor. *The Bodhisattva Doctrine in Buddhism*. Wilfred Laurier University Press, 1981.
- Katz, Nathan. *Buddhist images of human perfection : the arahant of the Sutta pitaka compared with the Bodhisattva and the Mahasiddha*. Motilal Banarsidass, 1982.
- Naudou, Jean. *Buddhists of Kashmir*. Agam Kala Prakashan, 1980.
- Rawlinson, A. "The Problem of the Origin of the Mahayana", in *Traditions in Contact and Change*, ed. P. Slater and D. Wiebe, 1983.
- Ray, Reginald. *Buddhist Saints in India: A Study in Buddhist Values & Orientations*. Oxford, 1994.
- Ruegg, David S. *Buddha-nature, Mind and the Problem of Gradualism in a Comparative Perspective: On the Transmission and Reception of Buddhism in India and Tibet*. SOAS, 1989.
- Ruegg, David S. *The Literature of the Madhyamaka School of Philosophy in India*. Otto Harrassowitz, 1981.
- Sanderson, Alexis. "Vajrayāna: Origin and Function", in *Buddhism into the Year 2000*. Mettanando Bhikhu, et al, editors. Dhammakāya Foundation, 2000.
- Schopen, G. Bones, Stones and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India. University of Hawaii Press, 1996.
- _____. *Figments and Fragments of Mahayana Buddhism in India: More Collected Papers*. University of Hawaii Press, 2005.

Snellgrove, David. *Indo-Tibetan Buddhism: Indian Buddhists and their Tibetan Successors*. Shambhala, 1987.

Suzuki, D. T. *On Indian Mahayana Buddhism*. (Edited and with an Introduction by Edward Conze) Harper & Row 1968.

Walser, Joseph. *Nagarjuna in Context : Mahayana Buddhism and Early Indian Culture*. Columbia University Press, 2005.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 481C 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Seminar in Native American Religion
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Seminar in Native American Rel
11. Catalog course description (max. 30 words, excluding requisites).

Intensive study of selected aspects of, or developments in, Native American belief, practice, or history. May be repeated for up to 9 hours of credit. Letter grade only. Prerequisite: 3 hours of prior REL credit and Junior Status or higher.

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? 9
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no

15. Please check ONE of the following that most appropriately describes the course:

Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision

16. Prerequisites (must be completed *before* proposed course) 3 hours of prior REL credit and Junior Status or higher.

17. Corequisites (must be completed *with* proposed course) _____

18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*

instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the *Course Equivalency Guide*? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, all existing 400-level courses are being deleted and replaced with a new structure of capstone experience options intended to refine essential skills for future learning, and to engage majors (and minors) in culminative work in the program. Through the intensive study of a particular theme, movement, significant figure, or phenomenon related to the specific religious tradition, students will participate in the production and communication of new knowledge and/or understanding in a seminar experience comparable to graduate studies in the field.

24. Names of current faculty qualified to teach this course Lodewijk van der Loo

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes No

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinnsley@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Lodewijk van der Loo

29. Section enrollment cap: 15

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking

Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 41

EW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? REL

37. Does this proposal replace or modify an existing course or experience? yes X no

If yes, which course(s)? REL 490, REL 450

40. Do you intend to offer ABC 400 and ABC 400C? yes no X

If no, please submit a course delete form for the ABC 400.

41. Approvals

<i>Curtis Van Vliet</i>	11/11/07
Department Chair (if appropriate)	Date
<i>Jeff D. Beyer</i>	12/4/07
Chair of college curriculum committee	Date
<i>John B. Boren</i>	12/4/07
Dean of college	Date

For Committees use only

For Liberal Studies Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

<i>Ron Gill</i>	2.12.08
For University Curriculum Committee	Date

Action taken: _____ Approved as submitted _____ Approved as modified

✓

Northern Arizona University
College of Arts & Letters
Dept. of Humanities, Arts, and Religion

REL 481C: SMINAR IN NATIVE AMERICAN RELIGIONS:

MESOAMERICAN RELIGIONS
Semester

seq. no: xxxx
time: xxx
credit hrs: 3
room: xxx
Instructor: P. Lodewijk van der Loo
 Office: Riles (15) 114
 (928) 523-9130.

Office Hours: xxx

Prerequisites:

At least one course in Religious Studies. Junior standing or higher, or consent of instructor. This course is in first instance designed for Religious Studies majors and presumes a working knowledge of the tools and methods of the academic study of religion.

Subject to administrative drop for non-attendance after first week.

Description:

Religious Studies capstone course.

This is an upper division seminar style course that will offer insight into the religious traditions of Mesoamerica, a Native American cultural area in the present day nations of Mexico, Belize, Guatemala, Honduras and Nicaragua. The course will survey the religious history of the area, with a focus on the religious systems of Nahuatl (Aztec) and Maya speaking peoples.

Objectives:

1. Factual knowledge about, understanding of and respect for a group of religions that since the Spanish invasion in Mexico has been the object of imaginative speculation for the Western mind.
2. Insight into the historical depth of present day Native Mesoamerican traditions.
3. An appreciation for the general processes that take place when religions mix, specifically in a colonial situation.

Evaluations:

- a. Short presentations on assigned readings and short writing/problem solving assignments on readings and materials discussed in class. These oral and written presentations will be assigned in class during the course of the semester. Each student will have at least one oral and two written presentations.
- b. A 30 min. book report presentation on assigned book(s).
- c. One 15-20 page research paper involving analysis of a body of research against the background of related sources and other secondary scholarship. Students may be required to form groups to work on the assigned sets of material, but must each present an individual presentation and paper.

- d. Final exam, using essay questions to test complex concepts and objective questions to test general facts/dates.

Assignment rules:

The due date on all assignments is firm. Being late will result in substantial loss of credit. All written assignments must be in English or Spanish, typed, double spaced with margins of approximately 1 inch on all sides. Good writing (correct grammar, syntax, spelling and composition) is obligatory. Poor writing will result in loss of credit.

Grade:

Average of each category a through d: 1/4 of grade.

Each unexcused or inexcusable (discretion of the instructor) absence from class will result in a 5 point deduction from the course grade.

Papers and exams will be graded on a scale from 0 to 100. Grades will not be "curved". A: 90-100.

B: 80-89. C: 70-79. D:60-69. F:0-59

COURSE POLICIES

Cheating: Students are expected to follow a minimum standard of classroom etiquette. A student caught cheating on a test fails the course completely, regardless of the number of points the student has earned on other work. A student who plagiarizes part or all of a written assignment will receive a zero for the assignment and further disciplinary proceedings at the instructor's discretion. Plagiarism occurs when a student claims credit for work he or she has not done personally, and includes turning in a paper written by another student, or putting sentences or ideas originally expressed by someone else into a paper without noting their source. As a college student, you are expected to master the ability to properly distinguish in writing between your own and someone else's ideas through the use of quotation, paraphrase, and footnoting.

Completion of assignments: Assignments must be studied before coming to class in the week that they are scheduled. They will serve as a basis for discussion. Additional assignments will be given out during the semester. Coming to class unprepared (not being able to participate in discussions on assigned material) will reflect negatively on the final grade to a maximum of 5% per incident.

The instructor reserves the right to make changes as needed in the attached schedule, otherwise students are responsible for the assignments as announced in the schedule.

Required literature:

1. David Carrasco: *Religions of Mesoamerica*. Harper & Row, San Francisco 1990.
ISBN: 0-06-061325-4
2. Dennis Tedlock: *Popol Vuh*. Touchstone/Simon & Schuster, New York 1985.
ISBN: 0-617-61771-0
3. Miguel León-Portilla: *Precolumbian Literatures of Mexico*. University of Oklahoma Press, Norman. 1969 (Paperback edition 1986).
ISBN: 0-8061-1974-8
4. Assorted reading packets will be assigned and made available on VISTA during the semester.

SCHEDULE

Week 1

Introduction to the area.

Assignments:

Carrasco: page ix through Chapter II; Packet #1. (This reading should be completed before the second week.)

Week 2

The Ritual Calendar

Assignments:

Carrasco: Ch. III and IV; Tedlock: Part One, Four and Five.

Week 3

Deities, Ritual and Important Mythology

Assignments:

León-Portilla: Chapters I, II, IV; Packet #2.

Week 4

Present Day Mesoamerica

Carrasco: Chapter V.

Week 5

Synthesis so far.

Assignments:

Tedlock: Introduction; Packet #3.

Week 6

Maya Deities

Week 7

Film: Popol Vuh

Assignments:

Tedlock: Part Three.

Week 8

Precolumbian Pictorial books.

Assignments:

Packet #4

Week 9

The Early Colony - Sources and thoughts that formed the thinking about Mesoamerica

Assignments:

León-Portilla: Chapter VII; packet #5.

On this day all students must have decided on the literature for presentation and paper.

Paper due before reading week

Until reading week.

Student presentations.

Week 14

synthesis & questions.

FINAL EXAM

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 491C 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Seminar in Comparative Religion
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Seminar in Comparative Rel
11. Catalog course description (max. 30 words, excluding requisites).
Intensive study of selected aspects of, or developments in, religious belief, practice, or history involving comparative consideration of more than one religious tradition. May be repeated for up to 9 hours of credit. Letter grade only. Prerequisite: 3 hours of prior REL credit and Junior Status or higher.
12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? 9
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) 3 hours of prior REL credit and Junior Status or higher.
17. Corequisites (must be completed *with* proposed course) _____
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*
instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the *Course Equivalency Guide*? yes no

Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, all existing 400-level courses are being deleted and replaced with a new structure of capstone experience options intended to refine essential skills for future learning, and to engage majors (and minors) in culminative work in the program. Through the intensive study of a particular theme, movement, significant figure, or phenomenon related to the specific religious tradition, students will participate in the production and communication of new knowledge and/or understanding in a seminar experience comparable to graduate studies in the field.

**Jason BeDuhn, Arne Hassing,
Lodewijk van der Loo, Paul
Donnelly, Bruce Sullivan**

24. Names of current faculty qualified to teach this course _____

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinsley@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Jason BeDuhn, Arne Hassing, Lodewijk van der Loo, Paul Donnelly, Bruce Sullivan

29. Section enrollment cap: 15

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking

Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no
If no, please submit a course delete form for the ABC 300.

GO TO question 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? REL

37. Does this proposal replace or modify an existing course or experience? yes X no
If yes, which course(s)? REL 490, REL 470

40. Do you intend to offer ABC 400 and ABC 400C? yes no X
If no, please submit a course delete form for the ABC 400.

41. Approvals

<u>Curtis W. Vining</u>	<u>12/11/07</u>
Department Chair (if appropriate)	Date
<u>Jeff D. Bogard</u>	<u>12/4/07</u>
Chair of college curriculum committee	Date
<u>Jean Brown</u>	<u>12/4/07</u>
Dean of college	Date

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

<u>Ron Gill</u>	<u>2-12-08</u>
For University Curriculum Committee	Date

Action taken: ✓ Approved as submitted _____ Approved as modified

**SYLLABUS
REL 491C
SEMINAR IN COMPARATIVE RELIGION:
RELIGION AND SCIENCE**

GENERAL INFORMATION

Course

REL 491C Religion and Science (3 credits)
Class Time: TuTh 2:20-3:35 p.m.
Room: Riles 113

Professor

Arne Hassing, Ph.D., Professor of Religious Studies
Department of Humanities, Arts, and Religion
College of Arts and Letters

Contact

Office: Riles 303 (entry through 302)

Office Hours: W 2:00 – 5:00 p.m. and by appointment.

Telephone: 523-8103 (The worst way to reach me, except during office hours; even then, I don't answer the phone if I am talking to a student.)

Vista: The best way to reach me. As a rule, please use VISTA for all communications with me outside of class.

COURSE PREREQUISITES

Sophomore status or higher or instructor's consent.

COURSE DESCRIPTION

History, theory, and contemporary interaction of religion and science, with particular, but not exclusive, reference to monotheistic religions (e.g. Judaism, Christianity, and Islam) and science.

OUTCOMES FOR THIS COURSE

By the end of the course, you will be able to:

1. explain selected turning-points in the history of Christianity and science;
2. compare and contrast methods, models, and paradigms in science and religion;
3. compare and contrast monotheistic options in relation to major scientific theories;
4. compare and contrast a "religious" and "naturalistic" theory of religion;
5. articulate a specific issue of concern to you in the relation of science and religion;
6. understand selected issues in proposals for reconciling science, "religion," and religions;
7. improved your ability to think critically and write effectively.

COURSE STRUCTURE AND APPROACH

This course will be conducted as a seminar, which means the course will be driven largely by student leadership, participation, and discussion. It's success will depend on you!

TEXTBOOKS

The following texts are required and listed in general order of use:

1. Gary B. Ferngren (ed.), *Science and Religion: A Historical Introduction*. Baltimore and London: The Johns Hopkins University Press, 2002.
2. Ken Wilber, *The Marriage of Sense and Soul: Integrating Science and Religion*. New York: Random House, 1998.
3. John Haught, *Science and Religion: From Conflict to Conversation*. New York and Mahwah, NJ: Paulist Press, 1995.
4. Daniel Dennett, *Breaking the Spell: Religion as a Natural Phenomenon*. New York: Viking, 2006.
5. John Hick, *An Interpretation of Religion: Human Responses to the Transcendent*. Second edition. New Haven: Yale University Press, 2005.

COURSE OUTLINE

This outline tells you what you need to read and be prepared to discuss *before* each class. You should read these books from cover to cover and all the chapters assigned for each class, but in case you are behind, where several chapters are to be read I have printed the crucial chapter(s) in **bold**.

Introduction

Week 1 and 2.	Introduction to the Course Recent Historiography	Ferngren, <i>Science and Religion</i> , Chapters 1 and 2.
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I: Religion and Science: Historical Perspectives

Week 1 and 8	Astronomy: Galileo Galilei.	Ferngren, <i>Science and Religion</i> , Chapters 5 and 8
Week 2 Chapters 10 and 12	Physics: Isaac Newton	Ferngren, <i>Science and Religion</i> , Chapters 10 and 12
and 17	Biology: Charles Darwin	Tuesday Due: Term Paper Topic Ferngren, <i>Science and Religion</i> , Chapters 16 and 17
Week 3	Religion And Science Today	Wilber, <i>The Marriage of Sense and Soul</i> , Chapters 1, 2, 3, 4, 5

II: Religion and Science: Method, Models, Paradigms

Week 3	Religion: Method, Models, Paradigms	
Week 4	Science: Method, Models, Paradigms	
	Tuesday Due: Term Paper Bibliography	

III. Monotheism and Contemporary Science

Week 4 Chapter 1	Relational Alternatives	Haught, <i>Science and Religion</i> , Chapter 1
Week 5	The Case of God's Existence	Haught, <i>Science and Religion</i> , Chapter 3.
Week 6 Chapter 5	The Case of a Personal God The Case of a Created Cosmos	Haught, <i>Science and Religion</i> , Chapter 2 Haught, <i>Science and Religion</i> , Chapter 5
Week 6	The Case of Cosmic Purpose	Haught, <i>Science and Religion</i> , Chapter 8.
Thesis and Outline	Th. Due: 1. Position Paper on Relational Alternatives and 2. Term Paper	

COURSE OUTLINE (continued)

IV. Religion: "Naturalistic" and "Religious" Interpretations

Week 7	Theses Th. <i>No Class – Professor Attending Professional Meeting.</i>	Dennett, Chapter 1; Hick, Chapter 1.
Week 8	Dennett on Origins Hick on Origins	Dennett, Chapters, 4-7 Hick, Chapters 8-10
Week 9	Dennett on Epistemology Hick on Epistemology	Dennett, Chapters 2-3 Hick, Chapter 11-12.
Week 10	Dennett on God's Existence Hick on God's Existence	Dennett, Chapter 8. Hick, 5-8, 13.
Week 11	Dennett on Utility of Religions Hick on the Utility of Religions	Dennett, Chapters 9-10. Hick, 2-4, 17-18.

V. Student Presentations

Week 12	Students 1-4 Due: Journal Entries on "naturalistic" and "religious" interpretations of religion	10-minute class presentations/8-minute discussions.
Week 13	Students 5-8 <i>No Class – Professor Attending Professional Meeting</i>	10-minute class presentations/8-minute discussions.
November 22	Th. Thanksgiving Holiday	
Week 14	Students 9-12 Students 13-14	10-minute class presentations/8-minute discussions. 10-minute class presentations/8-minute discussions.
December 4)		Due: Term Paper (except students 13 and 14, whose papers are due

VI. Integrating Science and Religion?

Week 15	One Proposal What about the Religions?	Wilber, Chapters 10-13. Hick, Chapters 14-16, 19-20; Wilber 14.-15.
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Final Exam

Finals Week	Final Exam
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COURSE REQUIREMENTS

1. Class Participation. Regular attendance and contributing to the discussion is essential in this course. This means that you need to read and be prepared to discuss the readings assigned for each class. More than three unexcused absences will lower your *course* grade by 10%.
2. Position Paper. This 3-page assignment is designed to engage you in the topic by requiring you to articulate your position in the science/religion discussion. There is no "right" alternative, but you need to state your own religious/philosophical presuppositions and your reasons for choosing the alternative you find most compelling.

COURSE REQUIREMENTS (continued)

3. Journal. As we study the theories of Daniel Dennett and John Hick, you are to respond in a journal entry to the ideas presented in the reading and/or discussion for each topic. Each entry should be 15-20 lines long, dated according to the date of the reading/class you are responding to, and turned in as you would a paper – with a title page.
4. Your class presentation will consist of an abbreviated version of your paper that you present in 10 minutes or less followed by eight minutes of discussion. You should regard the discussion as a forum for comments and questions that may help you to improve your term paper. You will be graded on your presentation by the class (50%) and your professor (50%).
5. Term Paper. This will be a 12-15 page paper on a topic of your choice. Whether you consider yourself religious or secular, you probably have questions about religion and science that may or may not be addressed in the course itself. This is your chance to explore one of your questions in some depth.
6. Final Exam. The final will be a 5-page take-home asking you to develop your own theology or philosophy of the relation of science and religion. It should be an extension of your position paper that incorporates the subject matter of the six subdivisions of the course into your own religious or secular worldview (or your synthesis of the two!) and show how your thinking has developed as a result of your studies this semester.
7. General Requirements for Written Assignments.
 - Written assignments are to be typed double-spaced with a 12-point font, normal margins (1-1.25”), a cover sheet, and stapled.
 - Use the author/date system for footnotes and bibliography.
 - Turn in one hard copy and one electronic copy (through Vista).

