Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
Special Topics in Film Studies/ENGL222

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab:
N/A

Actual hours cadets will spend in lab each week:
0

Prerequisites
ENGL 102

Catalog Description:
A study of a particular aspect or genre of film.

Rationale (General Statement):
My department head (David Allen) would like to create a new ENGL 222: Special Topics in Film Studies course because over the last several years the English Department has been offering such courses (a course on war films and a course on crime films, with a course on sports films planned for this summer) under the heading of ENGL 208: Special Topics in the Humanities. Because such film courses are now permanent parts of the department's plans, it would be good to create a separate course name/number to reflect this. ENGL 222 would be a new course in name/number only. We would shift the material from the existing ENGL 208 film courses to ENGL 222. I have attached an ENGL 208 syllabus for the war film course for reference purposes. Please feel free to let me know if you have questions or concerns about any aspect of this request.

When would you like to begin offering this new course?
Fall 2016 (or Fall 2017 if Fall 2016 is too soon)

May this course be taken more than once? If so, how many times?
Yes, if the course content is different. (So, for instance, a student could take the war film course, the crime film course, and the sports film course, but would not be allowed to take the war film course twice.) No limit.

How will this course count toward graduation requirements?
General Elective Course

Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
1
The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Regular faculty member Sean Heuston

Will the course be offered in the Citadel Graduate College?  If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
N/A

Explain how the department will meet these budget requirements:

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
No

What resources will be needed by the faculty to support the course?  Such resources may include computer hardware, software, or equipment.

Your Name:
Sean Heuston

Your E-Mail:
sean.heuston@citadel.edu

Upload Syllabus with Learning Outcomes: See below  
Writing handouts online:  http://sean.heuston.googlepages.com/writinghandouts

ENGLISH 208: War on Film
MWF 8-8:50  Bond 165 (ENGL 208-01)
MWF 9-9:50  Bond 165 (ENGL 208-02)

Dr. Sean Heuston                   Fall 2013

E-mail: sean.heuston@citadel.edu

Office: Capers 121D

Office Phone: 953-5143
Office Hours: MWF 10:00-11:00 and by appointment.

NOTE: Feel free to make an appointment with me if you can’t make it to the regular office hours.


Course Description and Goals: ENGL 208 will examine films from a variety of periods and genres. We will deal extensively with the ways techniques of filmmaking such as *mise en scene*, montage, camera movement, and lighting communicate a filmmaker’s construction of meaning. We will also make comparisons between films and written sources to demonstrate differing approaches to conveying comparable meaning. Over the course of the semester, we will read extensively in *Understanding Movies* in order to familiarize ourselves with the specific vocabulary of film criticism.

NOTE: THIS IS NOT AN ENGLISH CORE COURSE. IT IS AN ELECTIVE COURSE, NOT A SUBSTITUTE FOR ENGL 201, 202, 215, 218, OR 219.

Requirements:

1. **Watching films**: You will need to watch all the films on our syllabus carefully, taking notes on aspects of each film that relate to our reading and class discussion. You will almost certainly need to watch some of our films more than once. When you write about films, you’ll need to re-watch the scenes you plan to discuss in your essays. **If you miss a class, you are responsible for finding and watching that day’s film on your own.** Some of our films may be difficult or impossible to find at local video rental stores, libraries, and/or Netflix.

2. **Reading**: Complete each reading assignment before coming to class and be ready to discuss the assignment. Read carefully, write/mark on your texts, and list the major points or the texts as you make notes. The depth of your reading will determine the quality of your participation in class and the quality of your writing, and thus will affect your final grade.

3. **Attendance**: Attend every class and arrive before our official class time so you don’t miss the beginning of a film or a discussion. If you miss class for any reason, you are responsible for contacting a fellow student to find out what you missed, including any assignment changes. **If you miss a class, you will be responsible for finding and watching that film on your own.** I know that the “Watching films” section of the syllabus also says this. It’s worth repeating.
4. Participation: If you are not ready to discuss the assigned texts, offer suggestions of interpretation, and put forth serious intellectual effort, then you are not ready for class.

5. Essays and exams: You will write two formal essays during the semester. Your essays must be typed, double-spaced with one-inch margins, and printed in a standard font no larger than twelve point. Your essays must be three full pages long (that is, they must fill three pages). Number your pages, put your name in the top right corner of each page, staple your pages together, and make sure to give your essay a title. Proofread your work carefully and read your essays aloud before turning them in. Failure to do any one of these things will result in a one-grade penalty per offense. Back up your work as often as possible. “My computer crashed” is not an acceptable excuse for the purposes of this class. Make sure to keep at least one spare copy of everything you write for this class. All assignments are due at the beginning of class unless otherwise specified. If you hand in a paper late I will dock your grade by one full letter grade for each day the assignment is late, weekend days included. Do not turn to the Internet or any outside sources for information or help while you are working on your papers unless you ask me first. You will take one midterm exam and one final exam in this course. The final exam is cumulative in that you will be expected to remember earlier material well enough to relate it to newer material.

Plagiarism: You are not authorized to receive any kind of help from anyone except for me or an Academic Support Center tutor while preparing your work for this class. Remember to follow one simple rule: Always acknowledge the source of any idea that is not your own. If you have any questions regarding proper documentation of sources, consult The Bedford Handbook for Writers, the staff of the Academic Support Center, or me.

6. Conferences: You are not required to meet with me individually during the semester, but you should feel free to drop by my office during office hours or e-mail me if you ever have any questions, comments, or concerns. I especially encourage you to drop by during the first few weeks of the semester for a brief, informal visit. If you are unable to attend my office hours, I will be glad to arrange an appointment at some other time.

7. The Academic Support Center: The Citadel has a range of helpful services and resources available at the Academic Support Center. Please do not make the mistake of thinking that using those services and resources is somehow beneath your dignity. In addition to helping you with specific mechanical and structural issues, the staff can help you think about the big picture you’re trying to keep in mind as you write an essay.
8. E-mail: E-mail is an excellent complement to classroom discussion. I encourage you to e-mail me at any time. You will need to get in the habit of checking your e-mail daily, because I will e-mail you all in order to update you on assignment guidelines, schedule changes, and other class business.

9. Copies: Because there is always the slim chance that I might lose something you turn in to me, you are required to save two copies of all the essays and journal responses you write for this class. I would suggest saving one paper copy and one copy on a computer disk. If we discover that one of your assignments is missing, you should be able to provide me with a backup copy immediately.

Grading: All assignments are due at the beginning of class unless otherwise specified. If you hand in a paper late, I will dock your grade by one full letter grade for each day the assignment is late, weekend days included.

Paper #1: 20%
Paper #2: 25%
Midterm Exam: 25%
Final Exam: 30%

CLASS SCHEDULE

August
W 28  Battleship Potemkin clips (read Photography chapter); Casablanca
September

M  2   Casablanca
W  4   Triumph of the Will; Night and Fog (read Mise en scene Chapter)
F  6   Triumph of the Will; Night and Fog

M  9   Alive Day Memories: Home From Iraq (read Editing chapter)
F 13   Alive Day Memories: Home From Iraq; The Bridge on the River Kwai

M 16   The Bridge on the River Kwai
W 18   The Bridge on the River Kwai
F 20   The Bridge on the River Kwai

M 23   Paradise Now (read Movement chapter)

**W 25**   Paradise Now; **ESSAY #1 DUE IN CLASS**

F 27   Paradise Now; read news stories about blurbs and phony critics:

M 30   Dr. Strangelove (read Drama chapter); read “How the U.S. Took on Dr. Strangelove and Tried to Make Americans Love the Bomb”
The Air Force film is online at [http://www.gwu.edu/~nsarchiv/nukevault/ebb304/film03.htm](http://www.gwu.edu/~nsarchiv/nukevault/ebb304/film03.htm)

**October**

- **W 2** Dr. Strangelove
- **F 4** Dr. Strangelove

- **M 7** The Hurt Locker (read Story chapter)
- **W 9** The Hurt Locker; e-mail handout: “What the Drone Saw” (drone video)
- **F 11** The Hurt Locker; “Drones Are . . . Complicated”:

