

**MINUTES FOR 17 FEBRUARY 2009
MEETING OF ACADEMIC BOARD**

In Attendance	
YES	BG Sam Hines
YES	COL Spike Metts
YES	LTC Tara McNealy
NO	Mrs. Marcia Bonica
YES	COL Angie LeClercq
YES	LTC Bill Woolsey
YES	MAJ Sylvia Nesmith
	School of Business Administration
YES	COL Ron Green
YES	COL Mark Bebensee
NO	MAJ Wes Jones
	School of Education
YES	COL Tony Johnson
NO	MAJ Jennifer Altieri
YES	COL George Williams
	School of Engineering
YES	COL Dennis Fallon
YES	COL Ken Brannan
NO	COL John Peeples
	School of Humanities and Social Sciences
YES	COL Bo Moore
YES	COL Mark Del Mastro
YES	COL Gardel Feurtado
NO	COL David Allen
YES	COL Keith Knapp
YES	LTC Steve Nida
	School of Science and Mathematics
YES	COL Chuck Groetsch
YES	COL Joel Berlinghieri
YES	COL John Carter
YES	COL John Moore
YES	LTC Paul Rosenblum
YES	COL Randy Blanton
	ROTC Departments
NO	COL Richard Townes
YES	COL Douglas Fehrmann
YES	COL Paul Dunahoe
	Guests
YES	CAPT Kathy Zanin

The Provost called the meeting to order at 1520.

ITEM 1. Approval of the Minutes of the 20 January 2009 meeting of the Academic Board.

It was moved and seconded that the minutes of the 20 January 2009 meeting be approved as submitted. These minutes were accepted without opposition.

ITEM 2. Report from the Curriculum Committee (CPT Kathy Zanin)

CPT Zanin presented the following seven new History courses that had been approved by the Curriculum and Instruction Committee;

COURSE: History 313 (three credit hours): A Cultural History of Modern America
CATALOGUE DESCRIPTION: This course uses examples of American culture to deepen our understanding of the major developments of the past century. These examples, including paintings, television programs, books, songs" films, material culture, vernacular speech, and dance, are placed in historical, cultural, and critical contexts. Throughout the course we will return to three questions regarding the role of culture in American history: does culture serve as an agent of change or merely reflect larger societal changes; how have various cultural expressions helped shape a national democratic culture and identity; and what have been the terms of inclusion and exclusion?

LECTURE: 3 hours

RATIONALE: A course offering in US cultural history will complement our existing strengths in political and military history. As demonstrated in several of our other courses, cultural material can provide a compelling vehicle through which to interest students who might not otherwise be drawn to history. Moreover, the pervasiveness of popular culture provides both a context for learning and readily identifiable material for study.

FACULTY AND RESOURCES REQUIRED: The course will require one classroom in Capers Hall, textbooks as listed in the attached course syllabus, standard digital presentation equipment (with Internet connection), and an instructor.

COURSE: History 319 (three credit hours): American Labor History

CATALOGUE DESCRIPTION: This course explores the history of working people in the United States-their lives and social movements-from the Colonial era to our "post industrial" or "globalized" present. The course continually returns to three broad areas of historical change: 1) modes of production and work experiences; 2) the continual making and re-making of the American working class; and 3) workers' movements for social justice and the ideas that animated those movements. Students will obtain an introductory knowledge of the main

events and developments in American labor history and the history of workers since the nation's founding. They will be introduced to historiographic debates related to working class history, including debates over the definitions of "labor history," "work," "worker," and "class." They will deepen their understanding of the interplay of class, ethnicity, race, gender, and region in U.S. history and will be encouraged to think critically about their own work experiences-jobs they have held and jobs they will hold down the road. .

LECTURE: 3 Hours

RATIONALE: The nature of work is once again being radically redefined by the telecommunications revolution and the growing mobility of capital. Many of the jobs our graduates may have expected to take just ten years ago have disappeared. Those that remain are being continually reshaped by new technologies and new opportunities have emerged. This class will expose Citadel students to the range of ways in which workers negotiated earlier economic transformations. Beyond these more pragmatic concerns, the course also emphasizes the critical contributions that working people have made to American politics and culture.

COURSE TITLE: History 388: U.S. Foreign Relations since 1898 (Currently offered as Special Topics)

CATALOGUE DESCRIPTION: This course is designed as an exploration of America's major international relationships -diplomatic, economic, military, and cultural-since 1898. We will examine the interplay between diplomacy and domestic developments, and we will answer a few fundamental questions throughout the semester: Are America's international relationships primarily motivated by a drive for security and prosperity? To what degree have Americans embraced a national mission to spread liberal, democratic values abroad? To what extent have cultural undercurrents influenced American diplomacy? Major topics will include America's rise to global power, World Wars I and II, the Cold War, superpower dilemmas and detente, ideology, the military-industrial "complex," U.S.-Latin America relations, the international arms trade, and American relations in the Middle East.