Methods of Assessment

1. Your ability to explain key issues in the history of Christianity and science will be assessed through class participation and the final exam (outcome 1).
2. Your ability to compare and contrast methods, models, and paradigms in science and religion will be assessed through class participation and the final exam (outcome 2).
3. Your ability to compare and contrast monotheistic options in relation to major scientific theories will be assessed through class participation, your position paper on relational alternatives, and the final exam (outcome 3).
4. Your ability to compare and contrast a “religious” and “naturalistic” theory of religion will be assessed through your journal on the readings by Dennett and Hick (outcome 4).
5. Your ability to articulate an issue in religion and science of interest to you will be assessed through your class presentation and your term paper (outcome 5).
6. Your ability explain proposals to reconcile science and religion will be assessed through class participation and the final exam (outcome 6).
7. Your ability to think critically and write effectively will be assessed in all written assignments.

Evaluation Schedule

1. Class Participation	Week 16
2. Position Paper on ways of relating science and religion	Week 6
3. Journal on contrasting theories of religion	Week 13
4. Class Presentation	See Schedule
5. Term Paper	Week 15

GRADING SYSTEM**Course Grade**

Total Points: 500

1. Class Participation	20%
2. Position Paper on ways of relating science and religion	10%
3. Journal on contrasting theories of religion	10%
4. Term Paper	30%
5. Class Presentation	10%
6. Final Exam	20%

Please note:

1. The class is relatively small and based on student participation, so more than three unexcused absences will lower your course grade by 10%.
2. Exceptional class participation may raise your course grade.
3. If there is an appropriate campus event related to this course, I may assign it as an extra-credit option that could raise your course grade.

Grading Scale

The assignments and exams will be graded according to the normal scale for letter grades (100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F).

Grading Standards*Please read carefully.*

- An A is earned on the basis of work that is of the highest quality. Students who earn As demonstrate mastery of the material in general and in detail and write exceptionally thoughtful, comprehensive, lucid, and error-free essays and papers.
- A B is earned on the basis of work that is clearly of good quality. Students who earn Bs have a competent grasp of the material in general and in detail, and their written assignments and exams are to the point, show a clear comprehension of the subject, and are well written. The difference between an A and a B exam or paper is that the former shows greater mastery of the subject, greater depth in

Grading Standards (continued)

- the treatment of the subject, and a greater degree of critical thought; it is also more clearly organized and free of technical and linguistic deficiencies.
- A C is average work. The operative word is adequate, meaning that a C is earned on the basis of work that is satisfactory according to the criteria noted in the sections on A and B grades. The C grade differs from the B in that, while it shows general comprehension of the subject, it deals with the subject at a more cursory (less thorough, superficial) level, omits significant aspects of a subject, contains factual errors, and is marred by writing deficiencies.
 - A D is earned on the basis of work that is seriously deficient. Students who earn Ds have completed the requirements but at a level that is minimal. Students who earn Ds have only a superficial and seriously flawed comprehension of the subject, demonstrating little awareness of the meaning of concepts, minimal knowledge of the subject, and an absolute minimum of reading. Exams and papers of D quality are generally marred by serious writing deficiencies that require remedial work. Students who produce D work generally attend class sporadically, show little evidence of involvement in the subject, and have made a minimal commitment to the course.

- An F is earned on the basis of work that fails to meet any of the criteria listed above. It may also be earned for failing to attend and participate in class, complete required assignment(s), complete the assignment as requested, drop before the deadline, and cheating on an assignment.

COURSE POLICY

- Failure to take the final exam at the official time will result in an automatic F for course. If you have a legitimate personal or institutional reason to be absent, contact me before the exam to work out alternative arrangements. If you were prevented from taking the exam because of an illness or some other legitimate and unforeseen emergency, contact me as soon as possible. Illness requires a written medical excuse, and I reserve the right to check the facts about other emergencies.
- Papers turned in after the due date will receive a 10% deduction for each 24-hour period thereafter.
- Cheating is a serious moral violation that compromises the integrity of the student who cheats, is unfair to students who earn their grades honestly, and undermines the integrity of the educational enterprise. Students caught cheating will receive an automatic F *for the course* and be reported to the appropriate academic authorities.
- See attached sheet on University Policies.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts and Letters 4. Academic Unit HAR
5. Course subject/catalog number REL 352 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with ARH 370
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Buddhist Art: Visual Language and Religious Context
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Buddhist Art
11. Catalog course description (max. 30 words, excluding requisites).

Provides an in-depth study of the form and content of Buddhist visual language in relation to its religious text, seen through the activities of pilgrimage, faith, meditation, and ritual. Prerequisite: REL 150 or ARH 143 or Junior Status or higher. AHIG

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for additional units? yes no
a. If yes, maximum units allowed? _____
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
- Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) REL 150 or ARH 143 or Junior Status or higher.
17. Corequisites (must be completed *with* proposed course) _____

If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*

instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no **X**

Name of new plan? _____

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no **X**

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no **X**

If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no

If yes, does it require listing in the *Course Equivalency Guide*? yes no

Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

The interdisciplinary character of Religious Studies draws on expertise in a number of other academic areas, including the historical study of religious art. As part of a major curriculum restructuring being undertaken by the NAU Religious Studies program, and with the approval of the Art History program, and the chair of the common department of both programs, it has been decided to supplement the existing REL program with courses in religious art, drawn from the existing repertoire of courses already offered with substantial treatment of religion in the ARH program. This new REL course is being created as a cross-listing for ARH 370. Based on discussions with REL majors, this enrichment of the REL program is highly desirable. Additionally, there is a high occurrence of majors in one of the programs minoring in the other, suggesting a recognized intersection of subject matter and learning goals.

24. Names of current faculty qualified to teach this course Zsuzsanna Gulacsi _____

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? _____

26. Will present library holdings support this course? yes **X** no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Arne Hassing

Contact email: Arne.Hassing@nau.edu

Dept. Chair name: Curtis Hinsley

Dept. Chair email: Curtis.Hinnsley@nau.edu

College Contact name : Jean Boreen

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Zsuzsanna Gulacsi

29. Section enrollment cap: 35

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Science Social and Political Worlds

31. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking
Quantitative Reasoning Scientific Reasoning

32. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 41

W SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Does this proposal replace or modify an existing course or experience? yes no
If yes, which course(s)? _____

40. Do you intend to offer ABC 400 and ABC 400C? yes no
If no, please submit a course delete form for the ABC 400.

41. Approvals

Department Chair (if appropriate) <i>Curtis M. ...</i>	Date <i>11/11/07</i>
Chair of college curriculum committee <i>Jeff D. ...</i>	Date <i>12/4/07</i>
Dean of college <i>John Brown</i>	Date <i>12/4/07</i>

For Committees use only

For Liberal Studies Committee

Date

Action taken: _____ Approved as submitted _____ Approved as modified

For University Curriculum Committee <i>Ron Bell</i>	Date <i>1.12.08</i>

Action taken:

_____ Approved as submitted _____ Approved as modified

REL 352 / ARH 370

BUDDHIST ART: Visual Language and Religious Context

Professor: Zsuzsanna Gulacsi, Ph.D. Office: Riles 116, Phone: 523-0070 Office hours: M 9:00-12:00 E-mail: Zsuzsanna.Gulacsi@nau.edu	Fall 2007 3 credit hours, Section 1077-9746 Class room: Riles Hall (building # 15) 203 Class time: T/Th 2:20-3:35
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COURSE PREREQUISITES

REL 150, or ARH 143, or Junior status, or higher is required.

COURSE DESCRIPTION

Along with an introductory survey of the themes and the historical phases of Buddhist art, this class is designed to familiarize students with a distinct visual language and its religious background. The goal is to develop a clear understanding about the basic artistic *FORMS*, *CONTENTS*, and *CONTEXTS* associated with the production and usage of Buddhist works of art. After an introduction to the fundamental aspects of Buddhist teachings, the focus will be on four religious activities (pilgrimage, faith, meditation, and ritual) around which artistic activities flourish. We will study the arts of these activities in historically and geographically distinct settings, such as Ancient India, Medieval Central Asia, Medieval and Modern China, Japan, & Tibet.

This is a Liberal Studies course in the *Aesthetic and Humanistic Inquiry* distribution block. The mission of the Liberal Studies program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a diverse and dramatically changing world. To accomplish the mission of liberal studies, the university provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Through the program, students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. In addition to discipline specific skills, this course will emphasize *effective writing*, an essential skill defined in the university's Liberal Studies program.

Courses in the *Aesthetic and Humanistic Inquiry* block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression. These courses help students develop an understanding of the relationship between context and human creative expression, major conceptual frameworks utilized to make sense of the creative arts, and how human experience and values are expressed through creative endeavors. Students will also develop their capacities for analysis and ethical reasoning along with an understanding of the multiple facets of the human condition.

This course fulfills the university's *Global Awareness* requirement. Students will acquire an understanding of the perspectives (e.g. theoretical; historical; social; political; economic; cultural; religious; geographic or sense of place; environmental; or intellectual traditions and/ or ways of knowing) of non-Western peoples.

COURSE OBJECTIVES

Firstly, this class is designed to provide a comprehensive survey to an important field within Asian *art history* and *religious studies*. By focusing on the major themes of Buddhist art as they manifest in religious practice, the students will obtain culture-specific knowledge through a cross-cultural approach. Exposure to diverse contexts associated with Buddhist themes will engage the student in a process of *aesthetic and humanistic inquiry*.

Secondly, this class teaches how to use works of art as sources of information with special attention to formal analysis, iconographic content (meaning), and context of use (function). Through oral and written exercises, the students will master *specific art historical and Buddhist studies vocabulary* as well as *analytical thinking* needed to study works of art and their religious context. At the end of the semester, the students will have the opportunity to put their newly acquired analytical skills, vocabulary, and understanding of the field into practice within the framework of their final projects. In this, the task will be to discuss any Buddhist work of art (chosen by them) in light of our class material. They will have to analyze the art object, connect the thus-gained data to the textbook material and one academic article on the subject, and communicate their findings in an oral presentation and a class paper. Through an in-class workshop session and personal consultations with the professor, the students will learn how to choose a subject suited to their interests and academic strengths, and structure their papers in order to effectively communicate their findings in a college-level academic setting. Thus, they will acquire an important skill related to *effective writing*. In order to improve these skills, the students will receive guidance and individual feedback throughout the semester (see details below).

COURSE STRUCTURE

Lectures: *ARH 370* is primarily a lecture class. Each lecture is correlated with the assigned readings (to be read before the class). Slides and short documentary video clips will complement the instruction.

Student class preparation: In accordance with US college standards, students are expected to devote at least *6-9 hours of study time each week* (2-3 x 3 credit hours) to our class material. For further guidance, see “Tips on how to succeed in this class” handout for **class 1**.

Exercises: In order to aid the students in mastering the course objectives, the lectures will incorporate in-class exercises related to proper identification, correct use of art terms, as well as visual analysis of composition, space, and style (see class schedule for their occurrence).

Exams & Feedback: There will be two exams in this class that will be returned to the students with notes for improvement within ca. 7 days. After the first (midterm) exam, time will be devoted to the discussion of the best answers and most effective study strategies. In addition, students will be encouraged to seek out private consultations with the professor for personal academic guidance (*critical thinking, effective writing and effective study strategies*).

Student Presentations: At the end of the semester a series of classes will be set aside to student research presentations. In each such class, 8-9 students will have a chance to give a 5 min. presentation followed by a 3-5 min. class discussion that aims to advise the presenters on the final shaping of the content of their class papers.

REQUIRED READINGS

The textbook is recommended for purchase and is available at the university bookstore. All books and articles mentioned in this syllabus are on reserve in the **Cline Library**.

Textbooks: (1) Robert E. Fisher, *Buddhist Art and Architecture* (London 1993).

(2) R. Robinson - W. Johnson - G. DeGraff, *The Buddhist Religion: A Historical Introduction*, Fifth Edition (Belmont 2004).

Supplements: (1) Louis Frédéric, *Flammarion Iconographic Guides: Buddhism* (Paris 1995).

(2) *Encyclopedia of Eastern Philosophy and Religion* (Boston 1994).

(3) Marilyn Stokstad, *Art History* Vols. 1-2 (New York 2006).

(4) *Electronic Reserve* with selected articles, available on the *Vista* site of the

course.

Extra Curricular Readings & Videos: Additional educational material related to this course is placed on *Library Course Reserve*.

EVALUATION METHODS & DEADLINES

Evaluation:

Projects: Exams	600 points	Grades: A	= > 90 % (1000 - 901 points)
Final Project	400 points	B	= > 80 % (900 - 801 points)
(Oral Presentation 100 points)		C	= > 70 % (800 - 701 points)
(Class Paper 300 points)		D	= > 60 % (700 - 601 points)
Perfect Attendance extra 50 (30 + 20) points		F	= < 60 % (below 600 points)

Exams (600 points): The exams in this class are all closed notebook and include:

Five (out of 6) discussions of art terms (100 points) where art terms have to be explained and “illustrated” with examples from the class focus-pieces to test *factual knowledge*, *basic analytical thinking* and *use of art terms* (*critical thinking*, *effective writing*).

Two slide discussions (100 points), where works of art will have to be properly identified and discussed in terms of their form, content, and context in order to test *complex analytical thinking* and *art historical knowledge*.

Three brief-answer questions (100 points), to test the understanding of the basic religious and art historical categories covered (*factual knowledge*).

Final Project (400 points): The final project will consist of a class paper (10 pp) and its oral presentation (5 min.). For a successful completion, the students will have to integrate skills and knowledge learned throughout the semester, including *factual knowledge* and *vocabulary* related to the study of Buddhist art as well as *analytical skills* specific to the discipline of art history and the research of religious art. The most successful project will receive the **“BEST CLASS PAPER AWARD.”**

Class Paper (300 points): Students are encouraged to consult individually or in small groups with the professor in order to choose and start researching effectively their paper projects early in the semester (signup sheets will be circulated stating from **class 3**). In addition, in **class 13**, a class workshop will be devoted to review the practical aspects of what is needed for a 300-level college paper. The evaluation of the paper will be based on its *composition* (40 points), *substance, i.e., relevance to class material, use of terms and skills learned in class* (200 points), *bibliography & foot notes* (30 points), and *illustration(s)* (30 points). Knowing these criteria will aid researching and writing the class paper (*complex critical thinking, effective written communication*).

Oral Presentation (100 points): In **class 19**, guidance will be given for the oral presentation, including the criteria of its evaluation, such as *organization* (10 points), *relevance to class material, i.e., factual accuracy & use of art terms* (50 points), *illustration* (30 points), and *professional manner of delivery* (10 points). These criteria will allow students to better prepare and to evaluate their own and their fellow students’ performances (*complex critical thinking, effective oral communication*). Signup sheet will be available in **class 14**.

POLICIES & PROCEDURES

Attendance: Class attendance is the responsibility of the individual student and will be formally monitored by the instructor. Students missing more than 8 classes (8 x 75 min.) will fail the course. The class period extends for the full 75 minutes scheduled. Students are expected to follow a minimum standard of classroom etiquette. For "perfect attendance," no more than 2 classes may be missed.

Deadlines: The dates for tests and work due are nonnegotiable; extensions or make-up exams will not be scheduled except in the most extraordinary, fully documented circumstances.

Academic Honesty: A student caught cheating on a test fails the course completely, regardless of the number of points the student has earned on other work. A student who plagiarizes part or all of a written assignment will receive an *F* for the assignment and further disciplinary proceedings at the instructor's discretion. Plagiarism occurs when one claims credit for work he or she has not done personally, and includes turning in a paper written by another student, or putting sentences or ideas originally expressed by someone else into a paper without noting their source.

CLASS CALENDAR

I. BUDDHIST ART AND RELIGION (INTRODUCTION)

Class 1 (Aug. 28)

Topics INTRODUCTION, SYLLABUS, REQUIREMENTS

Class 2 (Aug. 30)

Topics THE LIFE STORY OF THE HISTORICAL BUDDHA

Readings (1) Robinson et al, "The Buddha's Awakening" pp. 1- 11; and "The Last Days," pp.37-39.
(2) Frédéric, "Representations [of the life events]," pp. 86-94 (E-reserve).

Class 3 (Sept. 4)

Topics JATAKA STORIES & SIGNUP FOR CONSULTATION ON RESEARCH PROJECT

Readings (1) Conze, "The Buddha's Previous Life," *Buddhist Scriptures*, pp. 19-26 (E-reserve).
(2) Robinson et al, "Past-life Narratives," pp. 67-70.
(3) Frédéric, "Other Aspects [of the life events]," pp. 94-95 (E-reserve).

Class 4 (Sept. 6)

Topics BASIC BUDDHIST TEACHINGS IN ART: (1) THE WHEEL OF LIFE

Readings (1) Robinson et al, "The Lessons of Awakening" pp. 11-19.
(2) "Bhava-chakra" in *Enc. of Eastern Philosophy & Religion*

[Reference: BL1005.L4813]

Class 5 (Sept. 11)

Topics BASIC BUDDHIST TEACHINGS IN ART: (2) THE WHEEL OF LAW

Readings (1) Robinson et al, "The Buddha Begins to Teach," pp. 24-27.
(2) "Four Noble Truths" in *Encyclopedia of Eastern Philosophy and Religion*.
(3) Frédéric, "Wheels," p. 66 (E-reserve).

Class 6 (Sept. 13)

Topics THE TWO KINDS OF BUDDHISM AND THEIR USE OF ART

Readings (1) Fisher, "Preface" and "The Subject-Matter of Buddhist Art," pp. 7-28.

II. PILGRIMAGE & THE RELICS OF THE BUDDHA

(BUDDHIST ART OF ANCIENT INDIA)

Class 7 (Sept. 18)

Topics PILGRIMAGE AND THE EARLIEST REMAINS OF BUDDHIST ART

Readings (1) Robinson et al, "Ashoka" pp. 58-62; "Stupa Cult" pp. 72-74.
(2) Fisher, "India and the Neighboring Regions," pp. 29-41 & 52-54.

Sept. 20th

Task:

STUDY GROUP MEETINGS IN CLINE LIBRARY

Review class notes and reading notes for Exam 1

Class 8 (Sept. 25)

Topics THE THEORY OF ANICONISM

EXERCISE: OBSERVATION, ANALYSIS, & INTERPRETATION

Readings (1) Huntington, "Early Buddhist Art & the Theory of Aniconism," *Art Journal* 1990, pp. 401-408 [on reserve].