- **M 14** The Conscientious Objector (read Acting chapter); MIDTERM EXAM
- **W 16** The Conscientious Objector; e-mail handout: blind obedience
- **F 18** The Conscientious Objector

- **M 21** Zulu (read Sound chapter)
- **W 23** NO CLASS—LEADERSHIP DEVELOPMENT DAY
- **F 25** Zulu

- **M 28** Zulu; Fahrenheit 9/11 (read Critique chapter); e-mail handout: D.O.D. Zarqawi video
- **W 30** Fahrenheit 9/11; “Al Qaeda’s kinder, gentler image makeover” (on Zarqawi handout):

**November**
F 1  Fahrenheit 9/11; e-mail handout: Hitchens waterboarding, Mos Def force-feeding, and articles about animated short film Guantánamo Bay: The Hunger Strikes

M 4  Fahrenheit 9/11; e-mail handout: Innocence of Muslims propaganda film/reactions


W 6  The Fog of War

F 8  The Fog of War; Apocalypse Now (read Ideology chapter)

M 11  Apocalypse Now

W 13  Apocalypse Now

F 15  Apocalypse Now

M 18  Apocalypse Now; ESSAY #2 DUE IN CLASS

W 20  Iron Man (read David Kipen’s Atlantic Monthly article “Offshoring the Audience”—available online through Daniel Library databases; also read Brian C. Anderson’s “Conservatives in Hollywood?!”—available at http://www.city-journal.org/html/15_4_urbanities-conservatives.html)

F 22  Iron Man; (read Lynn Hirschberg’s New York Times article “What is an American Movie Now?”—available online through Daniel Library databases) (read Synthesis chapter)

M 25  THANKSGIVING BREAK

W 27  THANKSGIVING BREAK

F 29  THANKSGIVING BREAK
**December**

M 2  *Iron Man; Tropic Thunder*

W 4  *Tropic Thunder*

F 6  *Tropic Thunder*

M 9  *Tropic Thunder*

W 11  *Tropic Thunder*

**FINAL EXAM:**

ENGL 208-01 (8:00-8:50 class): Thursday, December 12 at 1:00 p.m. in Bond 165

ENGL 208-02 (9:00-9:50 class): Monday, December 16 at 8:00 a.m. in Bond 165

Name: E-mail address:

Hometown (and wherever else you’ve lived):

Major(s)/minor(s): Company:

Year (knob, sophomore, junior, senior):
Experience with film study (if any):

Expectations or things you’d like to accomplish in this class:

Fears or concerns about this course:

Career or professional interest (including what you do now):

Extracurricular interests (sports, music, etc.):

Other courses you’ll be taking this semester:

Some of your favorite movies:
Distinguishing characteristics (hint: unless your hair is purple, don’t use your hair color):

Other things I should know about you:
HIST 338 Britain and World War I

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab:
n/a

Actual hours cadets will spend in lab each week:
n/a

Prerequisites
none

Catalog Description:
This course will consider the British experience of World War I. In addition to an overview of the military experience of the war, the course will examine the variety of ways in which this war was a transformative experience. Topics will include: the experience of the home front, changing roles of the government, new definitions of citizenship, as well as effects on the empire and on Britain’s relationship with Ireland.

Rationale (General Statement):
This course has been taught once as a special topics course, and was successful. It covers a key period in European history which needs to be taught regularly, rather than only on occasion.

When would you like to begin offering this new course?
Fall 2016

May this course be taken more than once? If so, how many times?
no

How will this course count toward graduation requirements?
Major and/or Minor Elective Course

Proposed four-year schedule (submit only if box is checked above):

Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
1

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Kathy Grenier
Will the course be offered in the Citadel Graduate College?  If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
N/A

Explain how the department will meet these budget requirements:

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
No

What resources will be needed by the faculty to support the course?  Such resources may include computer hardware, software, or equipment.
none

Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See below

HIST 338 Britain and World War I

Dr. Grenier  
Office: Capers 430A  
Email: grenierk@citadel.edu  
Phone: 3-5073

Fall, 2016  
Office hours: MW 1:30-2:30  
TR 12:30-2:30

The centenary of World War I is being marked all across Europe this fall, with numerous museum exhibitions, remembrance ceremonies, “lights out” events, and battlefield trips. The wide extent of the commemorations is a reminder of the importance attached to this war in popular memory. World War I was a watershed event in European history, with transformative effects in international relations, economics, politics, society, and culture. This course will consider the British experience of the war. In addition to an overview of the military experience of the war, we will examine the various ways in which the war influenced the home front, including expectations of government’s role in the nation, relationships with the British empire, Ireland, and understandings of what it means to be a citizen. The course is also designed to give
students practice in the skills of an historian: reading and evaluating sources, formulating and arguing a thesis, critical thinking and writing.

**Reading:** The following books are required for the course, and are available in the campus bookstore. Books should be read according to the schedule below; the day’s reading should be done before class.

Hew Strachan, *The First World War*
Adrian Gregory, *The Last Great War*
Nicoletta Gullace, “*The Blood of our Sons*”
Robert Graves, *Goodbye to All That*

**Tests:** There will be three tests in this course, two during the semester, one at the end. Tests will be based on class lectures, discussions, and readings. Essay questions will draw heavily on class readings. Each test counts 20% of your semester grade. Tests will be given according to the schedule below. **If you need to reschedule a test, you must speak with me in advance. If you unexpectedly miss a test, you must get in touch with me within 24 hours to explain the reason for your absence. If a makeup is to be given, it must be scheduled within one week of the scheduled test.**

**Response papers:** Throughout the semester, students will be assigned response papers on the class readings. I will assign a specific question which is to be answered in a 1-2 page essay, based on the day’s reading. These are informal papers, which will be read for content, but not grammar and writing style. The purpose of the papers is to prompt students to begin thinking about the ideas of the reading before coming to class. Grades will be based on whether or not the papers were turned in; as long as the paper is turned in on time, and demonstrates that the assigned reading has been completed, the paper will receive full credit. These papers count 10% of your semester grade. Completing all the papers earns an A, missing only one paper earns a B, missing two papers earns a C, missing three papers earns a D.

**Operation War Diary paper:** The major paper for this class will be based on students’ participation in the British National Archives crowdsourcing project, Operation War Diary. The National Archives, working with the Imperial War Museum, has digitized numerous war diaries from units under the command of British and Indian cavalry and infantry on the Western Front. They are asking individuals to help tag the diaries so they, and other historians, can put together a fuller picture of the war. See [www.operationwardiary.org](http://www.operationwardiary.org). In this course, students will be asked to tag 15 pages of a diary, and write a paper based on their experiences with this project and their findings as they read the diary. This paper will be 10-12 pages long, typed, and will be worth 20% of your semester grade. More information will come later in the semester.

**Class participation:** All students are expected to participate fully in the life of the course. Participation is defined as attendance, attentiveness, taking part in discussions, and asking questions in class. While there is no formal grade for participation, it is a basic course requirement, and if a student’s course average is on the borderline between two grades, it is participation which will make the difference. Remember that The Citadel has a mandatory attendance policy. While the Commandant’s Office can at times excuse students from the military consequences of missing class, it cannot excuse them from the academic consequences.
Missing more than four classes, for any reason other than illness, will have negative consequences upon your grade. And, in accordance with college policy, missing more than 20% of classes can result in withdrawal from the course.

Please note that tobacco products are not allowed in class, according to college policy.

Cell phones must be turned off (or to “silent”) and put away. Laptop computers can only be used for notetaking, and are not recommended.

Course Schedule

Aug. 27: introduction
Aug. 29: views of the war
Reading: Gregory, introduction

Sep. 1-3: pre-war Britain

Sep. 5-8: war begins
Reading: Gregory, chap. 1

Sep. 10-12: fall 1914 campaigns
Reading: Strachan, chaps 1, 2

Sep. 15-19: Recruitment and propaganda
Reading: Gregory, chaps. 2, 3, Gullace, chaps. 1, 2.