LECTURE: 3 hours

RATIONALE: A survey of this type can give students a foundation in both American history and international history. That is, in learning about America's international relationships since 1898, students will gain an understanding of the domestic factors that have driven American diplomacy in the modern era, and they will learn something of the history of other regions and nations. Perhaps more importantly, this course can teach students about the roots of America's present-day "superpower" status. It can also demonstrate the unexpected advantages, burdens, and dangers that have accompanied this status.

COURSE TITLE: History 389: The Global Cold War, 1917-1991 (A version of this course will be offered for the first time in the spring of 2009.)

CATALOGUE DESCRIPTION: The Cold War was arguably the most significant long-term conflict of the 20th century. This course takes an international perspective on the varied causes and consequences of the Cold War in Europe, the Americas, Asia, and the Middle East. We will explore diplomatic relations between several

nations during this era, and we will examine the many effects the Cold War had on these nations' citizens, including the growth of the American defense industry, the development of the Soviet gulag, and the installation of "client" regimes in the developing world. Major topics will include U.S.-Soviet relations and nuclear diplomacy; wars in Korea, Vietnam, and Latin America; crises in Berlin, Budapest, Prague, and Cuba; decolonization and the rise of the "Third World; "the development of the containment doctrine; espionage and McCarthyism; Cold War popular culture; and the (surprising) end of the Cold War.

LECTURE: 3 hours

RATIONALE: The oftentimes adversarial 21st-century relationship between the U.S., Russia, and China is rooted in the ideological struggles of the last century. Indeed, the steady rise of China as an economic power and the resurgence of Russia as a regional power have led some pundits to predict the outbreak of a "new Cold War" between East and West. Clearly, then, an understanding of the Cold War's origins and development can help us to understand a great deal about our turbulent world today. Furthermore, by taking an international perspective on this topic, students can learn about the complex nature of international relations. Because the Cold War was driven as much by the smaller nations on the "periphery" as by the U.S./U.S.S.R./China conflict at the "core," students will see that size, wealth, and military strength do not always translate into political power.

COURSE: History 336 (three credit hours): Modern France, 1848-2000 (The course has been successfully offered twice as a special topics course in European history.)

CATALOGUE DESCRIPTION: This course will look at the history of France from the Revolution of 1848 and the rise of the Second Empire, through the two world wars, to 2000. It will focus on the political, social and cultural changes that have occurred in this period. Special attention will be paid to the rise of Paris as a world capital, the affects of World War One on interwar politics, gender and culture, the generation gap caused by the postwar baby boom, and the integration and resistance of French citizens to the merging European Union at the end of the twentieth century.

LECTURE: 3 hours

RATIONALE: France has had an enormous impact on modern history, as a site of intellectual, social, political and cultural developments. Intellectuals and writers, from Emile Zola to Jean-Paul Sartre and Simone de Beauvoir have shaped modern thought, from the role of the intellectual in public discourse, to the birth of existentialism and postmodern philosophy. France's artists, designers and architects have influenced urban planning, modern fashion and the museum. France also played a pivotal political role on the continent through the revolutions of the nineteenth century, two world wars, and the creation of a European federalist state. This course would teach students about France and help them to understand the role that a united Europe will play in the future.

Course: History 340, The Renaissance (This course has already been successfully offered (Fall 2007) as a Special Topics course and would replace the current HIST 322 (Renaissance and Reformation).)

Description for Catalog: This course examines movements of artistic, intellectual, renewal that first developed in Italy in the fourteenth and fifteenth centuries, spread throughout western Europe after 1500, and were together named "The Renaissance" by modern historians. These movements sought to revive and appropriate classical Roman and Greek culture; in doing so, they worked to transform European life fundamentally. The course will primarily examine the Renaissance in its birthplace, the bustling, aggressive communes (city-states) of Trecento and Quattrocento Italy, giving special attention to the republic of Florence. It will consider the Renaissance in its social, economic, and political contexts, and expose its roots in medieval high culture and in the Commercial Revolution of 1000-1350.

Lecture: 3 hours.

Rationale: This course would offer students the opportunity to study Italy -a hitherto neglected geographical area in our curriculum --at a critical historical moment. It would also give them a better sense of the connections between economic development (in this case, early capitalism) and cultural development. The focus on the Florentine republic would contribute to students' historical understanding of republicanism and of the construction of modern states. Most importantly, the course will give students a basic awareness of the historical importance of humanistic study in shaping European political and cultural elites; in other words, it will help them understand humanistic education as historically fundamental to leadership and the responsible exercise of authority in the modern West.

Course: History 341, The Reformation and Wars of Religion (This course has already been successfully offered (in Fall 2005) as a Special Topics course.)