Class 9 (Sept. 27)

Topics THE "EMERGENCE" OF THE BUDDHA IMAGE

EXERCISE: STYLE AND ICONOGRAPHY

Readings (1) Fisher, "India and the Neighboring Regions," pp. 41-52.
(2) Frédéric, "Mudras" pp. 39-40, and "Postures" pp. 52-76.

Class 10 (Oct. 2)

Topics BUDDHIST ART IN POST-KUSHAN INDIA

Readings (1) Robinson et al, "The Decimation of Indian Buddhism," pp. 138-139.
(2) Fisher, "India and the Neighboring Regions," pp. 54-66.

Class 11 (Oct. 4)

Topics EXAM I (classes 2-10)

III. AESTHETICS OF FAITH & MEDITATION

(BUDDHIST ART IN MEDIEVAL CENTRAL & EAST ASIA)

Class 12 (Oct. 9)

Topics BUDDHIST ART IN EAST CENTRAL ASIA & RETURN OF EXAM I

Readings (1) Fisher, "Role of Central Asia" pp. 86-90.
(2) "Miran" *Dictionary of Art*, 21:703-704 [on reserve].
(3) Frédéric, "Guardian Kings," pp. 241-142.

Class 13 (Oct. 11)

Topics INTRODUCTION OF BUDDHISM INTO CHINA & CLASS PAPER WORKSHOP

Readings (1) Robinson et al, "China," pp.175-180.
(2) Frédéric, "Avalokitesvara," pp. 153-154, 156-157, and 162-169.

Class 14 (Oct. 16)

Topics EPISODES OF CHINESE BUDDHIST ART & SIGNUP FOR ORAL PRESENTATION

Readings (1) Fisher, "China" pp. 90-124.
(2) "Dunhuang" *Dictionary of Art*, 9:392-394 [on reserve].
(3) Frédéric, "Buddhas of the Past," pp. 116-118.

Class 15 (Oct. 18)

Topics INTRODUCTION OF BUDDHISM INTO JAPAN

Readings (1) Robinson et al, "Buddhism in Japan," pp.240-245.

(2) Fisher, "Japan," pp. 138-162.

Class 16 (Oct. 23)

Topics

ZEN PAINTINGS AND GARDENS

Readings (1) Mason, "Zen Buddhism," *History of Japanese Art* (New York, 1993), pp. 174 - 203 and 209 [on reserve].

IV. ART AS RITUAL IMPLEMENT

(BUDDHIST ART IN MEDIAEVAL AND MODERN TIBET)

Class 17 (Oct. 25)

Topics

HISTORY AND RELIGION IN TIBET

Readings: (1) Kvarne, "Tibet: The Rise & Fall of the Monastic Tradition," *World of Buddhism*, pp. 253-270 [on reserve].

Class 18 (Oct. 30)

Topics

BUDDHIST ART IN TIBET: THE MONASTERY OF ALCHI; THE PAINTED STUPA OF GYANTSE, & THE POTALA PALACE OF LHASA

Readings:

(1) Fisher, "Tibet," pp. 77 - 85.
(2) Frédéric, "Taras," pp. 180-183.

Class 19 (Nov. 1)

Topics

THAGKAS & GUIDANCE FOR ORAL PRESENTATION

Readings (1) David and Janice Jackson, "The Artistic Wealth of Old Tibet," *Tibetan Thangka Painting: Methods & Materials* (New York 1988), pp.5-14 [on reserve].

Class 20 (Nov. 6)

Topics

ART IN RITUAL CONTEXT: THE MANI RIMDU FESTIVAL

Readings (1) Geoff Childs, "The Mani Rimdu Festival," in his *Myths, Mountains, & Mandalas: Mani Rimdu & Tengboche Monastery* (Kathmandu 1988), pp. 20-49 [on reserve].

Class 21 (Nov. 8)

Topics

EXAM 2 (classes 12-20)

V. CLASS CONFERENCE

(VISUAL LANGUAGE AND RELIGIOUS CONTEXT OF BUDDHIST ART)

Class 22 (Nov. 13)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS. RETURN OF

EXAM 2

(Bonus points are offered for complete attendance of class conference sessions)

Class 23 (Nov. 15)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS

Nov. 20

NO CLASS (Professor at National Conference)

Nov. 22

NO CLASS (Thanksgiving Holiday)

Class 24 (Dec. 4)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS

Class 25 (Dec. 6)

Topics

STUDENT PRESENTATIONS AND DISCUSSIONS

Final Exam Week: CLASS PAPERS DUE (Dec. 13th, 4:00 p.m. in professor's office)

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR COURSE CHANGE

1. Is this a Liberal Studies or Diversity Course? Liberal Studies Diversity Both X
2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) See effective dates schedule. Fall 2008

3. College Arts and Letters 4. Academic Unit HAR

5. Current course subject/catalog number ARH 370

6. Current catalog title, course description, and units. (Copy and paste from current on-line academic catalog).

ARH 370 BUDDHIST ART: VISUAL LANGUAGE AND RELIGIOUS CONTEXT (3)

Provides an in-depth study of the distinct Buddhist visual language in its form and content in relation to its religious context, seen through the activities of pilgrimage, faith, meditation, and ritual. Prerequisite: Junior Status or higher AHIG

7. Is course currently cross-listed or co-convened?
Yes no X

If yes, list course _____
Will this continue? _____

8. Is course an elective? X or required for an academic plan/subplan?
If required, for what academic plan/subplan? _____

If required, also submit *Proposal for New Plan or Plan Change*.

9. Will other courses or academic units, be affected by this change? (Consider prerequisites, degree requirements, etc.) yes no X
If yes, explain in the justification and provide supporting documentation from the affected departments.

10. Does this change affect community college articulation? yes no X
If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? yes no
If yes, has the change been approved by the Articulation Task Force? yes no

If this course has been listed in the Course Equivalency Guide, should that listing
be left as is, X or be revised?

If revised, how should it be revised? _____

FOR SECTION 11 ONLY COMPLETE WHAT IS CHANGING.

Only fill in what is changing.

If information is remaining the same, leave the section blank.

11. a. Proposed course subject /catalog number _____ b. Proposed units _____
- c. If subject/catalog number change, is there a course fee attached to the current subject/catalog number that needs to be moved? Yes No
If yes, please attach a Justification Form for Instructional Fees indicating the new course subject/catalog number change.
- d. Proposed to co-convene with _____ Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
- e. Proposed to cross-list with REL ~~351~~ 351 352 _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
- f. Proposed long course title _____
(max 100 characters including spaces)
- g. Proposed short course title _____
(max 30 characters including spaces)
- h. Proposed catalog course description (max. 30 words, excluding requisites)
Provides an in-depth study of the distinct Buddhist visual language in its form and content in relation to its religious context, seen through the activities of pilgrimage, faith, meditation, and ritual. Prerequisite: REL 150 or ARH 143 or Junior Status or higher. AHIG
- i. Proposed grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
- j. May course be repeated for *additional* units? yes no
- j.1. If yes, maximum units allowed? _____
- j.2. If yes, may course be repeated for additional units in the same term? (ex. BIO 300, PES 100)
yes No
- k. Please check **ONE** of the following that most appropriately describes the proposed course change(s):
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
- l. Proposed prerequisites (must be completed before) ARH 143, REL 150 or Junior Status or higher.
- m. Proposed corequisites (must be completed with) _____
- n. If course has no requisites, will all sections of the course require: (If course has pre or co requisite, skip to question 12)
Instructor consent Department consent No consent

12. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The change in the description of the course adds an alternative prerequisite, inviting into the course students from a religious studies background alongside of those with an art history background. The cross-listing with REL 352 is part of an initiative of interdisciplinary support across the programs of the HAR department.

13. Approvals

L. M. VanOrdy 9/25/07
 Department Chair/ Unit Head (if appropriate) Date

Jeff D Boyd 10/9/07
 Chair of college curriculum committee Date

Jean Brown 10/11/07
 Dean of college Date

For Committee use only

Ken Ball 2.12.08
 For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to college dean, department chair, and Academic Information Office.

Only utilize form if proposing course for LIBERAL STUDIES designation.

LIBERAL STUDIES ONLY

Contact name: _____

Contact email: _____

Dept. Chair name: _____

Dept. Chair email: _____

College Contact name : _____

College Contact email: _____

1. This course is a Single section Multi-section

2. List names of faculty who may teach this course: _____

3. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 4-7.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 10-11.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 11 - 14.

NEW LIBERAL STUDIES COURSE

4. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

Environmental Consciousness Technology and Its Impact Valuing the Diversity of Human Experience

5. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding Lab Science

Science/Applied Science Social and Political Worlds

6. Skills (check two): *If a topics course, must apply to ALL sections.*

Creative Thinking Critical Reading Effective Oral Communication Effective Writing Critical Thinking

Ethical Reasoning Quantitative/Spatial Analysis Scientific Inquiry Use of Technology

7. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

8. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

9. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

Revised 8/06

36. Please attach an example of a Topic Syllabus offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

10. To which degree programs offered by your department/academic unit does this proposal apply? _____

11. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

NEW SENIOR CAPSTONE COURSE (refer to question 19)

12. To which degree programs offered by your department/academic unit does this proposal apply? _____

13. Does this proposal replace or modify an existing course or experience? yes no

If yes, which course(s)? _____

14. Do you intend to offer ABC 400 and ABC 400C? yes no

If no, please submit a course delete form for the ABC 400.

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Arts and Letters 2. Academic Unit HAR

3. Academic Plan Name Religious Studies 4. Subplan (if applicable)? _____

5. Effective Date FALL 2008

6. Is this proposal for a : New Plan Plan Change Plan Deletion
(Please refer to Plan and Subplan definitions) New Subplan Subplan Change Subplan Deletion

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

RELIGIOUS STUDIES

College of Arts and Letters

Department of Humanities, Arts, and Religion

Riles Building, room 104

NAU, PO Box 6031, Flagstaff, AZ 86011-6031

928-523-3881 (fax 928-523-1881)

<http://home.nau.edu/human/>

Department Chair

Joseph Boles

Undergraduate Introduction

You may pursue the following academic plans in NAU's Department of Humanities, Arts, and Religion:

- B.A. in religious studies
- B.A. in religious studies (extended major)
- minor in religious studies

Also see Art History and Humanities for additional plans you might want to consider.

The objective of these plans is a systematic examination of religion, through which you become familiar with the academic study of religion and representative disciplinary

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

RELIGIOUS STUDIES

College of Arts and Letters

Department of Humanities, Arts, and Religion

Riles Building, room 104

NAU, PO Box 6031, Flagstaff, AZ 86011-6031

928-523-3881 (fax 928-523-1881)

<http://home.nau.edu/human/>

Department Chair

Curtis Hinsley

Undergraduate Introduction

You may pursue the following academic plans in NAU's Department of Humanities, Arts, and Religion:

- B.A. in religious studies
- B.A. in religious studies (extended major)
- minor in religious studies

Also see Art History and Humanities for additional plans you might want to consider.

The objective of these plans is a systematic examination of religion, through which you become familiar with the academic study of religion and representative disciplinary approaches to the field, emphasizing the

approaches to the field, emphasizing the world's major religions. Majoring in religious studies can prepare you for graduate work and professional studies of almost any nature, notably education, government, social work, librarianship, law, and religious vocations.

Click here for more information about Religious Studies [undergraduate](#) and graduate courses and [faculty](#).

B.A. RELIGIOUS STUDIES

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of [liberal studies requirements](#). Be aware that you may not use courses with an REL prefix to satisfy these liberal studies requirements.
- at least 36 units of major requirements. You must earn a grade of "C" or better in all 36 units.
- at least 12 units of focus requirements or 18 units of minor requirements
- at least 16 units of language requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

world's major religions. Majoring in religious studies can prepare you for graduate work and professional studies of almost any nature, notably education, government, social work, librarianship, law, and religious vocations.

Click here for more information about Religious Studies [undergraduate](#) and graduate courses and [faculty](#).

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- at least 36 units of major requirements. You must earn a grade of "C" or better in all 36 units.
- at least 12 units of focus requirements or 18 units of minor requirements
- at least 16 units of language requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

MAJOR REQUIREMENTS

You must complete the following 36 units, earning a grade of "C" or better in all 36 units. In addition, at least 18 must be in upper-division REL courses:

- HAR 301W or REL 300W, which meets NAU's junior writing requirement (3 units)
- two courses from REL 202, 205, 210, 220, 301, 305, 311, 321, 322, 325, 331, 370, 390, and 391 (6 units)
- two courses from REL 201, 203, 206, 331, 341, 351, 355, 359, and 380 (6 units)
- two courses from REL 450C, 470C, 482C, and 490C, one of which will complete the capstone requirement. (6 units)
-

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

MAJOR REQUIREMENTS

You must complete the following 36 units, earning a grade of "C" or better in all 36 units. In addition, at least 18 must be in upper-division REL courses:

- **REL 300W**, which meets NAU's junior writing requirement (3 units)
- two courses from REL **202, 210, 220, 301, 311, 321, 322, 325, 326, 331, 332, 390, 391, and 392** (6 units)
- two courses from REL **201, 203, 206, 331, 332, 341, 351, 352, 355, 380, and 392** (6 units)
- two courses from REL **421C, 441C, 451C, 481C, 491C, and 497**, one of which will complete NAU's senior capstone requirement (6 units)

- the remaining 15 units from the religious studies curriculum, with up to 6 units at the 400 level, selected in consultation with your advisor
- Additionally, REL 151 is recommended, but not required.

FOCUS OR MINOR REQUIREMENTS

If you choose to pursue a focus, you must complete 12 units of courses that are related along thematic, geographic, or disciplinary lines. You must work with your advisor to determine the courses you will use for this student individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 12 units of coursework.

If you choose to pursue a minor, you must complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

LANGUAGE REQUIREMENT

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. [Click here for more information.](#)

GENERAL ELECTIVES

Additional coursework is required, if, after

- **the remaining 15 units from the religious studies curriculum, selected in consultation with your advisor**
- Additionally, REL 151 is recommended, but not required.

FOCUS OR MINOR REQUIREMENTS

If you choose to pursue a focus, you must complete 12 units of courses that are related along thematic, geographic, or disciplinary lines. You must work with your advisor to determine the courses you will use for this student individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor must approve these 12 units of coursework.

If you choose to pursue a minor, you must complete a minor of at least 18 units from those described in this catalog. In consultation with your advisor, you should select a minor that's appropriate for your career aspirations and educational needs. Your minor advisor will advise you about this part of your academic plan.

LANGUAGE REQUIREMENT

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. [Click here for more information.](#)

GENERAL ELECTIVES

Additional coursework is required, if, after

you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about Religious Studies undergraduate and graduate courses and faculty.

B.A. RELIGIOUS STUDIES (EXTENDED MAJOR)

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an REL prefix to satisfy these liberal studies requirements.
- at least 54 units of major requirements. You must earn a grade of "C" or better in all 54 units.
- at least 16 units of language requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal

you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

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B.A. RELIGIOUS STUDIES (EXTENDED MAJOR)

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an REL prefix to satisfy these liberal studies requirements.
- at least 54 units of major requirements. You must earn a grade of "C" or better in all 54 units.
- at least 16 units of language requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal

studies or general elective credit.)

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

MAJOR REQUIREMENTS

You must complete the following 54 units, earning a grade of "C" or better in all 54 units. In addition, at least 15 must be in upper-division REL courses:

- REL 151 (3 units)
- HAR 301W, which meets NAU's junior writing requirement (3 units)
- two courses from REL 202, 205, 210, 220, 301, 305, 311, 321, 322, 325, 331, 370, 390, and 391 (6 units)
- two courses from REL 201, 203, 206, 331, 341, 351, 355, 359, and 380 (6 units)
- two courses from REL 450C, 470C, 482C, 485, 490C, and 497, including at least one course that meets NAU's senior capstone requirement (REL 450C, 470C, 482C, and 490C) (6 units)

studies or general elective credit.)

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

MAJOR REQUIREMENTS

You must complete the following 54 units, earning a grade of "C" or better in all 54 units. In addition, at least 15 must be in upper-division REL courses:

- **REL 300W**, which meets NAU's junior writing requirement (3 units)
- two courses from REL **202, 210, 220, 301, 311, 321, 322, 325, 326, 331, 332, 390, 391, and 392** (6 units)
- two courses from REL **201, 203, 206, 331, 332, 341, 351, 352, 355, 380, and 392** (6 units)
- two courses from REL **421C, 441C, 451C, 481C, 491C, and 497, one of which will complete** NAU's senior capstone requirement (6 units)

- 12 units from the religious studies curriculum, with up to 6 units at the 400 level, selected in consultation with your advisor
- 18 units of thematically related cognate courses

(You must work with your advisor to determine the courses you will use for this student individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor and your department chair must approve these 18 units of coursework.)

LANGUAGE REQUIREMENT

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. [Click here for more information.](#)

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about Religious Studies [undergraduate](#) and

- **12 units from the religious studies curriculum, selected in consultation with your advisor**

- 18 units of thematically related cognate courses

(You must work with your advisor to determine the courses you will use for this student individualized plan as early as possible to ensure that you graduate in a timely fashion. Please be aware that your advisor and your department chair must approve these 18 units of coursework.)

LANGUAGE REQUIREMENT

You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. [Click here for more information.](#)

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about Religious Studies [undergraduate](#) and graduate courses and [faculty](#).

graduate courses and faculty.

MINOR RELIGIOUS STUDIES

To complete this minor, you take the following 18 units; earning a grade of "C" or better in all 18 units:

- 3 units from REL 450C, 470C, 482C, and 490C
- REL 300W (3 units)
- 12 units of additional religious studies courses selected in consultation with a religious studies advisor

You must earn a grade of "C" or better in all 18 units.

Be aware that some courses required for the minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

Click here for more information about Religious Studies undergraduate and graduate courses and faculty.

MINOR RELIGIOUS STUDIES

To complete this minor, you take the following 18 units, earning a grade of "C" or better in all 18 units:

- 3 units from REL **421C, 441C, 451C, 481C, and 491C**
- REL 300W (3 units)
- 12 units of additional religious studies courses selected in consultation with a religious studies advisor

You must earn a grade of "C" or better in all 18 units.

Be aware that some courses required for the minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

Click here for more information about Religious Studies undergraduate and graduate courses and faculty.