Sep. 22: Domestic politics

Sep. 24-26: spring 1915 and Gallipoli
Reading: Strachan, chaps. 3, 4

Sep. 29: TEST #1

Oct. 1-3: British colonies and war

Oct. 6-10: trench warfare
Reading: Strachan, chaps. 5, 6

Oct. 17-20: Western front, 1916 and the Somme  
Reading: Strachan, chap. 7

Oct. 22 – Leadership Day, no class

Oct. 24: Reading: Graves, chaps. 1-23

Oct. 27 - 31: Home front and the economy  
Reading: Gregory, chaps. 4-6

Nov. 3: TEST #2

Nov. 5-10: Western front in 1917  
Reading: Strachan, chap. 8

Nov. 12: Reading: Gullace, chaps. 3-8

Nov. 14-17: Lawrence of Arabia and the war in the Mideast

Nov. 19-21: War poetry

Dec. 1-3: 1918  
Reading: Strachan, chaps. 9, 10

Dec. 5-10: Post war and Remembrance  
Reading: Gregory, chaps. 7, 8

Operation War Diary paper due Dec. 8

Final exam: Sat. Dec. 13, 8:00
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
HIST 328 Great Britain - 1660 to the Present (new course name and description)

Credit Hours to be Awarded for Lecture
N/A

Credit Hours to be Awarded for Lab:
n/a

Actual hours cadets will spend in lab each week:
n/a

Prerequisites
n/a

Catalog Description:
A survey of British history from the Stuart Restoration to the present. The course will examine the creation of Britain out of the nations of England, Scotland, Wales and Ireland and will explore Britain’s experiences with industrialization, imperialism, the world wars of the twentieth century, and the changes to the nation’s status as a global power since 1945.

Rationale (General Statement):
The new name and description is more consistent with British history courses in other colleges and universities. It is becoming more common to teach courses on the British Isles, rather than just England. This is also more consistent with the way the course is currently being taught - we would like to make the title and course description reflect the reality of the course. (Please note the the syllabus which is being submitted is the syllabus with the current course title.)

When would you like to begin offering this new course?
Spring 2017

May this course be taken more than once? If so, how many times?
no

How will this course count toward graduation requirements?
Major and/or Minor Elective Course

Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
1

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Kathy Grenier

Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
none

Explain how the department will meet these budget requirements:

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
No

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
none

Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See below

History 328 England since 1660

Dr. Grenier

Capers 430

Phone: 3-5073

Email: grenierk@citadel.edu

Spring, 2016

Office hours: MWF 1:30-2:30

TR 8:30-11:00
This course is designed to provide a general overview of the main events, ideas, themes and personalities of modern British history. We will not be engaging in a detailed analysis of any specific time period, but will strive to obtain a sense of the sweep of British civilization from 1660 until the late twentieth century. This period saw the creation of “Great Britain” from the formerly separate countries of England, Scotland and Ireland, saw this new nation gain and perhaps lose Great Power status, and, some would argue, saw the beginning of the breakup of Britain into smaller nations again. In addition to an appreciation of British history and culture, this course is designed to develop students’ skills as historians, particularly those of analyzing other scholars’ ideas, and of engaging with primary sources.

Course requirements:

Reading: The following books are required for the course and should be read according to the schedule below. They should all be available at the Cadet Store or online.

- Stephanie Barczewski, et. at., Britain Since 1688
- Linda Colley, Britons
- Thomas Hughes, Tom Brown’s Schooldays

There will also be occasional assigned primary sources available online. Students will also be asked to read newspapers to follow British current events. Papers that can be read online include:

Tests: There will be three tests in this course, two during the semester and one at the end. Tests will consist primarily of essays and short answers, and will cover class lectures, readings, and discussions. Test dates are noted below. Please take note of them and arrange to be in class on those days. Each test counts 20% of the semester grade. If you know you must miss a scheduled test, let me know ahead of time. Unless the absence has already been cleared by me, makeups will only be given if the student contacts me within 24 hours of the missed test, and has a note from a doctor or other appropriate official.

Papers: There will be two papers in this class. The first will be a 4-5 page paper on Tom Brown’s Schooldays. The second will be based on current events. Throughout the semester, students will be asked to follow British current events through newspapers and class discussion. Students will choose a current events topic related to the themes discussed in this course, and write a paper which provides an overview of the topic and its relationship to British history. More details on both of these papers will come later in the semester. Each paper is worth 20% of the final grade. Papers will be due on the dates listed below. Late papers will lose half a letter grade for every day they are late.
Class schedule

Jan. 13 - 15 – introduction

Jan. 18 – MLK day, no class

Jan. 20-22 – Making of a modern state
Reading: Barczewski, chap. 1

Jan. 25-29 – early 18th c. society and politics
Reading: Barczewski, chap. 2

Feb. 1 – Reading: Colley, chaps. 1, 2

Feb. 3-5 – 18th c. British Empire
Reading: Barczewski, chap. 3

Feb. 8 – Reading: Colley, chaps. 3-5

Feb. 10-12 – Wars of the French Revolution
Reading: Barczewski, chap. 4

Feb. 15 – Reading: Colley, chaps. 6-7
Feb. 17 – **Test #1**

Feb. 19-26 – early Victorian era

**Reading:** Barczewski, chap. 5

Feb. 29- Mar. 2 – Mid-Victorians and their world

**Reading:** *Tom Brown’s Schooldays*

Mar. 4-7 – Mid-Victorian politics

**Reading:** Barczewski, chap. 6

Mar. 9-11 – Empire

**Reading:** Barczewski, chap. 7

**Paper #1 due March 11 (Tom Brown’s Schooldays)**

Mar. 16-21 – Late Victorians

**Reading:** Barczewski, chap. 8

Mar. 23 – **Test #2**

Mar. 25 – World War I

Mar. 28-Apr. 1 – Spring break
Apr. 4-8 – World War I

Reading: Barczewski, chap. 9

Apr. 11-13 – Interwar

Reading: Barczewski, chap. 10

Apr. 18 – World War II

Reading: Barczewski, chap. 11

Apr. 20-22 – Post-war and decolonization

Reading: Barczewski, chaps. 12-13

Apr. 25 – Thatcherism

Reading: Barczewski, chap. 14

Paper #2 due April 25

Final exam: Thursday, April 28, 1:00
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)

Proposal to delete courses from the catalog

Credit Hours to be Awarded for Lecture
N/A

Credit Hours to be Awarded for Lab:
n/a

Actual hours cadets will spend in lab each week:
n/a

Prerequisites
n/a

Catalog Description:
We propose deleting the following courses from the catalog:

HIST 314 America and the Sea
HIST 331 The Byzantine Empire
HIST 332 Modern Russia
HIST 381 History of Naval Warfare

Rationale (General Statement):
We no longer have faculty who are trained to teach these courses and do not expect to teach them in the future.

When would you like to begin offering this new course?
n/a

May this course be taken more than once? If so, how many times?
n/a

How will this course count toward graduation requirements?

Major and/or Minor Elective Course

Proposed four-year schedule (submit only if box is checked above):

Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
0

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
N/A

Explain how the department will meet these budget requirements:
n/a

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
No

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
n/a

Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See info below

HIST 314 America and the Sea
HIST 331 The Byzantine Empire
HIST 332 Modern Russia
HIST 381 History of Naval Warfare
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
Proposal to change History majors' approved electives

Credit Hours to be Awarded for Lecture
N/A

Credit Hours to be Awarded for Lab:
n/a

Actual hours cadets will spend in lab each week:
n/a

Prerequisites
none

Catalog Description:
Currently, History majors are required to take 9 hours of PSCI courses, at the 300 level or above. We would like the change this requirement. History majors will now be required to take 6 hours of PSCI courses, at the 300 level or above. They must also take 3 hours in any SHSS department, at the 200 level or above.

Rationale (General Statement):
This proposed change would make the History major more interdisciplinary, and is in keeping with efforts of other SHSS departments to encourage majors to take courses in other disciplines.

