

## **EPC 14-Day Clock Memo**

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: May 20, 2025

**The 14-day review period begins May 20, 2025 and ends June 4, 2025**

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This notice of Curriculum Changes is published as required by the EPC Manual, which is located in the Faculty Handbook. The following paragraph may be found in Section III, Part VI, Section 3, "Procedures Governing Revision of Curriculum and Degree Requirements":

F: Faculty members must submit objections to proposals in writing to the Chair of EPC via [facgov@plu.edu](mailto:facgov@plu.edu) within 14 days from the date listed on the 14-Day Notice of Curriculum Changes distributed by the EPC. Objections received within this 14-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, EPC will make its recommendation to the faculty for action at the next regular faculty meeting.

Complete copies of the proposals may be obtained from the Provost's Office or from Tom Smith, Chair of the Educational Policies Committee for the 2024-25 academic year.

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### **Curriculum Changes for Review – Summary**

- none

### **Curriculum Changes for Information Only – Summary**

- **Global & Cultural Studies** – add Core Curriculum element to a Special Topic course

## Curriculum Changes for Review

Deletions are indicated by ~~blue strikethrough~~ | Additions are indicated in **blue bold**  
For conciseness, courses and catalog language sections that are not being changed,  
are not listed.

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**None**

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### **Global & Cultural Studies**

*Fall 2025*

Type 1 – add Core Curriculum element to a Special Topics course

Course:

LTST 287 : Special Topics in Global Studies - **IT**

Undocumented Immigrants and The Politics of (Their) Representation.

This is a course designed with the priority to center a traditionally marginalized and minoritized community as it is the case of undocumented immigrants. You will analyze a diverse set of texts (narrative nonfiction, poetry, documentaries, a memoir and oral testimonies) with protagonists defined mostly in terms of their undocumented immigrant status. We will study texts written by undocumented immigrants but also projects led by allies of undocumented communities and consider the implications of both positionalities. In critically engaging with our sources we will discuss, among others, questions such as, 1. What are the possible benefits, responsibilities and limitations (if any) of representing this identity as a member of the community and for those who just read or watch those representations? 2. How do different artistic genres differ and supplement each other in representing undocumented immigrants in a just way? 3. How does gender surface (or get suppressed) in accounts of violence associated with this community? 4. Does it matter to balance pain and resistance while representing this immigration status?

**NOTE: The Core Curriculum Committee grants one-time approval of the GenEd element IT for LTST 287 (Undocumented Immigrants and the Politics of their Representation), to be taught in Fall 2025.**