8. For undergraduate plans, will this requirement be a student individualized plan*? x no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- x c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

- + Demonstrate introductory knowledge of method and theory in the study of religion and interdisciplinary thinking about religion(s) and culture;
- + Demonstrate introductory knowledge of selected major religious traditions;
- + Demonstrate in-depth knowledge of selected topics in religion;
- + Demonstrate proficiency in the essential humanistic skills of critical reading, critical thinking, ethical reasoning, effective writing, and interdisciplinary and integrative methodologies;
- + Value the diversity of human experience.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

Past assessments of student learning have revealed inconsistent achievement of the program's learning outcomes, traceable to a curriculum and curricular requirements that have developed over time without due attention to the coherence and systematic character of the whole. In light of the latest assessment report and extensive discussion of a fully rationalized curriculum, the program curriculum committee determined changes were in order, involving (1) the elimination of courses that either served no integrative role in the program, or could no longer be offered due to loss of the faculty assigned to them, (2) the addition of selected courses bringing coverage of areas of demonstrated student interest and of program and liberal studies relevance, (3) introduction of new cross-listings with Art History courses of significant religious studies content, (4) minor modification of selected existing courses, and (5) the complete overhaul of the 400-level curriculum creating a more coherent set of capstone alternatives that invite greater student use of advanced upper division courses to complete their major and minor.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? No

If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan?

Yes

Certifications

Erin M. Vinberg 11/11/07
Department Chair/ Unit Head (if appropriate) Date

John D. Boyd 12/4/07
Chair of college curriculum committee Date

Jean Boren 12/4/07
Dean of college Date

For committee use only
Don Bell 2.12.08
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes No
If yes, route completed form to Liberal Studies.
2. New course effective beginning what term and year? (ex. Spring 2008, Summer 2008) Fall 2008
See effective dates schedule.
3. College Arts & Letters 4. Academic Unit English
5. Course subject/catalog number ENG 467C 6. Units 3
(Please add syllabus to the end of this form.)
7. Co-convened with _____ 7a. Date approved by UGC _____
(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
8. Cross-listed with _____
(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)
9. Long course title Seminar in Film Studies
(max 100 characters including spaces)
10. Short course title (max. 30 characters including spaces) Seminar in Film Studies
11. Catalog course description (max. 30 words, excluding requisites).

**Intensive study of selected topics in film studies. May be repeated for up to 9 hours of credit with different content.
equisite: (ENG 105 or HON 190 or HON 191) and 12 hours of ENG-English coursework CAP**

12. Grading option: Letter grade Pass/Fail or Both
(If both, the course may only be offered one way for each respective section.)
13. Is this a topics course? Yes No
14. May course be repeated for *additional* units? yes no
a. If yes, maximum units allowed? 9 **With different content.**
b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes no
15. Please check **ONE** of the following that most appropriately describes the course:
Lecture w/0 unit embedded lab Lecture only Lab only Clinical Research
Seminar Field Studies Independent Study Activity Supervision
16. Prerequisites (must be completed *before* proposed course) ENG 105 or HON 190 or HON 191 and 12 hours of ENG-English coursework
17. Corequisites (must be completed *with* proposed course) none
18. If course has no requisites, will all sections of the course require *(If course has pre or co requisite, skip to question 19):*
instructor consent department consent no consent

19. Is the course needed for a plan of study (major, minor, certificate)? yes no
Name of new plan? _____
Course is one choice of several to fulfill ENG-“C” requirements (3 thusly designated courses are required for the BA-English capstone); the English Minor requires one “C” course; the BS-English Ed degree students may use this course as a required ENG elective.

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes no
If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes no
If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes no
If yes, does it require listing in the Course Equivalency Guide? yes no
Please list, if known, the institution, subject/catalog number of the course. _____

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

This seminar course is suggested to expand the English Department's offerings of capstone courses [The English BA capstone consists of a minimum of three "seminar" courses marked with a "C" designation]. Our development of this course is a response to our expanding student population and to student interest in advanced film courses that also deal with world cultures. It will round off the English Department's undergraduate offerings in Film courses, to date: Film 266 : World Cinema – An Introduction (pending coterminous approval this semester); ENG 366 : Film and/as Literature; ENG 467 : Special Topics in Film Studies. Additionally, at graduate level, the English Department regularly offers ENG 666 : Film Studies – Film and Literary Theories.

In English Studies as elsewhere, many consider film the preeminent popular art form of the Twentieth Century. This particular course, ENG 467C, offers important insights into the way narrative structures have developed and how written and audio-visual story-telling complement and compete with each other. Under the umbrella of Special Topics in Film Studies, students will have the opportunity to comprehend and critique a variety of different cultural aesthetics, and situate their own experience and preferences within a historical and global continuum.

Finally, a number of English Department faculty have developed courses emphasizing film, which many of us consider the most significant narrative form of the twentieth century. This seminar course gives an opportunity for that expertise to be offered at senior level, reflecting the way narrative forms have developed and compete with each other historically and offering students the chance to write comparative assessments of different cultural aesthetics.

This course and those listed above also respond to current proposals to introduce an interdisciplinary Film Minor in the College of Arts and Letters. In the event that a proposed interdisciplinary Film Studies Minor is established, the English Department will have a rich roster of courses to contribute to this undertaking. It is important that the English Department, which has a long history of offering courses in film studies, be in a position to include a full schedule at all levels for our English majors and for Film Studies minors.

Additional assessment data will accompany the formal proposal for the minor.

24. Names of current faculty qualified to teach this course Dr. Irene Matthews, Dr. Anne Scott, Dr. Glenn Reed, Dr. Jeff Berglund

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? n/a

26. Will present library holdings support this course? yes no

If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: Dr. Irene Matthews

Dept. Chair name: Dr. Allen Woodman

Assoc. Chair: Dr. Jeff Berglund

College Contact name : Dr. Jean Boreen

Contact email: Elizabeth.Matthews@nau.edu

Dept. Chair email: Allen.Woodman@nau.edu

Assoc. Chair email: Jeff.Berglund@nau.edu

College Contact email: Jean.Boreen@nau.edu

27. This course is a Single section Multi-section

28. List names of faculty who may teach this course: Dr. Irene Matthews, Dr. Anne Scott, Dr. Glenn Reed, Dr. Jeff Berglund

29. Section enrollment cap: 20

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41. YES

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*

Aesthetic and Humanistic Inquiry Cultural Understanding

Science Social and Political Worlds

32. Skills (check two): *If a topics course, must apply to ALL sections.*

Effective Oral Communication Effective Writing Critical Thinking

Quantitative/Spatial Analysis Scientific Inquiry

33. Is this a topics course? Yes No

If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes no

If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? **BA in English, primarily; may be used for English elective credit by BS in English Education and BS in English Education Extended, as well as the English Minor.**

40. Does this proposal replace or modify an existing course or experience? yes no

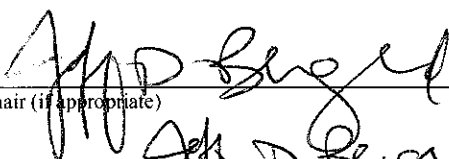

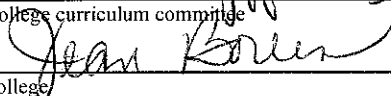
If yes, which course(s)? _____

Note of explanation: the English BA capstone consists of three 400-level "seminar" courses designated as "C" courses; this course provides one additional and significant option.

41. Do you intend to offer ABC 400 and ABC 400C? yes no

If no, please submit a course delete form for the ABC 400.

42. Approvals

Department Chair (if appropriate)		Date	8/20/07
Chair of college curriculum committee		Date	10/9/07
Dean of college		Date	10/11/07

For Committees use only

For Liberal Studies Committee

Date

Action taken:


Approved as submitted

Approved as modified

For University Curriculum Committee

Date

Action taken:

 Approved as submitted

Approved as modified

ENG 467C : Seminar in Film Studies (3 credits)

Prof. Irene Matthews

Meeting Time: TBA

Office: LA 331 Office Hours: TBA

Phone: 523-XXXX

E-mail: Elizabeth.Matthews@nau.edu

“WORLD CINEMA” – FROM THE FORTIES TO THE EIGHTIES

A dominant narrative form of the twentieth century, since the end of World War II world cinema has seen drastic changes: a split between commercial and “art” cinema, competition from television, the growth of a globalized audience – all playing a part in shaping today’s film culture. New films constantly emerge from different parts of the world, but we rarely see them in “the West,” especially, perhaps, in Flagstaff whose filmgoing fare is both sparse and narrow. This course introduces a significant period from the very wide and varied world of filmmaking: when the movie industry experimented, consolidated, invented new technologies, stole ideas and, above all, spread to world cultures previously unable to represent themselves on the big screen. This seminar course fulfills one-third of an English major’s capstone experience for the English BA and represents a culmination of experiences in other English Studies courses. The skills refined in this course, as well as its subject matter, links up with previous foundational work that was likely completed in other Aesthetic & Humanistic Inquiry and Cultural Understanding courses within Liberal Studies.

Prerequisites

ENG 105 or HON 190 and HON 191 and 12 hours of ENG-English coursework.

Course Structure

Each unit will include short lectures, excerpts from 2-4 films, analysis of the clips in conjunction with related film theory (historical and critical), and extensive group discussion. Students will also be responsible for researching and bringing into to class supplementary materials of their own choice relating to each unit, and present and analyze in small groups.

Core texts/recommended readings

The readings will relate to the available films and will comprise a selection of essays from a variety of texts specializing in regional histories. A basic textbook will be selected from the following (several are included to give a sense in this sample syllabi, though the course readings are taken from the boldfaced example):

James Chapman, Cinemas of the World: Film and Society from 1895 to the Present. (Reaktion, 2003)

Jack C. Ellis and Virginia Wright Wexman, A History of Film (Allyn and Bacon, 5th edition, 2002)

Gerald Mast, Bruce F. Kawin, A Short History of the Movies. (Longman, 2007) (used in this course sample)

Kristin Thompson and David Bordwell, Film History. An Introduction. (McGraw Hill, 2002)

Students will also read weekly excerpts from theory texts / national film histories, listed after the weekly schedule.

Learning Outcomes

By the end of the course, students should be able to :

- Understand (some of) **the continuities and disjunctions in the evolution of cinema as an art form**;
- Recognize and describe **basic camera work and narrative techniques**;
- Identify obvious **directorial styles / periods / and regional divergences**;
- Evaluate the **relationship between technical developments and artistic achievements**;
- Recognize the **influence of politics and ideology on cinema, and on popular art forms in general**;
- Demonstrate abilities in critical thinking (*critical thinking is an essential skill within the Liberal Studies program*)
- **Research and write comparatively and critically about filmic texts and theories from different periods and cultures.** (*effective writing is an essential skill within the Liberal Studies program*)

Assessment of student learning outcomes :

- Regular attendance at lectures, filmclip screenings, and active participation in class discussions;
- Short response papers to each unit (including theoretical and critical background materials) lead to rapid, informed, personal critiques;
- Research on related topics/texts, written up with associated bibliography and presented in small groups to class : these will hone individual student learning skills and expand class information and source materials;
- Final comparative-analytical essay on two or more filmic texts or periods, including cross-cultural implications and reference to critical theory and background readings. This 10-15 page essay (including individual consultation on progress) will improve the use of theory and notation, introduce or enhance the concept of writing cross-cultural and multi-genre comparisons, and invite students to use materials of their own choice to relate to class texts. *This assignment will be used for the assessment of the development and refinement of critical thinking and effective writing skills.*

Timeline

- Response papers will be due in the week after the unit is completed
- In Week Two, students will select their choice of unit/dates for further research and presentations, from among the schedule and topics listed on the syllabus;
- Students will present their comparative topic and outline of final papers in class for general response and critique; final versions will be based on a revised draft after consultation and submitted on final examination date (in accordance with campus calendar).

Grading system

- | | |
|--|----------------------|
| • Attendance, preparation and participation : | 150 points |
| • Short responses (1 ½ pp. inc. theory) (10 x 30) : | 300 |
| • Research and group presentation (incl. handout) : | 250 |
| • Final essay, 10-15 pages, (incl. draft/presentation : 50) points | 300 Total 1000 |

Grading Scale:

- 900-1000 points = A
 800-899 points = B
 700-799 points = C
 600-699 points = D
 0-599 points = F

Course policies

- Since there are no tests, there are no make-ups; if it is deemed necessary to introduce a reading quiz, this will also assess attendance on that date; no make-up;
- If students miss a timely response to one unit, they may make up with an analytical commentary on an extracurricular activity of relevance to course materials (such as a local film festival, for

example); students who have completed all units may use such an event for a bonus response (30 points)

- Attendance, preparation and participation are required; all unexcused absences will affect grade
- Official University Policy Statements attached.

Course Content (Outline – provisional) :

- Week 1 **Introduction : Frame, mirror, window –**
A brief review of the origins of cinema: tinkering with technology, the rise of the star system, priority of (fictional) narrative; what do movies *mean*?
Read : A Short History of the Movies, Chs. 1–3;
Watch excerpts from : *The Lumière Brothers Films* (1895)
 The Man with a Movie Camera (Dziga Vertov, 1928)
 Singin' in the Rain (Stanley Donem, Gene Kelly, 1952)
- Week 2 **Realism(s) – Old and New**
(The truths behind the fictions) --
Watch excerpts from : *Pais* (Roberto Rossellini, 1946)
 The House Under the Sea (Henri Calef, 1946)
 The Best Years of Our Lives, (William Wyler, 1946)
 Los Olvidados (Luis Buñuel, 1950)
Read : ASH, Ch. 10; Ch 13 (258–275);
André Bazin “The Ontology of Film”; Geoffrey Nowell-Smith, “How films mean, or from aesthetics to semiotics”
- Week 3 **The Haunted Screen – Phantoms of the Cold War**
Read : ASH, Ch. 12
Watch excerpts from : *Pick Up on South Street* (Samuel Fuller, 1949)
 Carrie (William Wyler, 1951)
 The Joke (Jaromil Jires, 1968)
[additional readings from list below]
- Week 4 **Against Television – Bigger Screens, Brighter Colors**
Read : ASH, Ch. 14
Watch excerpts from : *Ivan the Terrible* (Sergei Eisenstein, 1945-6, rel. 1968)
 The Gate of Hell (Teinosuke Kinugasa, 1953)
 Barrabas (Richard Fleischer, 1961)
[additional readings from list below]
- Week 5 **Old Masters // New Waves – Western Europe**
Read : ASH, Ch 13 (276–290), Ch. 14 (296-313,), Ch. 13 (276-290)
Watch excerpts from : *Last Year in Marienbad* (Alain Resnais, 1961)
 Persona (Ingmar Bergman, 1966)
 If... (Lindsay Anderson, 1968)
[additional readings from list below]
- Week 6 **The Rise and Fall of Socialist Realism – Eastern Europe**
Read : ASH, Ch 14 (313-318)
Watch excerpts from : *The Cranes Are Flying* (Mikhail Kalatozov, 1957)
 Viy (Alexander Pushko, 1967)
 Mother Jones of the Angels (Jerzy Kawalerowicz, 1961)
 Glissando (Mircea Daneluic, 1982)
[additional readings from list below]
- Week 7 **Old Hollywood, New Hollywood?**

Read : ASH, Ch. 12

Watch excerpts from : *Naked Kiss* (Samuel Fuller, 1965)

The Boston Strangler (Richard Fleischer, 1969)

Days of Heaven (Terence Malick, 1978)

Dressed to Kill (Brian de Palma, 1980)

[additional readings from list below]

Week 8

Tradition versus Innovation (i) – Asia

Read : ASH, Ch. 14 (“Cinemas East”)

Watch excerpts from : *Tokyo Story* (Yasujiro Ozu, 1953)

Dersu Uzala (Akira Kurosawa, 1975)

Red Sorghum (Zhang Yimou, 1988)

A Better Tomorrow/Hard Boiled (John Woo 1986)

The World of Apu (Satyajit Ray, 1959)

Water (Deepa Mehti, 2004)

[additional readings from list below]

Week 9

Tradition versus Innovation (ii) – Latin America

Read ASH, Ch. 16 (“Third World Cinemas”)

Watch excerpts from : *Los Olvidados* (Luis Buñuel, 1950)

Soy Cuba (Mikhail Kalatozov, 1964)

La Ultima Cena (Tomás Gutiérrez Alea, 1977)

Antonio das Mortes (Glauber Rocha, 1969)

Que gostoso era o meu francês (Nelson Pereira dos

Santos, 1972)

[additional readings from list below]

Week 10

Other Cinemas, Other Worlds (i) – Africa

Review ASH, Ch 16

Watch excerpts from : *Borom Sarret* (Ousmane Sembene, 1963)

La Noire de... (Ousmane Sembene, 1966)

The Gods Must Be Crazy (Jamie Uys, 1981)

Yeelen (Souleymane Cissé, 1987)

[additional readings from list below]

Week 11

Other Cinemas, Other Worlds (ii) – the Middle East

Watch excerpts from : *Cairo Station* (Youssef Chahine, 1958)

Yol (Serif Gören, Yilmaz Guney, 1982)

Wedding in Galilee (Michel Kleifi, 1987)

The Cyclist (Mohsen Makhmalbaf, 1989)

[required readings selected from list below]

Week 12

Other Cinemas, Other Worlds (iii) – Australia, New Zealand

Watch excerpts from : *Sunday Too Far Away* (Ken Hannen, 1975)

The Last Wave (Peter Weir, 1977)

My Brilliant Career (Gillian Armstrong, 1979)

Utu (Geoff Murphy, 1982)

[required readings selected from list below]

Week 13

The New Experimentalists: Artists or Fakers?