When would you like to begin offering this new course?
Fall 2016

May this course be taken more than once? If so, how many times?
n/a

How will this course count toward graduation requirements?
Major Core Course required for all majors; if this applies, please upload the proposed four-year schedule to accommodate this new course
Proposed four-year schedule (submit only if box is checked above):
56ef46cd7e35-History Catalog Curriculum Update - March 2016.pdf

Who will be eligible to take this course?
Only students with the following major/s and/or minor/s:
e.g. B.S. in Biology or Minor in Biology

History majors

Number of full time faculty qualified to teach this course:
50

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
n/a
Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
N/A

Explain how the department will meet these budget requirements:

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
No

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.

Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See below

History Department proposed catalog changes spring 2016

I. Change History majors’ approved electives:

Currently, History majors are required to take 9 hours of PSCI courses, at the 300 level or above. We would like the change this requirement. History majors will now be required to take 6 hours of PSCI courses, at the 300 level or above. They must also take 3 hours in any SHSS department, at the 200 level or above.

II. Change course description:

HIST 203

New Description: This course is an introduction to historical research and writing. Students will study historiography and the mechanics of constructing historical arguments and papers by
working with both primary and secondary sources. The historical period and focus of the course will depend upon the instructor.

III. Change the recommended semester in which a course should be taken:

The History Department wishes to recommend that History majors take HIST 203 in the spring semester of the freshman year, rather than in the fall semester of the sophomore year, which is the current recommendation.

IV. Change course titles and descriptions:

1. Old title: HIST 328 England Since 1660
   New title: HIST 328 Great Britain, 1660-Present
   New Description: A survey of British history from the Stuart Restoration to the present. The course will examine the creation of Britain out of the nations of England, Scotland, Wales and Ireland and will explore Britain’s experiences with industrialization, imperialism, the world wars of the twentieth century, and the changes to the nation’s status as a global power since 1945.

2. Old title: HIST 335 Hitler and National Socialism
   New Title: HIST 335 Germany in the Twentieth Century
   New Description: This course examines German history from the end of World War One through the creation of the European Union. The course will explore topics such as Weimar culture and politics, the rise and fall of Nazism, World War Two and the Holocaust, Germany’s post-war split, and the reunification of the nation and its incorporation as a leader in the European Union after 1989.

3. Old Title: HIST 334 Crime and Punishment through the Ages
   New Title: HIST 334: Law and Justice, 1050-1850
   New Description: This course examines the development of law and justice, both in theory and in practice, in western Europe from the recovery of Roman law in the eleventh century to the liberal reforms of the early nineteenth century. Law and justice will be treated in social and cultural context, with special attention given to their complex relationship with theology and religious practice in later medieval and early modern Europe. The course will also consider the limitations of formal, state-centered systems of law and justice as manifest in the persistence of piracy, banditry, endemic warfare, feud, vendetta, and ritual popular violence.

4. Old Title: HIST 326 Europe Since 1914
   New Title: HIST 3XX Europe 1914-1945
New Description: This course will cover the period from World War One through World War Two. Topics will include World War One on the home and battlefronts, the Jazz Age, the Great Depression, the rise of fascist and communist totalitarian states, the phenomenon of the Popular Fronts, life and battle during World War Two, and the Holocaust.

V. Change course title:

Old title: HIST 304 Disunion and the War for Southern Independence

New title: HIST 304 The Civil War

Course description to remain the same.

VI. Delete Courses:

HIST 314 America and the Sea
HIST 331 The Byzantine Empire
HIST 332 Modern Russia
HIST 381 History of Naval Warfare

VII. New Courses:

European courses:

1. HIST 338 Britain and World War I
   Description: This course will consider the British experience of World War I. In addition to an overview of the military experience of the war, the course will examine the variety of ways in which this war was a transformative experience. Topics will include: the experience of the home front, changing roles of the government, new definitions of citizenship, as well as effects on the empire and on Britain’s relationship with Ireland.

2. HIST 337 Europe 1945-Present
   Description: This course will cover the period from the end of the Second World War through the Cold War and the development of the European Union. Topics will include the post-war recovery and economic boom, the Cold War and political and cultural division, the cultural and social revolutions of the 1960s, the rise and fall of Soviet-style dictatorships, the end of the Cold War, and the rise of the European Union.
3. HIST 344_ Science and Medicine from the Presocratics to Newton
Description: This course surveys the development of pre-modern western natural philosophy and medicine from classical Greece to seventeenth-century Britain. Major topics include the emergence of rationalist and materialist accounts of nature among the presocratic Greek philosophers; the astronomy, medicine, and engineering of Hellenistic Egypt; the appropriation and extension of Greek science and medicine in Islam; the Aristotelian scholastic tradition of the later medieval Latin West; the professionalization of medicine in early Renaissance Italy; and the Scientific Revolution in early modern Europe. Western natural philosophy in all epochs will be considered in its cultural context, with special emphasis on its cooperative relationship with religion and political authority. Special emphasis will also be given to the continuities in western thought about nature up to the advent of Newtonian physics.

4. HIST 323 Course: Ireland in the Medieval World: c. AD 400-1369
Description: This course will examine the history of Ireland from c. AD 400-1369. Special focus will be on the cultural, economic, political and religious developments of the Irish people and introduce students to Ireland’s role in the development of the Christian West. Students will also have the opportunity to learn about the rich material culture left to Ireland from the time period and compare primary sources to reports on archaeological remains. Some of the topics to be considered will be Irish kingship, early Irish law, kindred groups, monastic settlements, literary traditions, their military ability, relationships between the Irish and Vikings, Brian Boru and the arrival of the Anglo-Normans.

5. HIST 322 The Viking Age: c. AD 800-1200
Description: The image of the fierce Vikings, spreading fear and dread across Europe, has been transmitted into the popular culture of today through literature, music and movies, but is it the only legacy of the Vikings? This course will use both primary texts and material culture to not only consider what gave the Vikings their military prowess, but also the economic, political and cultural impact they made in their original homelands, and across Europe, Russia, and Byzantium. Some of the topics considered will be their ship building, religious beliefs, literature, daily life, their role in the growing urbanization of Europe, the creation of economic markets, legal tradition, place-name elements, their military ability, and their roles as mercenaries for Byzantium.

Non-western courses:

1. HIST 363 The Crusades:
Description: A survey of the Military campaigns of Christendom into the Near East and Holy Land. The course explores the greater context and motivation for each Crusade, the campaigns themselves, and a look at the Crusades from both the Christian and Muslim perspectives. In addition, attention will be given to the political, religious, cultural, and historical consequences of these conflicts.
Military/Diplomatic courses:

1. HIST 385 – Greek and Roman Warfare
Description: This course examines the waging of war in the ancient Mediterranean, particularly among the Greeks and Romans. We will discuss cultural attitudes toward war, the institutions that supported the waging of war, the actual progress of campaigns and battles, technological and tactical innovation, and consider in what ways or to what extent the warfare of the Greeks and Romans represents the heritage of modern war.
Course Name/Number: *(e.g. Biological Research Analysis/BIOL4XX)*
Proposal to Change the recommended semester in which a course should be taken.

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab:
n/a

Actual hours cadets will spend in lab each week:
n/a

Prerequisites
n/a

Catalog Description:
The History Department wishes to recommend that History majors take HIST 203 in the spring semester of the freshman year, rather than in the fall semester of the sophomore year, which is the current recommendation.

Rationale (General Statement):
Currently History major sophomores have a heavy course load. HIST 203 is an important course which prepares students for their upper-level history courses, which they start doing in the sophomore year. Taking HIST 203 in the freshman year would allow students to take the course when their course load is not as heavy, and before they start taking upper-level courses.

When would you like to begin offering this new course?
Fall 2016

May this course be taken more than once? If so, how many times?
no

How will this course count toward graduation requirements?
Major Core Course required for all majors; if this applies, please upload the proposed four-year schedule to accommodate this new course.