Description for Catalog: This course examines the sixteenth-century European Christian reform movements that established the Protestant churches and reinvented the Roman Church. It considers the Reformation not just as a religious transformation, but as a process of profound and violent social, political, and cultural upheaval in Early Modern Europe -and a process that precipitated bloody, protracted religious wars. Topics addressed will include the Reformation's roots in medieval Christian theology and Renaissance humanism, the role of religious reform in the construction of modern states and modern notions of family and gender, reformed theology as a spur to violent class conflict, the formation of radical Christian theocratic communities, and the civil and international religious wars of the sixteenth and seventeenth centuries.

Lecture: 3 hours.

Rationale: The course will provide those Citadel cadets who profess a strong commitment to the Christian religion with a valuable historical perspective upon it. For cadets of all backgrounds the course offers insight into the transformative potential (given the right circumstances) of even very technical and abstract religious ideas. Lastly, by having a course that focuses exclusively on the Reformation and its consequences, students have a better chance of grasping its complexity than if it had

to share the spotlight with that other great dance of ideas and material reality in Early Modern Europe, the Renaissance.

In the discussion that followed, some concern was expressed regarding adding new courses and not eliminating courses. There was some concern that faculty preference rather than student need might be dictating course offerings.

These courses were approved without opposition.

CPT Zanin presented the following changes from the Department of Chemistry that had been approved by the Curriculum and Instruction Committee:

B.S. in Chemistry Degree: Move the modern language requirement from the sophomore/junior years to the freshman/sophomore year. Additionally, the history sequence will move from the sophomore to the junior year.

Justification: This change will decrease the large number of hours that our sophomores will have during the first semester of the sophomore year from 20 to 17. The hours for the freshman year will increase from 13 to 16 during the first semester; and, the hours will increase from 12 to 15 during the second semester. The change during the freshman year should pose no problems for our majors.

Minor in Chemistry: Add the Biochemistry I and II sequence to the list of approved upper level sequences the students may take.

Justification: When the minor was established this sequence did not exist within the department. Biochemistry is one of the five areas of chemistry and this sequence should count in the same fashion as the others.

CHEM 310 Nuclear Chemistry 3 credit hour (currently)

Proposed changes: Remove this course from our offerings.

Justification: No longer have a specialist in this area on our faculty; and, the course hasn't been offered in several years.

The changes were approved without opposition.

ITEM 3. Library Renovation, and Library Services during the summer. (COL Angie Leclercq)

COL LeClercq reported that the Library would be undergoing major renovation during the summer. Much of this work is part of the Ameresco Energy Proposal. The Library faculty and staff will be housed on the second floor of MCH and reference and circulation services will be provided from the lounge area on the 1st floor of Mark Clark Hall. Faculty members who wish to have materials on reserve for summer courses must contact Ruby Murray by 1 April. "Pascal Delivers" and all instructional support will still be available. The move back to Daniel Library is scheduled for 22 August.

ITEM 4. Other Business

The Provost reported on several initiatives. COL Mark Del Mastro and COL Rich Townes have submitted a proposal to the Department of Defense for a grant to support the offering of Chinese language courses. The Provost also reported on a joint effort by the Schools of Education, Engineering, and Science and Mathematics to develop a proposal for a STEM center to be presented to SCANA.

LTC Bill Woolsey reported that the Faculty Council is working on several matters: doing away with mid-term grades; adding +/- to the grading system for undergraduate courses; and revisions of the Faculty Manual. Relative to mid-term grades, the Provost indicated that they are valuable for 4th class cadets and perhaps we could retain mid-term grades only for these students. It was pointed out that many classes have both freshman and upperclass cadets.

The Provost announced that steps are being taken to refine and integrate the various components of leadership development at The Citadel. BG Harry Carter has been named Director of Academic Leadership Studies and will be working the leadership minor and a Leadership concentration within the MA in Social Science. The Provost explained that with LTC Weart in the Krause Center efforts are being made to identify leadership development in a variety of areas, Academics, ROTC, Corps of Cadets, Athletics, and Extra Curricula Activities. The Provost indicated that LTC McNeally was developing tools for assessing leadership skills and leadership education. COL Johnson and COL Stone are working on opportunities for leadership development for TAC Officers.

The Provost reported that he was working on modifications of the current Core Curriculum that would better serve non-traditional and Active Duty students. These changes would facilitate transfer from 2+2 programs into The Citadel's BS/BA programs. This could be a significant step in increasing student population in the CGC. This could open the opportunity for offering an undergraduate degree in general/liberal studies.

The Provost announced the upcoming test of the emergency preparedness plan for the College. The test will be conducted at 9:00am on next Tuesday. The question was raised regarding cell phones in the class. Should the instructor keep his/her cell phone on? Should a specific cadet be designated to keep his/her cell phone on during class. The Provost asked that all such questions that surface regarding this test be forwarded to the deans who will then funnel them to the Provost.

COL Feurtado announced the availability of an on-line scholarly journal on Military Legitimacy and Leadership through which members of the faculty can share their scholarly works.

There being no further business, the meeting was adjourned.

Respectfully submitted,

Isaac S. Metts, Jr., Ph.D.
Associate Provost for Academic Affairs