Watch excerpts from : *Particles in Space* (Len Lye, 1966)

Bottoms (Yoko Ono, 1966)

Jabberwocky (Jan Svankmajer, 1970)

Pink Flamingoes (John Waters, 1972)

Santa Sangre (Alejandro Jodorowsky, 1989)

[required readings selected from list below]

Week 14 **The End ...** of Acting? Art and Animation
 Watch excerpts from : *Tale of Tales* (Yuri Norstein, 1979)
The King and the Gnome (Ludomir Benes, 1980)
Broken down Film (Osamu Tesuka, 1985)
 [required readings selected from list below]

Week 15 Review and individual consultations on final essays

* * * * *

Readings will also be listed from the following texts (among others):

- Addison, Heather, and Charles Berg, eds. Film 07/08. (2007)
- Armes, Roy. Third World Film Making and the West. (U of California Press, 1987)
- Barlet, Olivia. African Cinemas : Decolonizing the Gaze. (Zed Books, 2000)
- Bazin, André. What is Cinema? (1967)
- Becker, Carol, ed. The Subversive Imagination. Artists, Society, and Social Responsibility. (1994)
- Bordwell, David, Janet Staiger and Kristin Thompson. The Classical Hollywood Cinema. Film Style and Mode of Production to 1960. (1985)
- Burton, Julianne. Cinema and Social Change in Latin America. Conversations with Filmmakers. (1988)
- Cooper, Mark Garrett and David C. Simmons, eds. Multicultural Dimensions of Film. A Reader. (2000)
- Diawara, Manthia. African Cinema. (1992)
- Downing, John D.H., ed. Film and Politics in the Third World. (1987)
- Ehrlich, Linda C., and David Desser. Cinematic Landscapes. Observations on the visual arts of China and Japan. (1994)
- Georgakas, Dan, and Lenny Rubenstein, eds. Art, Politics, Cinema. (1985)
- Johnson, Randal, and Robert Stam, eds. Brazilian Cinema. (1988)
- Kael, Pauline. Taking It All In : Film Writings, 1980--1983. (1987)
- Kaplan, E. Ann. Women and film. Both Sides of the Camera. (1983)
- King, John, Ana M. Lopez, and Manuel Alvarado, eds. Mediating Two WorldsI. Cinematic Encounters in the Americas. (1993)
- Malkmus, Lizbeth, and Armes, Roy. Arab and African Film Making. (1991)
- Mathijs, Ernest, and Xavier Mendik. Alternative Europe : Eurotrash and Exploitation Cinema since 1945. (2004)
- Naficy, Hamid. "Iranian Feature Films : A Brief Critical History." (1979)
- Pick, Zuzana M. The New Latin American Cinema. A Continental Project. (1993)

Rouch, Jean. Films ethnographiques sur l'Afrique noire. (1967)

Shiri, Keith, ed. Africa at the Pictures. (1993)

Shohat, Ella, and Robert Stam. Unthinking Eurocentrism. Multiculturalism and the Media. (1994)

Sontag, Susan. Against Interpretation. (1964)

Tobing Rony, Fatimah. The Third Eye. Race, Cinema, and Ethnographic Spectacle. (1998)

Vasudev, Aruna, and Lenglet, Philippe, eds. Indian Cinema Superbazaar. (1983)

UNIVERSITY CURRICULUM COMMITTEE

PROPOSAL FOR NEW ACADEMIC PLAN, PLAN CHANGE, OR PLAN DELETION

1. College Arts & Letters

2. Academic Unit English

3. Academic
Plan Name B.A. English

4. Subplan (if applicable)? _____

5. Effective Date ~~Spring~~ Fall 2008

6. Is this proposal for a :
*(Please refer to Plan and Subplan
definitions)*

New Plan

Plan Change

Plan Deletion

New Subplan

Subplan Change

Subplan Deletion

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- . at least 35 units of liberal studies requirements Be aware that you may not use courses with an ENG prefix to satisfy these liberal studies requirements.
- . at least 45 units of major requirements
- . at least 16 units of language requirements
- . elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- . at least 35 units of liberal studies requirements Be aware that you may not use courses with an ENG prefix to satisfy these liberal studies requirements.
 - . at least 45 units of major requirements
 - . at least 16 units of language requirements
 - . elective courses, if needed, to reach an overall total of at least 120 units
- Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. ~~X~~ (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#). **English courses may be used to fulfill these requirements and major requirements. Ethnic Diversity courses include ENG 245, ENG 247, ENG 345, and ENG 445C; Global Diversity courses include ENG 351.** *Simultaneously*

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Please be aware that you cannot count any grade below a C in an English course toward this degree.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446) for details.

Major Requirements

Complete the following 45 units, with at least 18 units taken at NAU.

- 12 units of lower-division coursework, including at least 9 units of 200-level courses from at least three of the following four areas
(Please note that you can only count one 100-level course toward this requirement.)
 - Literature courses include ENG 130, 230, 231, 232, 241, 242, 243, 245, 251, 252, 253, and 261.
 - Rhetoric courses include ENG 110, 210, and 211.

numbered 300 and above).

Please be aware that you cannot count any grade below a C in an English course toward this degree.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact the English Advisement Center (Liberal Arts Building, room 305; 928-523-2446) for details.

Major Requirements

Complete the following 45 units, with at least 18 units taken at NAU.

- 12 units of lower-division coursework, including at least 9 units of 200-level courses from at least three of the following four areas
(Please note that you can only count one 100-level course toward this requirement.)
 - Literature courses include ENG 130, 230, 231, 232, **241**, 242, 243, 245, **247**, 251, 252, 253, 261, **and 266**.
 - Rhetoric courses include ENG 110, 210, and 211.
 - Creative writing courses include ENG 270, **and 271, and 272**.
 - Linguistics courses include ENG 121, 220, and 223.

<p>Creative writing courses include ENG 270 and 271.</p> <p>Linguistics courses include ENG 121, 220, and 223.</p> <ul style="list-style-type: none"> . one of ENG 302W, 305W, 310W, 313W, 360W, and 370W, each of which meets NAU's junior writing requirement (3 units) . 12 additional units of ENG coursework at the 300 level . 12 units at the 400 level, including at least 9 units from ENG 410C, 411C, 420C, 421C, 422C, 431C, 441C, 445C, 451C, 460C, 461C, 470C, 471C, and 472C, which meet NAU's senior capstone requirement . 6 additional units of ENG coursework <p style="text-align: center;">Language Requirement</p> <p>You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. Click here for more information.</p>	<ul style="list-style-type: none"> . one of ENG 302W, 305W, 310W, 313W, 360W, and 370W, each of which meets NAU's junior writing requirement (3 units) . 12 additional units of ENG coursework at the 300 level . 12 units at the 400 level, including at least 9 units from ENG 410C, 411C, 420C, 421C, 422C, 431C, 441C, 445C, 451C, 460C, 461C, 467C, 470C, 471C, and 472C, which meet NAU's senior capstone requirement . 6 additional units of ENG coursework <p style="text-align: center;">Language Requirement</p> <p>You must demonstrate proficiency in a language other than English that is equivalent to four terms of university coursework in the same language. You may satisfy this requirement by taking language courses or by testing out of all or part of it by taking CLEP exams arranged by NAU's Counseling and Testing Center. Click here for more information.</p> <p style="text-align: center;">General Electives</p> <p>Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.</p> <p>You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet</p>
--	--

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about English [undergraduate courses](#) and English [faculty](#).

major, minor, or liberal studies requirements.)

Click here for more information about English [undergraduate courses](#) and English [faculty](#).

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
 b. indicate admission to a major.
 c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Learning outcomes have not changed; these courses are being taught and were designed to strategically enhance our major.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

ENG 247 and ENG 272 were previously created and approved, but a plan change was not submitted. ENG 241 is newly deleted (accompanying request), so the updated plan should reflect this deletion. ENG 266 and ENG 467C, newly created courses, also need to be reflected in our degree plan. Our seven-year review suggested that student learning would be enhanced by the development of these courses (as previously mentioned in paperwork submitted for these new course proposals)..

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

n/a

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?


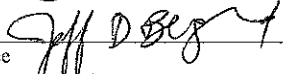
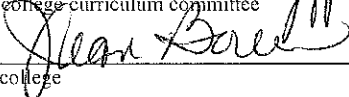

If so, attach supporting documentation from the affected departments/units and college dean.

n/a

14. Will present library holdings support this academic plan/subplan?

n/a

Certifications

Department Chair/ Unit Head (if appropriate)		10/18/07
		Date
Chair of college curriculum committee		11/6/07
		Date
Dean of college		11/6/07
		Date
For committee use only		2.12.08
For University Curriculum Committee		Date

Action taken:

✓ approved as submitted

✓ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

College of Arts & Letters

Bachelor of Arts ENGLISH 2007-2008 Undergraduate Catalog Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
ENG 105	Critical Reading & Writing	4	ENG 1XX/2XX	ENG Lower Division*	3
MAT 114	Quantitative Reasoning	3	ENG 1XX/2XX	ENG Lower Division*	3
LS	Language (101) (CU)	4	LS	Language (102) (CU)	4
GE	General Elective	3	LS	Liberal Studies	3
FYE 101	First Year Experience	1	GE	General Elective	3
Total units		15	Total units		16
Sophomore Year					
3 rd term			4 th term		
ENG 1XX/2XX	ENG Lower Division*	3	ENG XXX	ENG Elective	3
ENG 1XX/2XX	ENG Lower Division*	3	Language (202)		4
LS	Language (201) (LS Elective)	4	LS	Liberal Studies	3
LS	Liberal Studies	3	LS	Liberal Studies SCI:LAB	4
GE	General Elective			3	
Total units		16	Total units		14
Junior Year					
5 th term			6 th term		
ENG 3XXW	ENG Junior Level Writing **	3	ENG 3XX	ENG 300 Level	3
ENG 3XX	ENG 300 Level	3	ENG 3XX	ENG 300 Level	3
ENG 3XX	ENG 300 Level	3	ENG XXX	ENG Elective	3
LS	Liberal Studies	3	LS	Liberal Studies	3
GE	General Elective	3	GE	General Elective	3
<i>Students must see a college advisor before early enrollment in the 7th term.</i>					
Total units		15	Total units		15
Senior Year					
7 th term			8 th term		
ENG 4XX	ENG 400 Level***	3	ENG 4XX	ENG 400 Level***	3
ENG 4XX	ENG 400 Level ***	3	ENG 4XX	ENG 400 Level ***	3
GE	General Elective	3	GE	General Elective	3
GE	General Elective	3	GE	General Elective	3

GE	General Elective	3	GE	General Elective	3
Students need to submit graduation application in the 7 th term.					
Total units		15	Total units		15

PROGRAM INFORMATION

Students may not use ENG prefix courses to meet any liberal studies requirements.

*Lower Division Coursework

Students must take 12 units including 9 units of 200-level courses from at least three of the following four areas: (Please note that you can only count one 100-level course toward this requirement)

Literature: ENG 130, 230, 231, 232, ~~241~~, 242, 243, 245, ~~247~~, 251, 252, 253, 261, ~~266~~

Rhetoric: ENG 110, 210, 211

Creative Writing: ENG 270, 271, ~~272~~

Linguistics: ENG 121, 220, 223

** Junior Level Writing Courses:

Students must take one of the following : ENG 302W, 305W, 310W, 313W, 360W, 37W

*** ENG 400 Level Coursework Coursework

Students must take 12 units of 400 Level Coursework, including at least 9 units from:

ENG 410C, 411C, 420C, 421C, 422C, 431C, 441C, 445C, 451C, 460C, 461C, ~~467C~~, 471C, 472C

GENERAL INFORMATION

- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.

- All students are required to complete at least 120 total units which includes:

- 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourselist.htm>

- 6 units of diversity courses: <http://www4.nau.edu/aio/Articulation/DiversityCourseList/htm>

These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

English courses may be used to fulfill these requirements and major requirements.

Ethnic Diversity courses include ENG 245, ENG 247, ENG 345, and ENG 445C;

Global Diversity courses include ENG 351.

- 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU

- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/master.html?http://www.math.nau.edu/odin.html>
- Cum GPA 2.0 or higher to graduate

CONTACT INFORMATION

English Department

Liberal Arts (#18), Room 140

PHONE: 928-523-4911

Department Chair: ~~(Interim)~~ Dr. Allen Woodman

PHONE: 928-523-4911

EMAIL: Allen.Woodman@nau.edu

Debbie Bertold
Student Services Coordinator
College of Arts and Letters
Riles (Bldg. 15), 2nd Floor
PHONE: 928-523-8648
FAX: 928-523-8477
EMAIL: Debbie.Bertold@nau.edu

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College CENS

2. Academic Unit/Department Biological Sciences

3. Academic Plan Name B.S. Biology; B.S. Exercise Science; B.S. Microbiology

4. Subplan (if applicable)? All subplans in above Academic Plans

5. Effective Date FALL 2008

6. Is this proposal for a :

New Plan Plan Change Plan Deletion

New Subplan Subplan Change Subplan Deletion

7. For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:
<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>
Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

See attached pages 1-15 taken from 07-08 catalog

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing and strikethrough what is being deleted.
 (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

See attached pages 1-18 as modified from current catalog. Changes are in bold red type

8. For undergraduate plans, will this requirement be a student individualized plan**? x no yes
 *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
 If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to: N.A.

a. verify satisfactory completion of a non course requirement.

b. indicate admission to a major.

c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

N.A.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

Rationale for the Proposed Elimination of SubPlans (Emphases)

1) The subplan does not appear on student transcripts or diplomas

- Only the degree plan is indicated on transcripts and diplomas – either BS Biology, BS Microbiology, BS Exercise Science, or BSED Secondary Education – Biology.
- **The subplans have no extramural reality.** The subplans are identifiable only internally (i.e., in degree audit). Potential employers or graduate/professional programs receive a student's transcript, and because an emphasis is not listed on the transcript, the subplans have no official significance outside of the university setting.

2) Elimination of the subplans (emphases) will foster learner-centered education

The NAU mission statement lists "Cultivate student efficacy, personal responsibility, and commitment to learning" as an initiative under Goal 1: Learning Centered University

- By providing flexibility to choose courses and custom design a program, Biology would put responsibility on the students to determine where their interests lie and what coursework would be of value to their chosen career path. Likewise, advisors could place advising emphasis on preparation for the students' goals and plans.
- **All of the Biology emphases can be built within the General subplan**, but unlike the specific subplans, the General allows for student-centered customization.
- **Emphasis advising sheets will be retained as advising tools.** Example: A student is interested in employment with a government agency such as Fish and Wildlife. Currently: The student will select the Fish and Wildlife subplan. The only requirements (beyond the standards for all subplans) are BIO 477 and 478 (Fish Management and Wildlife Management, respectively). Our Fish and Wildlife advising sheet *recommends* other courses to help a student qualify for employment with state/federal agencies. If subplans are eliminated: The student may still follow the advising sheet. By eliminating the subplans, we will be emphasizing to the student that it is the specific course work and preparation, not the title, that qualifies one for a particular line of employment.

3) Many of the subplans (emphases) are under utilized

- The Biology major has 10 subplans. Four of these subplans (General Biology, Pre-Health, Fish and Wildlife, and Physiology) account for almost 80% of all Biology graduates (and Pre-Health and Physiology are very similar in course requirements).
- Presently, we have 68 Microbiology majors, with approximately 17 on old (discontinued) subplans. The other 51 majors include 6 in the Applied and Environmental subplan, 27 in the Biomedical subplan, and ~18 undeclared.
- EXS has two subplans. Of the ~211 majors who have declared a subplan, 99% are in one of the two. There are ~117 additional majors who are undeclared (in terms of subplan).
- BSED Secondary Education-Biology has no subplans.

4) Some of the subplans are very similar to one another

- Physiology and Pre-Health are very similar.
- Ecology, Evolution and Behavior: Due to requirement and elective overlap between these three subplans, three students, one in Ecology, one in Evolution, and one in Behavior, could take the exact same courses to complete their degree!

5) Subplans create bureaucratic roadblocks with degree progress (DP) and four year graduation plans

- DP reports must run "clean" for a student to graduate. A DP report will not run clean if any one requirement is missing, which occurs frequently for sundry reasons. To remedy this problem, a student can switch from a rigid subplan to the General subplan – in essence, what we are proposing for all students.
- Four year graduation plans *guarantee* graduation in four years to students who follow the plan. If a required course is unavailable, the University must accommodate the student. This requirement can create class scheduling conflicts. Eliminating the subplans will increase degree flexibility, thus alleviating some of these problems.

6) **Eliminating the subplans will reduce confusion without reducing choice**

- Students, their parents, and other members of the university are routinely confused by our programs and what we actually offer.
- Elimination of all the subplans will leave the Biology department with FIVE degrees: BS Biology, BS Microbiology, BSED Secondary Education-Biology, BS Exercise Science, and (soon-to-be) BS Biomedical Science. In addition, the Department offers a BA/BS Interdisciplinary Studies (formerly BAILS) option. Between and within these majors, the Department offers ample choice to students in constructing a curriculum.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

N.A.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

No, this deletion will not affect any other curriculum at NAU.

14. Will present library holdings support this academic plan/subplan?

N.A.

Certifications

Signed by Maribeth Watwood on 1-18-08 per attached
Department Chair/ Unit Head (if appropriate) _____ Date

W. W. Widdelsohn _____ 2-7-08 _____
Chair of college curriculum committee _____ Date

J. Schuenke _____ 7 Feb 2008 _____
Dean of college _____ Date

For committee use only

[Signature] _____ 2-17-08 _____
For University Curriculum Committee _____ Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

N.A.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

This deletion of emphases as sub-plans for our major will make advising and student degree progress much simpler.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

N.A.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

No, this deletion will not affect any other curriculum at NAU.

14. Will present library holdings support this academic plan/subplan?

N.A.

Certifications

<u>Maribeth Watwood</u>	<u>1.18.08</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>Wanda Kildstedt</u>	<u>2-7-08</u>
Chair of college curriculum committee	Date
<u>L. J. Huenneke</u>	<u>7 Feb 2008</u>
Dean of college	Date

For committee use only

<u>Ron Gill</u>	<u>2.12.08</u>
For University Curriculum Committee	Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

Current (07-08) Catalog Copy

Undergraduate Information

Our objectives for the academic plans in the Department of Biological Sciences are to prepare you for a profession in biology or microbiology; provide you with the background necessary for admission to medical, dental, veterinary, or other professional schools; provide a program of instruction for biology teachers in secondary schools; provide subject matter courses appropriate for elementary teachers; provide knowledge of biological phenomena for cultural enlightenment and service; and provide insights about the biological sciences that will be of value throughout your life.

In these sections, we describe each academic plan individually, followed by an explanation of our departmental honors program.

You may pursue the following academic plans in NAU's Department of Biology:

- B.S. in biology (extended major)

with emphases in general, behavior, botany, cellular and molecular biology, ecology, evolution, fish and wildlife management, physiology, zoology, pre-health professions

- B.S. in exercise science (extended major)
- B.S. in microbiology: (extended major)

with emphases in applied and environmental microbiology emphasis, biomedical microbiology emphasis

- B.S.Ed. in biology and secondary education (extended major)
- B.A. Interdisciplinary Studies: biology (extended major)
- B.S. Interdisciplinary Studies: biology (extended major)
- minor in biology
- minor in biology secondary education
- minor in microbiology

In addition, NAU offers a B.S. in environmental sciences: biology (extended major) and a B.S. in environmental sciences: microbiology (extended major). Click on the hyperlinks for more information. We also offer academic plans in exercise science and athletic training; see the Exercise Science and Athletic Training sections for information about them.