Proposed four-year schedule (submit only if box is checked above):
56eaf7c17f8da-History Catalog Curriculum Update - March 2016.pdf

Who will be eligible to take this course?
Only students with the following major/s and/or minor/s:
e.g. B.S. in Biology or Minor in Biology
History major or minor

Number of full time faculty qualified to teach this course:
14

The course will be taught mostly by: *(identify, e.g., adjuncts; regular faculty by name, etc.):*
regular History faculty
Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.

No

Will the course require faculty development or retraining?

No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?

No

Estimated budget for these resources:

none

Explain how the department will meet these budget requirements:

Will lab fees be charged?

No

Will the course require additional library databases, books, reference materials, etc.?

No

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.

none

Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See below

History Department proposed catalog changes spring 2016

I. Change History majors’ approved electives:

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Non-western courses:

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Military/Diplomatic courses:

2. HIST 385 – Greek and Roman Warfare
   Description: This course examines the waging of war in the ancient Mediterranean, particularly among the Greeks and Romans. We will discuss cultural attitudes toward war, the institutions that supported the waging of war, the actual progress of campaigns and battles, technological and tactical innovation, and consider in what ways or to what extent the warfare of the Greeks and Romans represents the heritage of modern war.
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
4. HIST 323 Course: Ireland in the Medieval World: c. AD 400-1369

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab:
0

Actual hours cadets will spend in lab each week:
0

Prerequisites
none

Catalog Description:
This course will examine the history of Ireland from c. AD 400-1369. Special focus will be on the cultural, economic, political and religious developments of the Irish people and introduce students to Ireland’s role in the development of the Christian West. Students will also have the opportunity to learn about the rich material culture left to Ireland from the time period and compare primary sources to reports on archaeological remains. Some of the topics to be considered will be Irish kingship, early Irish law, kindred groups, monastic settlements, literary traditions, their military ability, relationships between the Irish and Vikings, Brian Boru and the arrival of the Anglo-Normans.

Rationale (General Statement):
This course will allow us to expand our undergraduate curriculum, and offer a course in which there is significant student interest. Medieval Ireland was an important part of the medieval world, and we have not previously been able to offer courses in this field.

When would you like to begin offering this new course?
Spring 2017

May this course be taken more than once? If so, how many times?
no

How will this course count toward graduation requirements?
Major and/or Minor Elective Course

Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
1
The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Melanie Maddox

Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No

Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:
N/A

Explain how the department will meet these budget requirements:
N/a

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
No

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
N/a

Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See below

Medieval Ireland

Instructor: Dr. Melanie C. Maddox
HIST
Time:
Location: Capers
Office: Capers 432A
*Office Hours: M 10:30-11:30am & 1-2pm, W 1-3pm, and TR 1-3pm
Course Description: This course will examine the history of Ireland from c. AD 400-1369. Special focus will be on the cultural, economic, political and religious developments of the Irish people and introduce students to Ireland’s role in the development of the Christian West. Students will also have the opportunity to learn about the rich material culture left to Ireland from the time period and compare primary sources to reports on archaeological remains.

**Required books:**


**Suggested books:**


*Any further readings will be provided on the course CitLearn page under CitLearn Readings.*

**Course Objectives:**
The objectives of this course are to 1) Introduce students to the history and material culture of Ireland; 2) Introduce students to the discipline of History including the use of primary sources and material culture, as part of their research and to apply critical-thinking skills.

**Course Attendance & Participation:**

Your attendance to course lectures is mandatory and will have a direct impact on your grade! If you cannot attend a lecture, please email me and let me know. **Three approved absences** are allowed before absences impact your grade. The Citadel gives lecturers the right to assign a failing grade for individuals that miss 20% of course meetings. Along with lectures there will also be time set aside for weekly discussions. Completing the assigned readings and participating in group discussion is vital! These activities will help you to gain more from course lectures, as well as prepare you for course assignments and exams.

It is also important for you to know that it is your responsibility to complete the assigned readings, since the information found in the assigned reading will be on your exams. We will be covering complementary material in class, but will not necessarily be covering all of the information found in your textbook.

If you have an interest in a particular topic related to the course, please let me know so that I can point you toward sources for that topic. If there is something you think would help you to learn, I am happy to talk about adding it to the course layout. I am here to help you get the most out of the course.

**Use of tobacco products in class are not allowed.**

**Respect for fellow students is a must.** Please make sure to turn off your electronic devices and put them away during class. Cell phones distract fellow students and tend to inhibit a student's focus during class lectures and discussions.

**Students with Disabilities:**

Students that require an accommodation because of disability should contact Dr. Jane Warner at the Academic Support Center or call 843-953-1820 to arrange an appointment.
Course Grades:

Material Culture Essay (6-8 pages): 20%
Midterm: 25%
Writing Responses (3: 2 pages): 15%
Final Exam: 30%
Participation: 10%

Each of the course grades above will be graded on a 100 points scale. The course grading scale is as follows:

90-100  A
80-89    B
70-79    C
60-69    D
0-59     F

Class Participation:

Please note that class participation is 10% of your grade. Class participation not only includes your attendance to class, but also your completing assignments and participation in class discussions. Use of cell phones and sleeping in class will impact your grade. Participation grades will be decided based on the following:

A – Student attends class, completes all required assignments, is attentive in class and participates in class discussions.

B - Student attends class, completes all required assignments, is attentive in class and occasionally participates in class discussions.
C - Student attends most classes, completes all required assignments and is attentive in class.

D/F – Student has over three absences, has not completed all required assignments, uses cell phone in class and is not attentive due to sleeping.

**Material Culture Paper Assignment:**

The Material Culture Paper: (length: 6-8 pages). Write a paper using material culture and primary sources as your main body of evidence. The topic of the paper is material culture and non-verbal communication. The questions you will answer are: “What does the evidence of material culture tell us about the Ireland? And in what ways does the use of material culture, when thinking about Irish culture, support or challenge the stories found in texts about them?” You will need to append pictures of the object you discuss to your paper (these are not included in the page count).

**Topic Examples:**

Irish Christianity and monasteries
Irish High Cross
Irish slavery and material culture
Irish battle tactics and weaponry
Irish childhood and material culture
Viking in Ireland
Irish daily life
Irish Ogham and its use

*A rubric for this assignment can be found on CitLearn under the Material Culture Paper Assignment tab.*

The Material Culture Paper will be due November 18th.

**Writing Responses:**

Students will have three short writing responses assigned during the first 8 weeks of the course. These short responses are meant to help students practice the skills needed to complete their Material Culture Paper. Each response will be approximately two pages in length.

Response One: Focus on an assigned primary source
Response Two: Focus on an assigned piece of material culture

Response Three: Comparison of a piece of material culture with a primary source.

*All written work will be submitted through turnitin.com. Written work submitted after the assigned date and time will be penalized. Late penalties include: 10 points first day and 10 points every class meeting that follows until submitted.

**Course Work & Academic Integrity:**

“The Honor Code: The honor code of, by, and for the Corps of Cadets. The code states that a cadet does not lie, cheat, or steal, nor tolerate those who do. The code is the heart of the honor system, and its purpose is to maintain honor and integrity within the Corps.” – Honor Manual III.4

**Be careful of plagiarism!** It is not acceptable to copy from someone else's work or turn in work completed for another course. This includes: published work, unpublished work and other student's papers. Please make sure that you understand the correct procedures for citing sources in your assigned work. If you are unsure I will be happy to cover it with you during my office hours. Please ask for help if you need it!

