

## **EPC 30 Day Clock Memo**

TO: All Faculty  
FROM: Educational Policies Committee  
SUBJECT: Notice of Curriculum Changes  
DATE: October 16, 2018

**The 30 day review period begins October 16, 2018, and ends November 14, 2018**

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This notice of Curriculum Changes is published as required by the EPC Manual, part of the Faculty Handbook (8th edition). 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 within 30 days from the date listed on the 30-day Notice of Curriculum Changes distributed by the EPC. Objections received within this 30-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, the 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 Rebekah Mergenthal (History), Chair of the Educational Policies Committee for the 2018-19 academic year. In addition, some proposals may be found online in the EPC section of the Office of the Provost Sakai site, to which all PLU faculty should have access.

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

- **Biology** – Add prerequisite, add course
- **English** – Add GenEd Element to special topic
- **French** – Add GenEd Elements to special topic
- **German** – Add GenEd Element to special topic

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

- **Education** – Remove prerequisite

# Curriculum Changes for Review

Deletions are indicated by ~~strikethrough~~ | Additions are indicated in **bold**

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## BIOLOGY

Type 2 – Add prerequisite, add course

*Fall 2019*

**BIOL 225: Molecules, Cells, and Organisms - NS, SM**

An introduction to the concepts and study of the molecular, cellular, and organismal levels of biological organization. Cell structure and function, energy transformation, the central dogma of molecular biology, plant and animal anatomy and physiology, response to environmental changes, plant and animal reproduction, and development. Includes laboratory. ~~Co-registration or completion of CHEM 115 is recommended.~~ **Prerequisite: Math placement in MATH 140 or higher; or completion of MATH 115 with a C- or higher. One year of high school chemistry is recommended. (4)**

**BIOL 305: Cadaver Prosection**

**This course is a practicum in which students dissect a human cadaver and prepare anatomical specimens for use in Pacific Lutheran University Human Anatomy and Physiology classes. Students will learn proper dissection techniques and pertinent details of the human form needed to complete quality dissection work. Prerequisites: Consent of instructor; and students must have successfully completed BIOL 205/206 or BIOL 352. Prospective students must apply for placement in the course during the semester preceding enrollment. (1)**

## ENGLISH

Type 2 – Add Literature GenEd Element to special topic

*J-Term 2019*

**ENGL 287: ST: Shakespeare & Film – LT**

In this J-term course, we will ask what it means to adapt Shakespeare-- whether that involves staging his plays in new settings, filming his sonnets, making a comic book out of a sonnet, or creating "easier" versions of his language. As we read selected sonnets and three plays, and as we view at least two film versions of each, we'll ask deeper questions like these: What does it really mean to be a cultural icon? (In other words, how does Shakespeare play with ideas of culture, and how does culture play with ideas of Shakespeare?) Does something have to be original to be creative (or interesting?) And why do we keep making new versions of Shakespearean works--what's in it for us? (4)

## **FRENCH**

Type 2 – Add Cross-Cultural & Literature GenEd Elements to special topic

*Spring 2019*

**FREN 387: ST: Practices of Memory – C, LT**

Topic: Collect, Gather, Glean: Practices of Memory, Resistance, and Identity. This course considers collecting, gathering, and gleaning in relation to trauma, poverty, and multi-cultural identity in French literature and film from World War II to the present. Readings, discussion, and assignments will be in English. No prerequisites or French language required for French 387. (4)

## **GERMAN**

Type 2 – Add Alternative Perspectives GenEd Element to special topic

*Spring 2019*

**GERM 387: ST: Nazi Culture – A**

This course will provide avenues, via the study of culture, for engaging with the challenging historical context of the so-called Third Reich. Students will be introduced to and critically examine programs for cultural indoctrination such as the Hitler Youth and “Kraft durch Freude” (“Strength through Joy”); visual art and literary texts that were either approved by the regime, or designated as “degenerate”; brutalist architecture; the appropriation of Norse and Germanic mythology; the “Nordic/Aryan” ideal at the heart of Nazi race theory; and propaganda films that sought to infiltrate citizens’ consciousness, erode democratic values, and inform everyday life under the Nazi regime. Seminal texts such as Victor Klemperer’s *The Language of the Third Reich* and Peter Fritzsche’s *Life and Death in the Third Reich*, along with films such as *Ich klage an* (*I Accuse*), whose purpose was to pave the way for social acceptance of the hitherto covert “T4” euthanasia program, will introduce students to the fundamental features of this dehumanizing time, allowing them to better apprehend the cultural products that will make up the core of the course. Though focused on the German context, the course will have contemporary relevance in the wake of ongoing neo-Nazi and white supremacist aggressions in the U.S., and will include comparative treatments of fascist/neo-fascist movements in the United States. (4)

# Curriculum Changes for Information Only

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## EDUCATION

Type 1 – Remove prerequisite

*Fall 2019*

SPED 431: Issues in Autism Spectrum Disorders

This course will provide an overview of Autism Spectrum Disorder for educators as well as other related professionals who may work with or serve children and families with this diagnosis. This course will explore the characteristics of children, youth and adults with autism, evidence-based practices for prevention and intervention, problems and issues in the field, methods of positive behavior support and collaborating with families.

~~Prerequisite: SPED 315 or permission of the instructor.~~ (2)