Click here for information about our Biology undergraduate courses and faculty.

B.S. Biology (extended major)

This Bachelor of Science in Biology offers distinct emphases in the following areas:

- General

- Behavior
- Botany
- Cellular and Molecular Biology
- Ecology
- Evolution
- Fish and Wildlife Management
- Physiology
- Zoology
- Pre-Health Professions

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with a BIO prefix to satisfy these liberal studies requirements.
- at least 32-48 units of major core requirements
- at least 40 units of emphasis requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Please note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Major Core Requirements

For this major, complete at least the following 32-48 units of biology and science support courses.

- BIO 181:181L and 182 with a grade of C or better (8 units)
- CHM 130 and 151L (5 units)
or CHM 151, 151L, 152, and 152L (9 units)

- CHM 230 and 230L (4 units)
or CHM 235 and 235L (5 units)
or CHM 235, 235L, and 238 (8 units)
- CHM 360 or 461 (3 units)
- MAT 125 plus either STA 270 or PSY 230 (7-8 units)

or only MAT 136 (4 units)

- PHY 111, 111L, 112, and 112L (8 units)
or PHY 161, 161L, 262, and 262L (8 units)

Note: if you choose the PHY 161/262 option, PHY 263 is strongly recommended in addition

General Emphasis

This emphasis prepares you for careers involving the biology of organisms at all organizational levels from cells to ecosystems.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- 4-5 units in one of the following combinations of courses, either of which meets NAU's junior writing requirement:

BIO 205 and 305W
or BIO 326 and 326LW

- 3-4 units in one of the following courses or combinations of courses, any of which meets NAU's senior capstone requirement:

BIO 401C
or BIO 425C and 425L
or BIO 426C and 426L
or BIO 435C
or BIO 444C
or BIO 488C

- 23-25 units of additional coursework, which can include:

any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses
up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from the following biology-related courses:

ANT 270, 271, 370, 379, 553, and 554

CHM 238L, 320, 360, 360L, 440, 461, and 560

CS 486C

ENV 280, 440, and 440L

EXS 336, 337, 460, 465C, 570, and 575

FOR 212, 213, 222, 240, 250, 255, 270, 282, 340, 381, 382, 403, 404, 405, 445, 453, and 504
GGR 250 and 457
GLG 101, 107, 201, 225, 304, 530, and 536
NTS 256, 370, 465, and 470
PRM 300
PSY 320, 350, 355, 370, 420, 432, 495, and 670
STA 471 and 472

Behavior Emphasis

This emphasis allow you to develop a suite of courses that is tailor-made to your particular needs and interests. You may take courses in vertebrate behavior, invertebrate behavior, behavioral physiology, and animal cognition.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 340 and 366 (6 units)
- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- 3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirements:

BIO 435C

or BIO 425C and 425L

- 18-19 units of additional coursework from:

any of BIO 221, 222, 223, 322, 344, 373, 425C, 435C, 525, 526, 527, 528, 535, 540, 545, 573, 580, and 666

up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from CS 486C; ENV 440; PSY 320, 350, 370, and 495; and STA 471 and 472

any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses

Botany Emphasis

Many opportunities are available to you if you have undergraduate training in the plant sciences. (See www.botany.org/bsa/careers/.) This botany emphasis provides you with a sound foundation in plant sciences while allowing you to create a course of study that satisfies your individual needs and interests. We also encourage you to become an active member of the NAU Botany Club.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 284 (4 units)
- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- 3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirement:

- BIO 435C
or BIO 426C and 426L
- 9 units from BIO 374, 410, 414, 415, 431, 517, 536, and 570
- 11-12 units of additional coursework from:

any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses

up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from ANT 554; ENV 440 and 440L; FOR 212, 213, 222, 240, and 250; GGR 250 and 457; and GLG 101 and 304

Cellular and Molecular Biology Emphasis

This emphasis offers a detailed study of prokaryotic and eukaryotic cells and provides a sound foundation in genetics, cell biology and immunology in order to understand how cells function. A cellular and molecular biology emphasis is an excellent preparation for medical veterinary or dental schools, graduate studies in biology or careers in the biotechnology industry.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 205 plus BIO 305W, which meets NAU's junior writing requirement (5 units)
- BIO 340, 344, and 349L (9 units)
- BIO 401C, which meets NAU's senior capstone requirement (4 units)
- 14 units of additional coursework from:

BIO 331, 343, 350, 369, 410, 411, 440, 440L, 471, 488C, 502, 545, 550, and 551

up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from CHM 238L, 320, and 560

Ecology Emphasis

This ecology emphasis prepares you for careers that involve interactions among animals, plants, and microbes and their respective physical and chemical environments. You may select courses from such areas of active faculty interest and involvement as microbial ecology, plant ecology, marine and freshwater ecology, ecosystem ecology, and global change.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- BIO 340 (3 units)
- BIO 435C, which meets NAU's senior capstone requirement (3 units)
- 12 units of additional coursework from:

BIO 221, 222, 223, 227, 284, 322, 366, 369, 373, 374, 399, 410, 411, 414, 415, 431, 471, 475, 477, 478, 479, 488C, 516, 517, 522, 525, 526, 527, 528, 546, 570, 571, 572, 573, 574, 577, and 580

up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from ANT 270, 271, and 370; CHM 440; ENV 280 and 440; FOR 213, 240, 270, 282, and 340; GGR 250 and 457; GLG 107, 201, and 225; and PRM 300

- 10 additional units from any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses

Evolution Emphasis

This evolution emphasis provides you with a broad and detailed understanding of modern evolutionary biology. It can prepare you for careers in areas such as teaching and conservation biology and for jobs with federal and state government agencies, colleges and universities; and museums and zoos. Optional areas of concentration within the evolution major include vertebrate evolution, invertebrate evolution, and plant evolution.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- BIO 340 (3 units)
- BIO 435C, which meets NAU's senior capstone requirement (3 units)
- 12 units of additional coursework from:

BIO 221, 222, 223, 227, 284, 322, 366, 410, 415, 424, 425C, 425L, 426C, 426L, 431, 525, 526, 527, 528, 570, and 574

up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from ANT 270, 271, and 379; ENV 440 and 440L; and GLG 225, 530, and 536

- 10 additional units from any BIO courses, except BIO 100 and 310

Fish and Wildlife Management

We encourage you to consider this emphasis if you are interested in a career as a wildlife biologist with federal, state, or non-governmental agencies.

The area around Flagstaff is ecologically diverse and is home to a variety of game, non-game, and threatened and endangered species. You have the opportunity to develop field skills through independent research with individual professions or through internships with state and federal agencies. We also encourage you to become an active member of the NAU student chapter of The Wildlife Society, the international organization of professional wildlife biologists.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- BIO 477 and 478 (6 units)
- 3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirement:

BIO 435C

or BIO 425C and 425L

- 18-19 units of additional coursework from:

any BIO courses, except BIO 100, 100L, 201, 202, and 310 or any BIO recitation (R) courses up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from FOR 213, 255, 282, 381, 382, and 445; ENV 440; and GGR 457

Physiology

The physiology major provides you with a broad and detailed understanding of the internal physiology of animals. It can prepare you for careers in such areas as medicine, biotechnology, pharmacology, biomedical and basic research, and other professional programs, including teaching at pre-college and college levels. Optional areas of concentration within the physiology major include organismal physiology, human physiology, environmental physiology, and cellular physiology.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 340 and 344 (6 units)
- 4-5 units in one of the following course or combinations, either of which meets NAU's junior writing requirement:
 BIO 326 and 326LW
 or BIO 205 and 305W
- 4 units in one of the following course or combinations of courses, either of which meets NAU's senior capstone requirement:
 BIO 425C and 425L
 or BIO 426C and 426L
 or BIO 444C
- 9-12 units of additional coursework from:
 BIO 201, 202, 320, 331, 350, 401C, 424, 425C, 426C, 440, 444C, 488C, 535, 540, 545, and 673
- up to 3 units of BIO 300

- up to 6 units from BIO 408, 485, 497, and 498
- up to 6 units (3 units if you used ENG 302W) from PSY 350, 355, 420, 432, and 670; EXS 336, 337, 460, 465C, 570, and 575; and NTS 256, 370, 465, and 470
- 5-9 additional units from any BIO courses, except BIO 100, 100L and 310 or any BIO recitation (R) courses

Pre-Health Professions

This major prepares you for entering post-graduate programs in the health professions, such as human medicine, veterinary medicine, and dentistry. We encourage you to confer with NAU's biomedical professions advisor and to review catalogs from specific health profession schools for more detailed information about possible additional requirements.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 205 (4 units)
- BIO 305W, which meets NAU's junior writing requirement (1 unit)
- BIO 340 and 344 (6 units)
- BIO 425C and 425L or 444C, either of which meets NAU's senior capstone requirement (4 units)
- 17 units of additional coursework from:

any BIO courses, except BIO 100, 100L and 310 or any BIO recitation (R) courses
up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from PSY 350, 355, 420, 432, and 670; EXS 336, 337, 460, 465C, 570, and 575; and NTS 256, 370, 465, and 470

Zoology

This zoology major prepares you for careers dealing with the biology of animals at all organizational levels from cell to ecosystem. Career opportunities in this field range from research to teaching, environmental consulting to conservation activism, private corporation to governmental agency. You may select courses from such areas of active faculty interest and involvement as invertebrate zoology or vertebrate zoology.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- BIO 340 and 344 (6 units)
- BIO 425C and 425L, which meets NAU's senior capstone requirement (4 units)

- 3-4 units of invertebrate coursework from BIO 221, 222, 227, 322, 475, and 522
- 3-4 units of vertebrate coursework from BIO 223, 331, 366, 424, 477, 478, 525, 526, 527, 528, 535, 540, and 545
- 10-12 units of additional coursework from:

any BIO courses, except BIO 100, 100L and 310 or any BIO recitation (R) courses
up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from ANT 270 and 553, FOR 453 and 504, and GLG 225, 530, and 536

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for information about our Biology [undergraduate courses](#) and [faculty](#).

Academics

B.S. Exercise Science (extended major)

We offer the B.S. in exercise science with two emphases: clinical exercise physiology and graduate and professional preparation.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- At least 35 units of [liberal studies requirements](#). Be aware that you may not use courses with an EXS prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 86 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Major Requirements

As an exercise science major, you complete at least 86 units of common courses and emphasis requirements. You must attain grades of C or better in CHM 151, 151L, 152, and 152L; BIO 201; PHY 111; MAT 125; and ENG 105.

Common Courses

You must complete the following 72-75 units:

- EXS 190, 334, 336, 337, 460, and 460L (14 units)
- BIO 444C or EXS 414C (3-4 units)
- HS 200 or EXS 150 (3 units)
- NTS 256 (3 units)
- BIO 181:181L, 182, 201, and 202 (16 units)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 or 235 (3-4 units)
- CHM 360 or 461 (3 units)
- MAT 125 (4 units)
- STA 270 or PSY 230 (3-4 units)
- PHY 111, 111L, 112, and 112L
or PHY 161, 161L, 262 and 262L (8 units)
- ENG 302W or 305W, which meet NAU's junior writing requirement (3 units)

Emphasis Requirements

You must complete the following 14-18 units, depending on which emphasis you choose.

Clinical Exercise Physiology Emphasis

You take 15 units of emphasis requirements, for a total of 87-90 units in your major:

- EXS 408C (12 units)

(Please note that this internship requires outside placement and necessitates making arrangements at least six months before the internship begins.)

- EXS 465C, which meets NAU's senior capstone requirement (3 units)

Graduate and Professional Preparation Emphasis

You take 11-14 units of emphasis requirements, for a total of at least 86 units in your major:

- EXS 360 or 575 (3 units)
- EXS 408C, 414C*, 465C, 485C, or 497C, which meet NAU's senior capstone requirement (3 units)
- 5-8 additional units of EXS coursework chosen from the following list: (Note: Please be aware that these courses may have prerequisites)

AT 200, BIO 205, 320, 331, 332, 340, 343, 344, 350, or 424; CHM 320/L or 440; EXS 485, 497, 408, 414C (when not used as a capstone); MAT 136; ME 340, NTS 370, PSY 227, 240, 250, 350, or 415; SOC 318; STA 371 or 472

*Note: If EXS 414C is taken instead of BIO 444C, then EXS 414C may not be used to satisfy the capstone requirement.

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about [Exercise Science undergraduate courses](#), and [Exercise Science faculty](#).

B.S. Microbiology (extended major)

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of [liberal studies requirements](#). Be aware that you may not use courses with a BIO prefix to satisfy these liberal studies requirements.

- at least 43-49 units of major requirements
- at least 28-29 units of emphasis requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Major Requirements

For this major, you must complete at least the following 43-49 core units of biology and science support courses.

Biology Courses

Complete the following 40 units with a grade of C or better in each course:

- BIO 181:181L and 182 (8 units)
- BIO 205 (4 units)
- BIO 305W, which meets NAU's junior writing requirement (1 unit)
- At least 2 of the following courses: BIO 340, 344, 350 (6 units)
- CHM 151, 151L, 152, and 152L (9 units)
- CHM 360 or 461 (3 units)
- MAT 125 plus STA 270 or PSY 230 (7-8 units)

or only MAT 136 (4 units)

- PHY 111, 111L, 112, and 112L (8 units)

or PHY 161, 161L, 262, 262L, and 263 (11 units)

Microbiology offers two emphases: Applied and Environmental Emphasis and Biomedical Emphasis

Applied and Environmental Microbiology Emphasis

For this emphasis, you must complete a minimum of 28-29 units with a grade of C or better in each biology course:

- BIO 369 (4 units)
- At least 6 units from the following choices: BIO 326, 343, 346, 349L, 376, 409, 410, 411, 475, and 502
- Choose BIO 471C which meets NAU's senior capstone requirement (3-4 units)
- At least 8 units from the following choices: BIO 300, 326, 340, 344, 346, 349L, 350, 375, 376, 401, 408, 409, 410, 411, 425, 426, 435, 440, 475, 479, 485, 497, 498, 499, 502, 572; CENE 150, 280, 281L, 282L, 330, 332, 435; CHM 360L, 420, 440, ENV 280, 385, FOR 213, 282, and 340; GLG 301, 309, 451
- CHM 230, 230L, and 320 (7 units)
or CHM 235, 235L, and 238 (8 units)

Biomedical Microbiology Emphasis

For this emphasis, you must complete a minimum of 29 units with a grade of C or better in each biology course:

- BIO 375, 401C, and 488C (11 units)
- At least 10 units from the following courses: BIO 320, 343, 346, 349L, 411, 440, 475, 485, 497, 498, 545 [425C/L or BIO 201 + 202]
- CHM 235, 235L, and 238 (8 units)

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for information about our [Biology undergraduate courses](#) and [faculty](#).

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Undergraduate Information

Our objectives for the academic plans in the Department of Biological Sciences are to prepare you for a profession in biology or microbiology; provide you with the background necessary for admission to medical, dental, veterinary, or other professional schools; provide a program of instruction for biology teachers in secondary schools; provide subject matter courses appropriate for elementary teachers; provide knowledge of biological phenomena for cultural enlightenment and service; and provide insights about the biological sciences that will be of value throughout your life.

In these sections, we describe each academic plan individually, followed by an explanation of our departmental honors program.

You may pursue the following academic plans in NAU's Department of Biology:

- B.S. in biology (extended major)

~~with emphases in general, behavior, botany, cellular and molecular biology, ecology, evolution, fish and wildlife management, physiology, zoology, pre-health professions~~

- B.S. in exercise science (extended major)
- B.S. in microbiology: (extended major)

~~with emphases in applied and environmental microbiology emphasis, biomedical microbiology emphasis~~

- B.S.Ed. in biology and secondary education (extended major)
- B.A. Interdisciplinary Studies: biology (extended major)
- B.S. Interdisciplinary Studies: biology (extended major)
- minor in biology
- minor in biology secondary education
- minor in microbiology

In addition, NAU offers a B.S. in environmental sciences: biology (extended major) and a B.S. in environmental sciences: microbiology (extended major). Click on the hyperlinks for more information. We also offer an academic plans in athletic training; see the Athletic Training sections for information about it.

Click here for information about our Biology undergraduate courses and faculty.

B.S. Biology (extended major)

This Bachelor of Science in Biology offers **nine advising tracks: Behavior, Botany, Cellular and Molecular Biology, Ecology, Evolution, Fish and Wildlife Management, Physiology, Zoology, Pre-Health Professions.**

distinct emphases in the following areas:

- ~~General~~
- ~~Behavior~~
- ~~Botany~~
- ~~Cellular and Molecular Biology~~
- ~~Ecology~~
- ~~Evolution~~
- ~~Fish and Wildlife Management~~
- ~~Physiology~~
- ~~Zoology~~
- ~~Pre-Health Professions~~

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements Be aware that you may not use courses with a BIO prefix to satisfy these liberal studies requirements.
- at least 32-48 units of major core requirements
- at least 32 units of ^{major} ~~emphasis~~ requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Please note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your adviser **the Biology Advisement Center** for details.

Major Core Requirements

For this major, complete at least the following ~~32-38~~⁴⁴ units of biology and science support courses.