**If I find that someone has plagiarized on any assignment, I will assign a zero for the assignment and report the incident to the academic honor committee.**

**If you fail to use quotation marked for someone else’s work (even if you have cited the source) or do not use footnotes to cite your sources, you will receive no higher than a D.**

**Questions:**

If you have questions or need help with anything, please feel free to contact me!
COURSE SCHEDULE *subject to change

WEEK ONE

1. January 12. - Introduction

WEEK TWO

2. January 19. – Early Medieval Ireland
   
   **Reading:** Bhreathnach, *Ireland in the Medieval World, AD400-1000*

WEEK THREE


WEEK FOUR

4. February 2. – Columba & Adomnán of Iona

   **Reading:** Adomnán, *Life of St Columba*

WEEK FIVE

5. February 9. – Early Irish Law (**Term paper topics due**)

   **Reading:** Kelly, *A Guide to Early Irish Law* (pdf) and Ni Chonaill, ‘Child-Centred Law in Medieval Ireland’ (pdf).

WEEK SIX
6. February 16. – Ireland & Literature

**Reading:** *The Táin*

**WEEK SEVEN**

7. February 23. – Otherworldly Voyages

**Reading:** *The Voyage of St. Brendan* (pdf), *The Voyage of Snedgus and Mac Ríagla* (pdf) and Wooding, ed, *The Otherworld Voyage in Early Irish literature: An Anthology of Criticism*.

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**WEEK EIGHT**

8. March 1. – Vikings in Ireland (*Book Reviews due*)


**WEEK NINE**

9. March 8. – Ireland’s Archaeology, AD 400-1100

**Reading:** O’Sullivan, *Early Medieval Ireland AD 400-1100: The Evidence from Archaeological Excavations*, pp. 1-334.
WEEK TEN

10. March 15. – Kingship & Hospitality


WEEK ELEVEN

11. March 22. – Brian Boru

Reading: Duffy, *Brian Boru and the Battle of Clontarf*

WEEK TWELVE

12. No class – Spring Break

WEEK THIRTEEN

13. April 5. – Open interest

Reading: TBA

WEEK FOURTEEN

14. April 12. – Land Use

Reading: MacCotter, *Medieval Ireland: Territorial, Political and Economic Divisions*

WEEK FIFTEEN

15. April 19. – Ireland and the Anglo-Normans

Reading: Frame, *Colonial Ireland, 1169-1369*

WEEK SIXTEEN

16. April 26. – No Class. Your Term paper should be emailed to me mmaddox@citadel.edu by 7pm today.

*Final exam will be held at scheduled time during finals*
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
HIST 322 The Viking Age: c. AD 800-1200

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab:
0

Actual hours cadets will spend in lab each week:
0

Prerequisites
none

Catalog Description:
The image of the fierce Vikings, spreading fear and dread across Europe, has been transmitted into the popular culture of today through literature, music and movies, but is it the only legacy of the Vikings? This course will use both primary texts and material culture to not only consider what gave the Vikings their military prowess, but also the economic, political and cultural impact they made in their original homelands, and across Europe, Russia, and Byzantium. Some of the topics considered will be their ship building, religious beliefs, literature, daily life, their role in the growing urbanization of Europe, the creation of economic markets, legal tradition, place-name elements, their military ability, and their roles as mercenaries for Byzantium.

Rationale (General Statement):
This course will allow us to expand our undergraduate offerings, teaching a course in which there is considerable student interest, but which we have not been able to offer in the past.

When would you like to begin offering this new course?
Fall 2016

May this course be taken more than once? If so, how many times?
no

How will this course count toward graduation requirements?
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Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
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Melanie Maddox

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Estimated budget for these resources:
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What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
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Your Name:
Kathy Grenier

Your E-Mail:
grenierk@citadel.edu

Upload Syllabus with Learning Outcomes: See below
Instructor: Dr. Melanie C. Maddox

HIST 339.01

Time: 1:00pm-1:50pm MWF

Location: Capers

Office: Capers 432A

Office Hours: M 10:30-11:30am & 1-2pm, W 1-3pm, and TR 1-3pm *Available other times by appointment
Email: mmaddox@citadel.edu
Phone: 843-953-5054

“The wind is rough tonight, tossing the white-combed ocean; I need not dread fierce Vikings, crossing the Irish Sea.”

- Anonymous monk, 9th century

The image of the fierce Vikings, spreading fear and dread across Europe, has been transmitted into the popular culture of today through literature, music and movies, but is it the only legacy of the Vikings? This course will use both primary texts and material culture to not only consider what gave the Vikings their military prowess, but also the economic, political and cultural impact they made in their original homelands, and across Europe, Russia, and Byzantium. Some of the topics considered will be their ship building, religious beliefs, literature, daily life, their role in the growing urbanization of Europe, the creation of economic markets, legal tradition, place-name elements, their military ability, and their roles as mercenaries for Byzantium.

**Required Books:**

ISBN: 978-0192854346


ISBN: 978-0714123400

*Any further readings will be provided on the course CitLearn page under CitLearn Readings.*
**Course Objectives:**

The objectives of this course are to 1) Introduce students to the history and material culture of the people referred to as Vikings; 2) Introduce students to the discipline of History including the use of primary sources and material culture, as part of their research and to apply critical-thinking skills.

**Course Attendance & Participation:**

Your attendance to course lectures is mandatory and will have a direct impact on your grade! If you cannot attend a lecture, please email me and let me know. **Three approved absences** are allowed before absences impact your grade. The Citadel gives lecturers the right to assign a failing grade for individuals that miss 20% of course meetings. Along with lectures there will also be time set aside for weekly discussions. Completing the assigned readings and participating in group discussion is vital! These activities will help you to gain more from course lectures, as well as prepare you for course assignments and exams.

It is also important for you to know that it is your responsibility to complete the assigned readings, since the information found in the assigned reading will be on your exams. We will be covering complementary material in class, but will not necessarily be covering all of the information found in your textbook.

If you have an interest in a particular topic related to the course, please let me know so that I can point you toward sources for that topic. If there is something you think would help you to learn, I am happy to talk about adding it to the course layout. I am here to help you get the most out of the course.

**Use of tobacco products in class are not allowed.**

**Respect for fellow students is a must. Please make sure to turn off your electronic devices and put them away during class.** Cell phones distract fellow students and tend to inhibit a student's focus during class lectures and discussions.

**Students with Disabilities:**

Students that require an accommodation because of disability should contact Dr. Jane Warner at the Academic Support Center or call 843-953-1820 to arrange an
Course Grades:

Material Culture Essay (6-8 pages): 20%
Midterm: 25%
Writing Responses (3: 2 pages): 15%
Final Exam: 30%
Participation: 10%

Each of the course grades above will be graded on a 100 points scale. The course grading scale is as follows:

90-100   A
80-89    B
70-79    C
60-69    D
0-59     F

Class Participation:

Please note that class participation is 10% of your grade. Class participation not only includes your attendance to class, but also your completing assignments and participation in class discussions. **Use of cell phones and sleeping in class will impact your grade.** Participation grades will be decided based on the following:

A – Student attends class, completes all required assignments, is attentive in class and participates in class discussions.
B - Student attends class, completes all required assignments, is attentive in class and occasionally participates in class discussions.

C - Student attends most classes, completes all required assignments and is attentive in class.

D/F – Student has over three absences, has not completed all required assignments, uses cell phone in class and is not attentive due to sleeping.

**Material Culture Paper Assignment:**

The Material Culture Paper: (length: 6-8 pages). Write a paper using material culture and primary sources as your main body of evidence. The topic of the paper is material culture and non-verbal communication. The questions you will answer are: “What does the evidence of material culture tell us about the Vikings? And in what ways does the use of material culture, when thinking about Viking culture, support or challenge the stories found in texts about them?” You will need to append pictures of the object you discuss to your paper (these are not included in the page count).

**Topic Examples:**

- Viking ships and travel accounts
- Viking religious beliefs and burial practices
- Slavery and material culture
- Viking battle tactics and weaponry
- Viking childhood and material culture
- Viking merchants and their travels
- Viking emporia and their economy
- Viking family life
- Viking Rune Stones and their use

* A rubric for this assignment can be found on CitLearn under the Material Culture Paper Assignment tab.

The Material Culture Paper will be due November 18th.

**Writing Responses:**
Students will have three short writing responses assigned during the first 8 weeks of the course. These short responses are meant to help students practice the skills needed to complete their Material Culture Paper. Each response will be approximately two pages in length.

Response One: Focus on an assigned primary source
Response Two: Focus on an assigned piece of material culture
Response Three: Comparison of a piece of material culture with a primary source.