- BIO 181:181L and 182 with a grade of C or better (8 units)
- CHM 130 and 151L (5 units)
or CHM 151, 151L, 152, and 152L (9 units)
- CHM 230 and 230L (4 units)
or CHM 235 and 235L (5 units)
or CHM 235, 235L, and 238 (8 units)
- CHM 360 or 461 (3 units)
- MAT 125 plus either STA 270 or PSY 230 (7-8 units)

or only MAT 136 (4 units)

- PHY 111, 111L, 112, and 112L (8 units)
or PHY 161, 161L, 262, and 262L (8 units)

Note: if you choose the PHY 161/262 option, PHY 263 is strongly recommended in addition

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- 4-5 units in one of the following combinations of courses, either of which meets NAU's junior writing requirement:

BIO 205 and 305W
or BIO 326 and 326LW

- 3-4 units in one of the following courses or combinations of courses, any of which meets NAU's senior capstone requirement:

BIO 401C
or BIO 425C and 425L
or BIO 426C and 426L
or BIO 435C
or BIO 444C
or BIO 488C

- 23-25 units of additional coursework, which can include:

any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses
up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from the following biology-related courses:

ANT 270, 271, 370, 379, 553, and 554

CHM 238L, 320, 360, 360L, 440, 461, and 560
CS 486C
ENV 280, 440, and 440L
FOR 212, 213, 222, 240, 250, 255, 270, 282, 340, 381, 382, 403, 404, 405, 445, 453, and 504
GGR 250 and 457
GLG 101, 107, 201, 225, 304, 530, and 536
NTS 256, 370, 465, and 470
PRM 300
PSY 320, 350, 355, 370, 420, 432, 495, and 670
STA 471 and 472

Behavior Emphasis

This emphasis allow you to develop a suite of courses that is tailor-made to your particular needs and interests. You may take courses in vertebrate behavior, invertebrate behavior, behavioral physiology, and animal cognition.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 340 and 366 (6 units)
- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)
- 3-4 units from the following course or combination of courses, either of which meets

NAU's senior capstone requirements:

BIO 435C

or BIO 425C and 425L

- 18-19 units of additional coursework from:

any of BIO 221, 222, 223, 322, 344, 373, 425C, 435C, 525, 526, 527, 528, 535, 540, 545, 573, 580, and 666

up to 3 units of BIO 300

up to 6 units from BIO 408, 485, 497, and 498

up to 6 units from CS 486C; ENV 440; PSY 320, 350, 370, and 495; and STA 471 and 472

any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses

Botany Emphasis

Many opportunities are available to you if you have undergraduate training in the plant sciences. (See www.botany.org/bsa/careers/.) This botany emphasis provides you with a sound foundation in plant sciences while allowing you to create a course of study that satisfies your individual needs and interests. We also encourage you to become an active member of the NAU Botany Club.

Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.

- BIO 284 (4 units)
- BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)

- ~~3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirement:~~
- ~~BIO 435C~~
~~or BIO 426C and 426L~~
- ~~9 units from BIO 374, 410, 414, 415, 431, 517, 536, and 570~~
- ~~11-12 units of additional coursework from:~~

~~any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses
up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from ANT 554; ENV 440 and 440L; FOR 212, 213, 222, 240, and 250; GGR 250
and 457; and GLG 101 and 304~~

Cellular and Molecular Biology Emphasis

~~This emphasis offers a detailed study of prokaryotic and eukaryotic cells and provides a sound foundation in genetics, cell biology and immunology in order to understand how cells function. A cellular and molecular biology emphasis is an excellent preparation for medical veterinary or dental schools, graduate studies in biology or careers in the biotechnology industry.~~

~~Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course:~~

- ~~BIO 205 plus BIO 305W, which meets NAU's junior writing requirement (5 units)~~
- ~~BIO 340, 344, and 349L (9 units)~~
- ~~BIO 401C, which meets NAU's senior capstone requirement (4 units)~~
- ~~14 units of additional coursework from:~~

~~BIO 331, 343, 350, 369, 410, 411, 440, 440L, 471, 488C, 502, 545, 550, and 551~~

~~up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from CHM 238L, 320, and 560~~

Ecology Emphasis

~~This ecology emphasis prepares you for careers that involve interactions among animals, plants, and microbes and their respective physical and chemical environments. You may select courses from such areas of active faculty interest and involvement as microbial ecology, plant ecology, marine and freshwater ecology, ecosystem ecology, and global change.~~

~~Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course:~~

- ~~BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)~~
- ~~BIO 340 (3 units)~~

- ~~BIO 435C, which meets NAU's senior capstone requirement (3 units)~~

- ~~12 units of additional coursework from:~~

~~BIO 221, 222, 223, 227, 284, 322, 366, 369, 373, 374, 399, 410, 411, 414, 415, 431, 471, 475, 477, 478, 479, 488C, 516, 517, 522, 525, 526, 527, 528, 546, 570, 571, 572, 573, 574, 577, and 580~~

~~up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from ANT 270, 271, and 370; CHM 440; ENV 280 and 440; FOR 213, 240, 270, 282, and 340; GGR 250 and 457; GLG 107, 201, and 225; and PRM 300~~

- ~~10 additional units from any BIO courses, except BIO 100 and 100L and 310 or any BIO recitation (R) courses~~

Evolution Emphasis

~~This evolution emphasis provides you with a broad and detailed understanding of modern evolutionary biology. It can prepare you for careers in areas such as teaching and conservation biology and for jobs with federal and state government agencies, colleges and universities; and museums and zoos. Optional areas of concentration within the evolution major include vertebrate evolution, invertebrate evolution, and plant evolution.~~

~~Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course:~~

- ~~BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)~~
- ~~BIO 340 (3 units)~~
- ~~BIO 435C, which meets NAU's senior capstone requirement (3 units)~~
- ~~12 units of additional coursework from:~~

~~BIO 221, 222, 223, 227, 284, 322, 366, 410, 415, 424, 425C, 425L, 426C, 426L, 431, 525, 526, 527, 528, 570, and 574~~

~~up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from ANT 270, 271, and 379; ENV 440 and 440L; and GLG 225, 530, and 536~~

- ~~10 additional units from any BIO courses, except BIO 100 and 310~~

Fish and Wildlife Management

~~We encourage you to consider this emphasis if you are interested in a career as a wildlife biologist with federal, state, or non-governmental agencies.~~

~~The area around Flagstaff is ecologically diverse and is home to a variety of game, non-game, and threatened and endangered species. You have the opportunity to develop field skills through independent research with individual professions or through internships with state and federal agencies. We also encourage you to become an active member of the NAU student chapter of The Wildlife Society, the international organization of professional wildlife biologists.~~

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Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.
-

- ~~BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)~~
- ~~BIO 477 and 478 (6 units)~~
- ~~3-4 units from the following course or combination of courses, either of which meets NAU's senior capstone requirement:~~

~~BIO 435C~~

~~or BIO 425C and 425L~~

- ~~18-19 units of additional coursework from:~~

~~any BIO courses, except BIO 100, 100L, 201, 202, and 310 or any BIO recitation (R) courses up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from FOR 213, 255, 282, 381, 382, and 445; ENV 440; and GGR 457~~

Physiology

The physiology major provides you with a broad and detailed understanding of the internal physiology of animals. It can prepare you for careers in such areas as medicine, biotechnology, pharmacology, biomedical and basic research, and other professional programs, including teaching at pre-college and college levels. Optional areas of concentration within the physiology major include organismal physiology, human physiology, environmental physiology, and cellular physiology.

-
Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.
-

- ~~BIO 340 and 344 (6 units)~~
- ~~4-5 units in one of the following course or combinations, either of which meets NAU's junior writing requirement:~~
 - ~~BIO 326 and 326LW~~
 - ~~or BIO 205 and 305W~~
- ~~4 units in one of the following course or combinations of courses, either of which meets NAU's senior capstone requirement:~~
 - ~~BIO 425C and 425L~~
 - ~~or BIO 426C and 426L~~
 - ~~or BIO 444C~~
- ~~9-12 units of additional coursework from:~~

~~BIO 201, 202, 320, 331, 350, 401C, 424, 425C, 426C, 440, 444C, 488C, 535, 540, 545, and 673~~

- ~~• up to 3 units of BIO 300~~
- ~~• up to 6 units from BIO 408, 485, 497, and 498~~
- ~~• up to 6 units (3 units if you used ENG 302W) from PSY 350, 355, 420, 432, and 670; EXS 336, 337, 460, 465C, 570, and 575; and NTS 256, 370, 465, and 470~~
- ~~• 5-9 additional units from any BIO courses, except BIO 100, 100L and 310 or any BIO recitation (R) courses~~

Pre-Health Professions

~~This major prepares you for entering post-graduate programs in the health professions, such as human medicine, veterinary medicine, and dentistry. We encourage you to confer with NAU's biomedical professions advisor and to review catalogs from specific health profession schools for more detailed information about possible additional requirements.~~

~~Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.~~

- ~~• BIO 205 (4 units)~~
- ~~• BIO 305W, which meets NAU's junior writing requirement (1 unit)~~
- ~~• BIO 340 and 344 (6 units)~~
- ~~• BIO 425C and 425L or 444C, either of which meets NAU's senior capstone requirement (4 units)~~
- ~~• 17 units of additional coursework from:~~

~~any BIO courses, except BIO 100, 100L and 310 or any BIO recitation (R) courses~~

~~up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from PSY 350, 355, 420, 432, and 670; EXS 336, 337, 460, 465C, 570, and 575; and NTS 256, 370, 465, and 470~~

Zoology

~~This zoology major prepares you for careers dealing with the biology of animals at all organizational levels from cell to ecosystem. Career opportunities in this field range from research to teaching, environmental consulting to conservation activism, private corporation to governmental agency. You may select courses from such areas of active faculty interest and involvement as invertebrate zoology or vertebrate zoology.~~

~~Complete at least the following 32 units. Note that you must have a grade of "C" or better in each course.~~

- ~~• BIO 326 and 326LW, which meets NAU's junior writing requirement (4 units)~~

- ~~BIO 340 and 344 (6 units)~~
- ~~BIO 425C and 425L, which meets NAU's senior capstone requirement (4 units)~~
- ~~3-4 units of invertebrate coursework from BIO 221, 222, 227, 322, 475, and 522~~
- ~~3-4 units of vertebrate coursework from BIO 223, 331, 366, 424, 477, 478, 525, 526, 527, 528, 535, 540, and 545~~
- ~~10-12 units of additional coursework from:~~

~~any BIO courses, except BIO 100, 100L and 310 or any BIO recitation (R) courses
up to 3 units of BIO 300~~

~~up to 6 units from BIO 408, 485, 497, and 498~~

~~up to 6 units from ANT 270 and 553, FOR 453 and 504, and GLG 225, 530, and 536~~

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with ~~your advisor~~ **the Biology Advisement Center** to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for information about our Biology undergraduate courses and faculty.

Academics

B.S. Exercise Science (extended major)

We offer the B.S. in exercise science with ~~two emphases~~ **advising tracks** for clinical exercise physiology and graduate and professional preparation.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- At least 35 units of liberal studies requirements. Be aware that you may not use courses with an **EXS BIO** prefix to satisfy these liberal studies requirements. Contact ~~your department~~ **Biology Advisement** for information about liberal studies courses that are specific to **recommended** for this major.
- at least 86 units of major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor **Biology Advisement Center** for details.

Major Requirements

As an exercise science major, you **must** complete at least 86 units of ~~common courses and emphasis-~~ **course** requirements. You must attain grades of C or better in CHM 151, 151L, 152, and 152L; BIO 201; PHY 111; MAT 125; and ENG 105.

~~Common Courses~~

You must complete the following ~~72-75~~ units:

- ~~EXS 190, 334, 336, 337, 460, and 460L (14 units)~~
- ~~BIO 444C or EXS 414C (3-4 units)~~
- ~~HS 200 or EXS 150 (3 units)~~
- ~~NTS 256 (3 units)~~
- ~~BIO 181:181L, 182, 201, and 202 (16 units)~~
- ~~CHM 151, 151L, 152, and 152L (9 units)~~
- ~~CHM 230 or 235 (3-4 units)~~
- ~~CHM 360 or 461 (3 units)~~
- ~~MAT 125 (4 units)~~
- ~~STA 270 or PSY 230 (3-4 units)~~
- ~~PHY 111, 111L, 112, and 112L
or PHY 161, 161L, 262 and 262L (8 units)~~
- ~~ENG 302W or 305W, which meet NAU's junior writing requirement (3 units)~~

~~Emphasis Requirements~~

You must complete the following ~~14-18~~ units, depending on which emphasis you choose.

Clinical Exercise Physiology Emphasis

You take 15 units of emphasis requirements, for a total of 87-90 units in your major:

- ~~EXS 408C (12 units)~~

(Please note that this internship requires outside placement and necessitates making arrangements at least six months before the internship begins.)

- ~~EXS 465C, which meets NAU's senior capstone requirement (3 units)~~

Graduate and Professional Preparation Emphasis

You take 11-14 units of emphasis requirements, for a total of at least 86 units in your major:

- ~~EXS 360 or 575 (3 units)~~
- ~~EXS 408C, 414C*, 465C, 485C, or 497C, which meet NAU's senior capstone requirement (3 units)~~
- ~~5-8 additional units of EXS coursework chosen from the following list: (Note: Please be aware that these courses may have prerequisites)~~

~~AT 200, BIO 205, 320, 331, 332, 340, 343, 344, 350, or 424; CHM 320/L or 440; EXS 485, 497, 408, 414C (when not used as a capstone); MAT 136; ME 340, NTS 370, PSY 227, 240, 250, 350, or 415; SOC 318; STA 371 or 472~~

*Note: If EXS 414C is taken instead of BIO 444C, then EXS 414C may not be used to satisfy the capstone requirement.

- **BIO 181: 181L, 182, 192, 201, 202, 334, 338, 338L, 460, and 460L (30 units)**
- **BIO 360 or 408* (3 units)**
- **BIO 444C or BIO 420C (3-4 units)**
- **HS 200 or BIO 154 (3 units)**
- **NTS 256 (3 units)**
- **CHM 151, 151L, 152, and 152L (9 units)**
- **CHM 230 or 235 (3-4 units)**
- **CHM 360 or 461 (3 units)**
- **MAT 125 (4 units)**
- **STA 270 or PSY 230 (3-4 units)**
- **PHY 111, 111L, 112, and 112L**

or PHY 161, 161L, 262 and 262L (8 units)

- **ENG 302W or 305W, which meet NAU's junior writing requirement (3 units)**
- **BIO 408C*, 420C#, 465C, 485C, or 497C, which meet NAU's senior capstone requirement (3 units)**

- **5-8 additional units of exercise science electives chosen from the following list: (Please be aware that these courses may have prerequisites)**

AT 200, BIO 205, 320, 331, 332, 340, 343, 344, 350, 408*, 420C (when not used as a capstone), 424, 485, 497; CHM 320/L or 440; MAT 136; ME 340, NTS 370, PSY 227, 240, 250, 350, or 415; SOC 318; STA 371 or 472

***Note: Internship (408 or 408C) requires outside placement and must be planned at least six months before the internship is to begin. See Biology Advisement for more information.**

#Note: If BIO 420C is taken instead of BIO 444C, then BIO 420C may not be used to satisfy the capstone requirement.

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor **the Biology Advisement Center** to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for more information about [Exercise Science undergraduate courses](#), and Exercise Science [faculty](#).

B.S. Microbiology (extended major)

To earn this degree, complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a BIO prefix to satisfy these liberal studies requirements.
- at least ~~43-49~~ **40** units of major requirements
at least ~~28-29~~ units of emphasis requirements **32-39 units of math and science support courses**

- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. **Consult the University catalog for the pre-requisites.** Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also be aware that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor **the Biology Advisement Center** for details.

Major Requirements

For this major, you must complete at least the following 43-49 core units of biology and science support courses:

Biology Courses

Complete the following 40 units with a grade of C or better in each course:

- ~~BIO 181:181L and 182 (8 units)~~
- ~~BIO 205 (4 units)~~
- ~~BIO 305W, which meets NAU's junior writing requirement (1 unit)~~
- ~~At least 2 of the following courses: BIO 340, 344, 350 (6 units)~~
- ~~CHM 151, 151L, 152, and 152L (9 units)~~
- ~~CHM 360 or 461 (3 units)~~
- ~~MAT 125 plus STA 270 or PSY 230 (7-8 units)~~

~~or only MAT 136 (4 units)~~

- ~~PHY 111, 111L, 112, and 112L (8 units)~~

~~or PHY 161, 161L, 262, 262L, and 263 (11 units)~~

~~Microbiology offers two emphases: Applied and Environmental Emphasis and Biomedical Emphasis~~

Applied and Environmental Microbiology Emphasis

~~For this emphasis, you must complete a minimum of 28-29 units with a grade of C or better in each biology course:~~

- ~~BIO 369 (4 units)~~
- ~~At least 6 units from the following choices: BIO 326, 343, 346, 349L, 376, 409, 410, 411, 475, and 502~~
- ~~Choose BIO 471C which meets NAU's senior capstone requirement (3-4 units)~~
- ~~At least 8 units from the following choices: BIO 300, 326, 340, 344, 346, 349L, 350, 375, 376, 401, 408, 409, 410, 411, 425, 426, 435, 440, 475, 479, 485, 497, 498, 499, 502, 572; CENE 150, 280, 281L, 282L, 330, 332, 435; CHM 360L, 420, 440, ENV 280, 385, FOR 213, 282, and 340; GLG 301, 309, 451~~
- ~~CHM 230, 230L, and 320 (7 units)~~
~~or CHM 235, 235L, and 238 (8 units)~~

Biomedical Microbiology Emphasis

For this emphasis, you must complete a minimum of 29 units with a grade of C or better in each biology course:

- ~~BIO 375, 401C, and 488C (11 units)~~
 - ~~At least 10 units from the following courses: BIO 320, 343, 346, 349L, 411, 440, 475, 485, 497, 498, 545 [425C/L or BIO 201 + 202]~~
- ~~CHM 235, 235L, and 238 (8 units)~~

For this major, you must complete at least the following 40 core units of biology courses and an additional 32-39 units of science support courses.

Biology Courses

Complete the following 40 units with a grade of C or better in each course:

- **BIO 181:181L and 182 (8 units)**
- **BIO 205 (4 units)**
- **BIO 305W, which meets NAU's junior writing requirement (1 unit)**
- **At least 2 of the following courses: BIO 340, 344, 350 (6 units)**
- **At least 9 additional units from the following Biology courses: BIO 340, 344, 350, 346, 369, 349L, 375, 376, 401, 409, 410, 411, 440, 471, 475, 488C.**

- 8-9 additional units from the following list of electives: BIO 201, 202, 300, 320, 326, 340, 343L, 344, 346, 349L, 350, 375, 376, 401C, 408, 409, 410, 411, 425C, 426C, 435, 440, 471C, 475, 479, 485, 488C, 497, 498, 499, 502, 545, 572; CENE 150, 280, 281L, 282L, 330, 332, 435, CHM 360L, 420, 440, ENV 280, 385, FOR 213,282, 340, GLG 301, 309, 451.
- One of the following three capstone courses (3-4 units) : BIO 471C, BIO401C, BIO488C

In addition the following Math and Science Support courses must be completed (32-39 units):

- CHM 151, 151L, 152, and 152L (9 units)
- CHM 230, 230L and 320 (8 units) or CHM 235, 235 L, 238 (8 units)
- CHM 360 or 461 (3 units)
- MAT 125 plus STA 270 or PSY 230 (7-8 units), or only MAT 136 (4 units)
- PHY 111, 111L, 112, and 112L (8 units) or PHY 161, 161L, 262, 262L, and 263 (11 units)

General Electives

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with ~~your adviser~~ **the Biology Advisement Center** to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Click here for information about our [Biology undergraduate courses](#) and [faculty](#).