*All written work will be submitted through turnitin.com. Written work submitted after the assigned date and time will be penalized. Late penalties include: 10 points first day and 10 points every class meeting that follows until submitted.

Course Work & Academic Integrity:

“The Honor Code: The honor code of, by, and for the Corps of Cadets. The code states that a cadet does not lie, cheat, or steal, nor tolerate those who do. The code is the heart of the honor system, and its purpose is to maintain honor and integrity within the Corps.” – Honor Manual III.4

Be careful of plagiarism! It is not acceptable to copy from someone else's work or turn in work completed for another course. This includes: published work, unpublished work and other student's papers. Please make sure that you understand the correct procedures for citing sources in your assigned work. If you are unsure I will be happy to cover it with you during my office hours. Please ask for help if you need it!

If I find that someone has plagiarized on any assignment, I will assign a zero for the assignment and report the incident to the academic honor committee.

If you fail to use quotation marked for someone else’s work (even if you have cited the source) or do not use footnotes to cite your sources, you will receive
Questions:

If you have questions or need help with anything, please feel free to contact me!

**COURSE SCHEDULE *subject to change for Fall 2016.***

Week 1: Vikings & the modern imagination

August 24: Course Introduction
August 26: Vikings & the Modern Imagination
  **Reading:** Sawyer, *The Oxford Illustrated History of the Vikings*, chapter 1.

Week 2: The Age of the Vikings & Before

August 29: The Vendel Era
August 31: Danes, Swedes & Norwegians
  **Reading:** Sawyer, *The Oxford Illustrated History of the Vikings*, chapter 1.
September 2: Danes, Swedes & Norwegians, cont.

Week 3: From Chieftains to Kings

September 5: Gift-Giving Societies
  **Reading:** Somerville & McDonald (eds), *The Viking Age: A Reader*, pp. 117-149, 152-156 and 159-170.
September 7: Political Hierarchy & Relationships
September 9: Need for more land?
  **Due:** Writing Response One

Week 4: Viking Ships & Weaponry

September 12: Viking Ships
  **Reading:** Williams, *The Viking Ship*, all pages.
September 14: Weapons
September 16: Battle Tactics

Week 5: Family and Daily Life

September 19: Women
**Reading:** Somerville & McDonald (eds), *The Viking Age: A Reader*, pp. 36-38 and 85-116.

September 21: Children
September 23: Daily Life & Slaves

**Due: Writing Response Two**

Week 6: Early Religion & Belief

September 26: Norse Gods

**Reading:** Sawyer, *The Oxford Illustrated History of the Vikings*, chapter 9.

September 28: TBA
September 30: Midterm Exam

Week 7: Oral Traditions

October 3: Religious Stories

**Reading:** Sawyer, *The Oxford Illustrated History of the Vikings*, chapter 10.

October 5: The Thing
October 7: No Class

Week 8: Arts & Runes

October 10: Runes & their Uses

**Reading:** TBA

October 12: Arts & Games

**Due: Writing Response Three**

October 14: Discussion cont.

Week 9: Europe Arrival of the Northmen

October 17: Europe’s First Contact

**Reading:** Sawyer, *The Oxford Illustrated History of the Vikings*, chapter 3.

October 19: No Class
October 21: Viking Raids & their Causes

Week 10: Viking Age Emporia & Trade
October 24: Emporia
October 26: Merchants
October 28: Trade Networks

Week 11: Vikings & Western Europe (Mainland)

October 31: Northmen in France
November 2: Beginnings of Normandy
November 4: Discussion cont.

Week 12: Vikings in England & Ireland

November 7: Irish Response to the Vikings
November 9: King Alfred’s Efforts & the Danelaw
   Reading: Somerville & McDonald (eds), *The Viking Age: A Reader*, pp. 181-201 and 229-248.
November 11: Discussion cont.

Week 13: The Baltic Lands, Russia and Byzantium

November 14: The Rūs
November 16: River Routes
November 18: Muslim Contact
   Due: Material Culture Paper

Week 14

November 21-25: Fall Break

Week 15: The Varangian Guard

November 28: Arrival of the Varangians
Reading: Somerville & McDonald (eds), *The Viking Age: A Reader*, pp. 259-290.

November 30: A Norwegian Soldier of Fortune
December 1: Discussion cont.

Week 16: The Viking Legacy

December 5: TBA


December 7: Course Review

*Final Exam: TBA During Scheduled Exam Time*
Memo: Change in required course for BS Physics Majors:

To: Curriculum Committee

From: Physics Department (COL Joel Berlinghieri)

Date: 2016-03-18

MATH 335 Applied Engineering Mathematics II 3 credit hours.
Advanced topics in differential equations and multi-dimensional calculus. Topics include power series solutions of differential equations, line and surface integrals, Fourier series, vector integral calculus, special functions, and an introduction to partial differential equations.

PHYS 320 Mathematical Physics 3 credit hours.
Emphasis on mathematical methods of theoretical physics. Topics may include coordinate transformations, vector calculus techniques, special functions, definite integrals, approximations, numerical methods of data reduction, eigenvalue problems, boundary-value problems, representation theory, and perturbation theory.

We ask to change the status of MATH 335 from a required course for all physics majors to a required course for physics majors who are on schedule to take this course in the fall semester of their junior year. Physics majors who are behind in their mathematics courses would be allowed to take an advanced mathematics or physics (300, 400) course (must get an approval of the physics department head) as a substitute.

Rationale: The material covered in MATH 335 and amplified in PHYS 320 is used in PHYS 316, 403, 404, 405, 406. Courses Phys 316 and 405 are or will soon be taken by physics majors in their junior year. About 25% to 35% of our students end up taking MATH 335 in their senior year, after they have already learned the mathematics covered in 335 in their Mathematics Physics course and in the Mechanics and Quantum Mechanics courses 316 and 405 respectively. These students would also be using these mathematics topics in PHYS 403 in the fall of their senior year. The MATH 335 course for these students has changed from a preparation course for advanced physics courses to a course taken because it is required for graduation. In other words the courses which needed 335 have already been taken and the mathematics topics needed for those courses were learned in other ways (In PHYS 320 and/or the courses themselves and/or by individual tutoring within our department.)
Course Name/Number: (e.g. Biological Research Analysis/BIOL4XX)
Applied Climatology/PHYS 343

Credit Hours to be Awarded for Lecture
3

Credit Hours to be Awarded for Lab
0

Actual hours cadets will spend in lab each week
0

Prerequisites
PHYS 243 Meteorology

Catalog Description:
Applied Climatology surveys the varied climates of the world, the weather systems that contribute in the aggregate to those climates, and their cumulative influence on Earth systems. Included are presentations from an historical perspective on the development of past climatic regimes, the transition to present-era climate, and the atmospheric dynamics involved in the global change process. Emphasis is placed on developing a broad-based working knowledge of the impacts present day climate and climate-trend changes have on human activities including aviation-related practices, procedures, and operations.

Rationale (General Statement):
This course is intended to expand the student’s basic knowledge of applied meteorology and climatology. The course specifically focuses on all the spatial and temporal scales of climatological change, and requires knowledge of global geography. A key aspect of this course is to provide students with a working knowledge of how contemporary climate affects people and the planet.

LEARNING OUTCOMES:

During the course, the student will, to the satisfaction of the instructor:

1. Understand the influence of solar radiation on weather and climate
2. Differentiate between the major climate systems and biomes

3. Recognize the relationships between the hydrosphere, biosphere, and atmosphere

4. Determine the procedures and operations required for safety in the various climates

5. Discuss the physical and historical aspects leading to the development of current climates

When would you like to begin offering this new course?
Spring of 2017

May this course be taken more than once? If so, how many times?
no

How will this course count toward graduation requirements?
Major and/or Minor Elective Course

Proposed four-year schedule (submit only if box is checked above):
Who will be eligible to take this course?
All undergraduate students who have completed any applicable prerequisites e.g. B.S. in Biology or Minor in Biology

Number of full time faculty qualified to teach this course:
2

The course will be taught mostly by: (identify, e.g., adjuncts; regular faculty by name, etc.):
Col Bradham and Col Near

Will the course be offered in the Citadel Graduate College? If so, please submit your course proposal for the graduate-level course to Graduate Council.
No

Will the course require faculty development or retraining?
No
Are there special needs (lab equipment, computer software, etc.) that must be met before the course can be offered?
No

Estimated budget for these resources:

Explain how the department will meet these budget requirements:

Will lab fees be charged?
No

Will the course require additional library databases, books, reference materials, etc.?
Yes

What resources will be needed by the faculty to support the course? Such resources may include computer hardware, software, or equipment.
Computer hardware exists and any software will be purchased at first through the department operating budget.

Your Name:
Joel Berlinghieri

Your E-Mail:
berlinghieri@citadel.edu

Upload Syllabus with Learning Outcomes: See below
Physics 343 Applied Climatology

Credit Hours: 3
Lecture/Lab Hours: 3 per week
Meetings:

Required Texts:
Climatology: An Atmospheric Science, 3rd edition, 2010 by Hidore, Oliver, Snow & Snow

Exercises in Climatology, 1st edition, 2003 by Snow, Snow & Oliver

COURSE DESCRIPTION:
This course is a survey of the varied climates of the world, the weather systems that contribute in the aggregate to those climates, and their cumulative influence on Earth systems. Included are presentations from an historical perspective on the development of past climatic regimes, the transition to present-era climate, and the atmospheric dynamics involved in the global change process. Emphasis is placed on developing a broad-based working knowledge of the impacts present day climate and climate-trend changes have on human activities including aviation-related practices, procedures, and operations. Prerequisite: Physics 243.
GOALS:
This course is intended to expand the student’s basic knowledge of applied meteorology and climatology. The course specifically focuses on all the spatial and temporal scales of climatological change, and requires knowledge of global geography. A key aspect of this course is to provide students with a working knowledge of how contemporary climate affects people and the planet.

LEARNING OUTCOMES:
During the course, the student will, to the satisfaction of the instructor:

1. Understand the influence of solar radiation on weather and climate
2. Differentiate between the major climate systems and biomes
3. Recognize the relationships between the hydrosphere, biosphere, and atmosphere
4. Determine the procedures and operations required for safety in the various climates
5. Discuss the physical and historical aspects leading to the development of current climates
COURSE FORMAT READING ASSIGNMENT

Climatology in the World Today Chapter 1
Energy and the Climate System Chapter 2
Atmospheric Temperatures Chapter 3
Moisture in the Atmosphere Chapter 4

Examination 1 TBA
Wind and Circulation Patterns Chapter 5
Atmosphere–Ocean Interactions Chapter 6
Air Mass and Synoptic Climatology Chapter 7
Climatology of Atmospheric Storms Chapter 8

Examination 2 TBA
Regional Climates: Scales of Study Chapter 15
Tropical Climates Chapter 16
Mid-latitude Climates Chapter 17
Polar and Highland Climates Chapter 18

Examination 3 TBA

GRADING:
Course grades are determined by 3 exams (one of which is the final exam) (25% each) and assignments/participation (25%).
The grading scale is as follows:
90-100 = A (Superior); 80-89 = B (Above Average); 70-79 = C (Average);
60-69 = D (Below Average); 0-59 = F (Failing)

CLASS POLICIES:
1. Points will be deducted for negative participation such inattentiveness, tardiness, leaving class, or other disruptions. Simple common courtesy and mutual respect are required to create an atmosphere of civility that is conducive to learning.

2. No open laptops, tablets, texting, cell phones, or other digital distractions are allowed during class, and the use of such devices will be considered negative participation.

3. The exact dates of each exam will be announced in class at least one week before the test.

4. Make-up examinations will be given only if written documentation of the extenuating circumstances regarding the absence is provided and the instructor is notified prior to missing the exam.

5. After reading the assigned text and attending the class lectures, please feel free to contact the instructor if there is difficulty understanding the material.
6. The instructor reserves the right to amend this syllabus if necessary, and any such changes will be announced in class.
ROTC: The ROTC requirement for cadets serves two purposes. First, ROTC course work plays a major role in The Citadel’s mission to educate and prepare graduates to become principled leaders in all walks of life. Second, ROTC coursework is an essential component of the criteria to receive a commission in one of the armed forces. As a senior military college all cadets are, therefore, required to enroll in and pass an ROTC course for every semester during which they are enrolled at The Citadel or until they have completed eight semesters or met graduation requirements.

The ROTC requirement is the same for all cadets during their first and second year at The Citadel. After the second year is completed, the remaining four semesters of ROTC can be fulfilled in the following ways:

Commissioning Cadets:

1. **Complete ROTC coursework and required labs in the junior and senior year semester.** For cadets on ROTC scholarships or seeking a commission, this is the required and progressive pathway. Students studying abroad, completing internships or student teaching must seek the approval of their ROTC professor and the associate provost for academic affairs for approval of the substitution.

Non-Commissioning Cadets:

2. **Continue to enroll in ROTC courses with the permission of the professor(s) of military science.**

   Or

3. **Complete the Leadership Studies Minor** (see page 111) through the enrollment each semester in progressive coursework and culminating with the LDRS 401, the Leadership Capstone.

   Or

4. **Complete equivalent Leadership coursework each fall and spring semester and faculty supervised experiential education.**

   **Required in the Junior year**

   BADM/LDRS 371 Leadership in Organizations

   **Leadership Designated Courses/Experiences (required each fall and spring semester)**

   Any LDRS course

   EDUC 330 Developing Leadership Skills through Peer Counseling
ENGL 371 Literary Paradigms of Leadership
HIST 371 Historical Studies in Leadership
PSCI 371 Leadership in Politics
PSCI 305 American Presidency
PSYC 371 Psychology of Leadership
Service Learning Designated Courses (or individualized service learning experiences, supervised by the Krause Center)
Internships, Student Teaching
Study Abroad/Study USA program
Undergraduate Research
LDRS 433: Citadel Leadership Development
    Designed to support student leadership development in the South Carolina Corps of Cadets, Athletics and or Student Clubs.
    Individualized Student-Proposed Independent Leadership Experience mentored by faculty

Departments are encouraged to develop courses to be added to the list above or to seek leadership designation for existing courses.

If extenuating circumstances beyond the control of the cadet require that he/she withdraw or not register for ROTC, the cadet who is pursuing or may wish to pursue a commission must have the permission of the head of that ROTC Detachment. The cadet who is not pursuing a commission must have the permission of the academic advisor and the Associate Provost for Academic Affairs. Cadets who miss or fail an ROTC class must meet that requirement in order to graduate. When cadets are making up a missed ROTC requirement or changing to another ROTC, they are not, without the permission of the head of the ROTC Detachment, permitted to enroll in an ROTC class at a level lower than their academic class. For example, a member of the senior class who wishes to change to another ROTC must enroll in a senior-level course in the new ROTC unless the head of the ROTC Detachment authorizes the enrollment in a lower-level course.

Upon the recommendation of the head of the appropriate ROTC department and with concurrence of the Associate Provost for Academic Affairs, training experiences may be accepted in lieu of ROTC coursework. When approved, the designated ROTC courses will be recorded on the student’s Citadel transcript as exempted military credits.

Comment [CB1]: I’m imagining that the Leadership Studies faculty run a faculty development workshops to establish a discipline specific leadership course or infuse leadership studies into an existing syllabus.
ROTC classes may not be used to satisfy elective requirements in any course of study.

Cadets who are pursuing a commission in one ROTC program and who then decide to pursue a commission in another ROTC program must have the approval of the head of the ROTC program they are leaving and the head of the ROTC program they wish to join. Cadets who wish to move from one ROTC program to another but do not wish to pursue a commission must have the approval of the head of the ROTC department they wish to join, academic advisor, and the Associate Provost for Academic Affairs. A change in ROTC program does not reduce the number of semesters of ROTC required for graduation.