Degree Progression Plan

Freshman Year							
1 st term				2 nd term			
BIO 181/181L or BIO 182	Unity of Life I or Unity of Life II	4		BIO 181/181L or BIO 182	Unity of Life I or Unity of Life II	4	
CHM 151	General Chemistry I (SCI: LAB) **	4		CHM 152	General Chemistry II (SCI: SAS) **	3	
CHM 151L	General Chemistry I Lab (SCI: LAB) **	1		CHM 152L	General Chemistry II Lab **	1	
MAT 125	Pre-calculus Mathematics (FNRO) **	4		ENG 105	Critical Reading and Writing (FNRO)	4	
FYE 101	First Year Experience	1		LS	Liberal Studies	3	
GE	General Elective	2					
Total units				Total units			
16				15			

Sophomore Year							
3 rd term				4 th term			
ME	Major Elective *	3		ME	Major Elective *	3	
STA 270 or PSY 230	Applied Statistics or Introduction to Statistics in Psychology **	3-4		ME	Major Elective *	3	
CHM 235	General Organic Chemistry I **	4		CHM 238	General Organic Chemistry II **	3	
CHM 235L	General Organic Chemistry I Lab **	1		LS	Liberal Studies	3	
DIV	Diversity	3		LS	Liberal Studies	3	
Total units				Total units			
14-15				15			

Junior Year							
5 th term				6 th term			
JLWC	Junior Level Writing Course ***	4-5		ME	Major Elective *	3	
CHM 360	Fundamental Biochemistry **	3		ME	Major Elective *	3	
PHY 111	General Physics I (SCI: SAS) **	3		PHY 112	General Physics II (SCI: SAS) **	3	
PHY 111L	General Physics I Lab (SCI: SAS) **	1		PHY 112L	General Physics II Lab (SCI: SAS) **	1	
LS	Liberal Studies	3		DIV	Diversity	3	
GE	General Elective	1-2		GE	General Elective	1	
Total units				Total units			
15-17				14			

Senior Year							
7 th term				8 th term			
CAP	Capstone ****	3-4		ME	Major Elective *	3	
ME	Major Elective *	3		GE	General Elective	3	
ME	Major Elective *	3		LS	Liberal Studies	3	
LS	Liberal Studies	3		GE	General Elective	3	
GE	General Elective	3-4		GE	General Elective	1-2	
Total units				Total units			
15-17				13-14			

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
			CHM 151 & 151L (5)	
			CHM 152 (3)	
				PHY 111 (3)

PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Recitations are available and strongly encouraged for BIO 181, BIO 182, CHM 151, CHM 152, CHM 235, CHM 238, PHY 111, PHY 112, PHY 161 & PHY 262; however they are not required.

It is required to complete at least 40 units of biology and major electives with a grade of C or better. ✓

*Major electives include 23-25 units of additional coursework from:

- any BIO course, except BIO 100/100L and BIO 310 and any BIO recitation course
- up to 3 units of BIO 300
- up to 6 units from BIO 408, 485, 497, and 498
- up to 6 units from
 - ANT 270, 271, 370, 379, 553, and 554
 - CHM 238L, 320, 360, 360L, 440, 461, and 560
 - CS 486C
 - ENV 280, 440, and 440L
 - FOR 212, 213, 222, 240, 250, 255, 270, 282, 340, 381, 382, 403, 404, 405, 445, 453, and 504
 - GGR 250 and 457
 - GLG 101, 107, 201, 225, 304, 530, and 536
 - NTS 256, 370, 465, and 470
 - PRM 300
 - PSY 320, 350, 355, 370, 420, 432, 495, and 670
 - STA 471 and 472

**Science Support includes 24-36 units from the following courses. The recommended courses are listed on the progression plan and in bold below. Discuss options with an advisor. If you are not prepared to take Pre-calculus (MAT 125), MAT 108 must be taken in preparation. However, MAT 108 is not a requirement for this degree and will satisfy a general elective.

- CHM 130 and 151L OR **CHM 151, 151L, 152, 152L**
- CHM 230 and 230L OR **CHM 235, 235L, and 238** OR CHM 235 and CHM 235L
- **CHM 360** OR CHM 461
- **MAT 125 plus STA 270 or PSY 230** OR MAT 136 only
- **PHY 111, 111L, 112, and 112L** OR PHY 161, 161L, 262, and 262L
 - If you choose PHY 161 and 262, PHY 263 is strongly recommended

Once the Science Support classes are fulfilled, you can take general electives to satisfy the units

*** Junior level writing course can be satisfied with one of the following:

- BIO 205 and 305W or BIO 326 and 326LW

**** Capstone courses include 3- 4 units from the following:

- BIO 401C, BIO 425C & 4225L, BIO 426C & 426L, BIO 435C, BIO 444C or BIO 488C

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourcelist.htm>
 - 6 units of diversity courses: (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study. <http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/placement.html>

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Degree Progression Plan

Freshman Year					
1 st term			2 nd term		
BIO 181	Unity of Life I	3	CHM 151	General Chemistry I (SCI: LAB)	4
BIO 181L	Unity of Life I Lab	1	CHM 151L	General Chemistry I Lab (SCI: LAB)	1
BIO 192	Introduction to Exercise Science	3	BIO 201	Human Anatomy I	4
HS 200 or BIO 154	Health Principles or Art & Science of Human Movement	3	ENG 105	Critical Reading and Writing (FNRQ)	4
MAT 125	Pre-Calculus (FNRQ)	4	DIV	Diversity	3
FYE 101	First Year Experience	1			
		Total units	15		
				Total units	16
Sophomore Year					
3 rd term			4 th term		
BIO 202	Human Anatomy II	4	BIO 338	Physiology of Exercise	3
PHY 111 or 161	General Physics I * (SCI: SAS)	3	BIO 338L	Physiology of Exercise Lab	1
PHY 111L or 161L	General Physics I Lab *	1	CHM 230 or CHM 235	Organic Chemistry	3-4
CHM 152	General Chemistry II (SCI: SAS)	3	PHY 112 or 262	General Physics II (SCI: SAS) *	3
CHM 152L	General Chemistry II Lab	1	PHY 112L or 262L	General Physics II Lab *	1
LS	Liberal Studies	3	LS	Liberal Studies	3
		Total units	15		
				Total units	14-15
Junior Year					
5 th term			6 th term		
BIO 460	Exercise Testing & Prescription	3	BIO 334	Functional Anatomy & Kinesiology	3
BIO 460L	Cardio-Pulmonary Lab	1	BIO 182	Unity of Life II	4
STA 270 or PSY 230	Applied Statistics or Intro. To Statistics in Psychology	3-4	ENG 302W or ENG 305W	Technical Writing or Writing in Disciplinary Communities	3
NTS 256	Medical Nutrition (SCI: SAS)	3	LS	Liberal Studies	3
CHM 360 or CHM 461	Fundamental Biochemistry or Biochemistry I	3	GE	General Elective	3
LS	Liberal Studies	3			
		Total units	16-17		
				Total units	16
Senior Year					
7 th term			8 th term		
BIO 444C or BIO 420C	Human Physiology or Advanced Exercise Physiology #	3-4	CAP	Capstone ***	3
BIO 360 or BIO 408	Biomechanics or Internship	3	ME	Major Elective **	3
ME or GE	Major Elective ** or General Elective	3	ME or GE	Major Elective ** or General Elective	3
LS	Liberal Studies	3	LS	Liberal Studies	3
DIV	Diversity	3			
		Total units	15-16		
				Total units	12

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
			CHM 151& 151L (5)	
			CHM 152 (3)	
				PHY 111 or 161 (3)

PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Recitations are available and strongly encouraged for BIO 181, BIO 182, CHM 151, CHM 152, CHM 235, CHM 238, PHY 111, PHY 112, PHY 161 & PHY 262; however they are not required.

You must have grades of C or better in: CHM 151 & 151L, CHM 152 & 152L, BIO 201, PHY 111 or 161, MAT 125 and ENG 105.

* If selecting PHY 161/161L and PHY 262/262L you must have the pre/co requisite of MAT 136 and MAT 137

** Major Electives include 5-8 units of any of the following courses and can not be used for another major requirement. Be aware that some of these courses have pre-requisites. AT 200, BIO 205, BIO 320, BIO 331, BIO 332, BIO 340, BIO 343, BIO 344, BIO 350, BIO 424, CHM 320/320L, CHM 440, BIO 485, BIO 497, BIO 408, BIO 420C, MAT 136, ME 340, NTS 370, PSY 227, PSY 240, PSY 250, PSY 350, PSY 415, SOC 318, STA 371, STA 472

*** Capstone courses include BIO 408C, 420C, 465C, 485C & 497C

If BIO 420C is taken instead of BIO 444C, then BIO 420C may not be use to satisfy the capstone requirement.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourcelist.htm>
 - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: <http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- The diversity requirement may be fulfilled in any part of program of study.
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/placement.html>

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Degree Progression Plan

Freshman Year									
1 st term				2 nd term					
BIO 181/181L or BIO 182	Unity of Life I or Unity of Life II	4		BIO 181/181L or BIO 182	Unity of Life I or Unity of Life II	4			
CHM 151	General Chemistry I (SCI: LAB) **	4		CHM 152	General Chemistry II (SCI: SAS) **	3			
CHM 151L	General Chemistry I Lab (SCI: LAB) **	1		CHM 152L	General Chemistry II Lab **	1			
MAT 125	Pre-calculus Mathematics (FNRQ) **	4		ENG 105	Critical Reading and Writing (FNRQ)	4			
FYE 101	First Year Experience	1		LS	Liberal Studies	3			
GE	General Elective	2							
Total units				16	Total units				15

Sophomore Year									
3 rd term				4 th term					
BIO 205	Microbiology	4		ME	Major Elective *	3			
BIO 305W	Microbiology Writing Lab	1		CHM 238	General Organic Chemistry II**	3			
STA 270 or PSY 230	Applied Statistics or Introduction to Statistics in Psychology **	3-4		LS	Liberal Studies	3			
CHM 235	General Organic Chemistry I **	4		DIV	Diversity	3			
CHM 235L	General Organic Chemistry I Lab **	1		GE	General Elective	3			
Total units				13-14	Total units				15

Junior Year									
5 th term				6 th term					
ME	Major Elective *	3		ME	Major Elective *	3			
CHM 360	Fundamental Biochemistry **	3		ME	Major Elective *	3			
PHY 111	General Physics I (SCI: SAS) **	3		PHY 112	General Physics II (SCI: SAS) **	3			
PHY 111L	General Physics I Lab (SCI: SAS) **	1		PHY 112L	General Physics II Lab (SCI: SAS) **	1			
LS	Liberal Studies	3		LS	Liberal Studies	3			
DIV	Diversity	3		GE	General Elective	3			
Total units				16	Total units				16

Senior Year									
7 th term				8 th term					
ME	Major Elective *	4		CAP	Capstone ***	3-4			
ME	Major Elective *	4		ME	Major Elective *	3-4			
LS	Liberal Studies	3		LS	Liberal Studies	3			
GE	General Elective	3		GE	General Elective	3			
				GE	General Elective	1-2			
Total units				14	Total units				14-15

Liberal Studies Distribution blocks

AHI (6 units)	SPW (6 units)	CU (6 units)	Science (7 units)	Additional 3 units to reach 35 total
			CHM 151 & 151L (5)	
			CHM 152 (3)	PHY 111 (3)

PROGRAM INFORMATION

A minimum of 120 units are required for this degree.

Recitations are available and strongly encouraged for BIO 181, BIO 182, CHM 151, CHM 152, CHM 235, CHM 238, PHY 111, PHY 112, PHY 161 & PHY 262; however they are not required.

It is required to complete at least 40 units of biology and major electives with a grade of C or better.

* Major elective include 23-24 units from the following:

- At least 6 units from: BIO 340, BIO 344, and BIO 350
- At least 9 additional units from: BIO 340, 344, 346, 349L, 350, 369, 375, 376, 401C, 409, 411, 440, 471C, 475, 488C
- 8-9 additional units from: BIO 201, 202, 300, 320, 326, 340, 343L, 344, 346, 349L, 350, 375, 376, 401C, 408, 409, 410, 411, 425C, 426C, 435C, 440, 471C, 475, 479, 485, 488C, 497, 498, 499, 502, 572; CENE 150, 280, 281L, 282L, 330, 332, 435; CHM 360L, 420, 440; ENV 280, 385; FOR 213, 282, 340; GLG 301, 309, 451

**Science Support includes 24-39 units from the following courses. The recommended courses are listed on the progression plan and in bold below. Discuss options with an advisor. If you are not prepared to take Pre-calculus (MAT 125), MAT 108 must be taken in preparation. However, MAT 108 is not a requirement for this degree and will satisfy a general elective.

- CHM 130 and 151L OR **CHM 151, 151L, 152, 152L**
- CHM 230 and 230L OR **CHM 235, 235L, and 238** OR CHM 235 and CHM 235L
- **CHM 360** OR CHM 461
- **MAT 125 plus STA 270 or PSY 230** OR MAT 136 only
- **PHY 111, 111L, 112, and 112L** OR PHY 161, 161L, 262, 262L, and 263
 - If you choose PHY 161 and 262, PHY 263 is strongly recommended

Once the Science Support classes are fulfilled, you can take general electives to satisfy the units.

*** Capstone courses include 3-4 units from the following: BIO 401C, 471C or 488C.

GENERAL INFORMATION

- This degree progression plan is to be used in conjunction with the academic catalog and degree progress report.
- Students should see an academic advisor regularly to confirm their academic progress.
- Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.
- Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.
- Submit graduation application during 7th term.
- Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.
- All students are required to complete at least 120 total units which includes:
 - 35 units of liberal studies courses: <http://www4.nau.edu/aio/Articulation/LScourcelist.htm>
 - 6 units of diversity courses (3 units in Global & 3 units in Ethnic). The diversity requirement may be fulfilled in any part of the program of study: <http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm>
 - 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU
- English placement: <http://www.nau.edu/comp/placement.html>
- Math placement: <http://www.math.nau.edu/placement.html>

CONTACT INFORMATION

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On Friday, February 1, the Liberal Studies Committee met and voted to recommend the following:

That these courses be approved for capstones:

REL 421C
REL 441C
REL 451C
REL 481C
REL 491C

ENG 467C

That these courses be approved for Liberal Studies credit:

REL 326 (CU, writing)
REL 332 (AHI, writing)
REL 352 (AHI, writing)

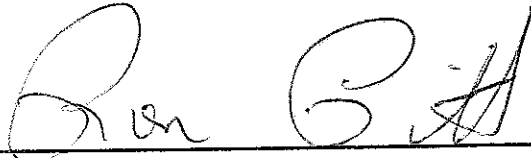
ENG 362 (AHI, critical thinking)

I believe that the effective date for all would be Fall 2008, if approved by the UCC.

There are additional courses that the LSC may recommend in the next week--we are working out some things electronically. I will let you know as soon as I am able.

If you have any questions about any of this information, please let me know.

Dayle Hardy-Short
Chair, Liberal Studies Committee




UCC approved 2/12/08

Diversity Approvals

NAU AIS 460 and NAU ANT 340 (Committee voted ES by consensus on both courses.)

REL 332 and REL 352 approved for Global Diversity

All courses effective for Fall 2008




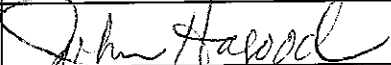


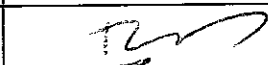
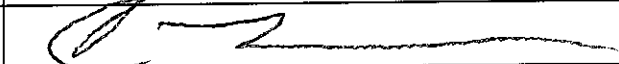

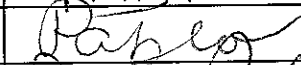


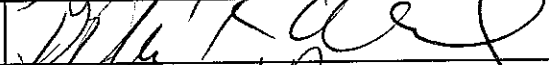




UCC approved 2/12/08

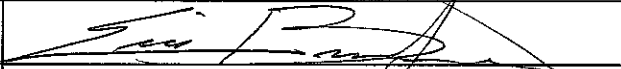

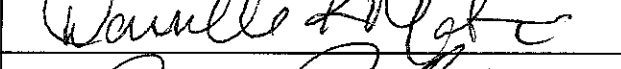


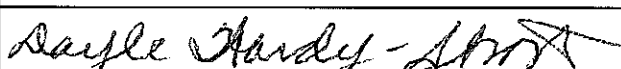

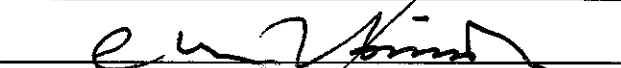
UNIVERSITY CURRICULUM COMMITTEE

2007-08

MEETING SIGN IN SHEET

DATE: February 12, 2008

NAME	SIGNATURE
BAIN, CRAIG	
BATTLES, PATRICK	
HAGOOD, JOHN	
HAMMERSLEY, CHARLES	
GRAYBILL, JOLIE	
KNIGHTS, KATHLEEN	
KOZAK, KATHRYN (CCC)	
LEE, CHUNHYE	
LI, DAN	
MEDINA, CATHERINE	
REID, KIMBERLY (ASNAU)	
PARYSOW, PABLO	
POLLAK, PEGGY	
PORTREE, MARTHA	
RAYMOND, DEBORAH	
RIEMER, FRANCES	
RUWE, DONELLE	
TALLMAN, GARY	
URDANG, BRUCE	

EX OFFICIO	SIGNATURE
ANASTASSIOU, PAM	
BRADFORD, ERIC	
DEEGAN, PATRICK	
MAHONEY, EILEEN	
MARTIN, DARRELLE	
PITT, RON	
ROGERS, THERESA	
WILLIAMS, LISA	
GUESTS	SIGNATURE
Dayle Hardy-Short (LSC)	
Paul Donnelly	
Curtis Hivishy	
Steven Rosendale	