

Approved as New Course - Not GE



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	146
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Modern Languages	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	Scandinavian Studies		CIP #	(For Office Use Only)	
Type of Change	COURSE PROPOSALS			Course Designator and Number	Number of Credits
Proposed:	New Course				
Title Current:				SCAN 250W	1-4
Title Proposed:	Selected Topics			(if applicable)	
24-Char. Abbrev:	Selected Topics				

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Special topics courses in Scandinavian Studies will deal with a variety of topics regarding the history, literature, art, and culture of the Nordic countries. SCAN 250W courses are planned with the interests and needs of beginning students in mind; they offer broad introductions to the most important artefacts and/ discourses in the respective field. Writing assignments offer opportunities to learn to discuss adequately and critically central issues and theories. The course may be repeated for credit.

Rationale or Justification for change:

So far, the Scandinavian Studies Program only offered language courses. In an effort to strengthen its academic core and heighten its interdisciplinary profile, the Program will now also offer theme-centered courses on various Scandinavia-related topics that tie together cross-cultural and/ or cross-disciplinary issues and methods. Sample syllabus attached.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
1c	Writing Intensive	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
6	Humanities and the Arts	<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

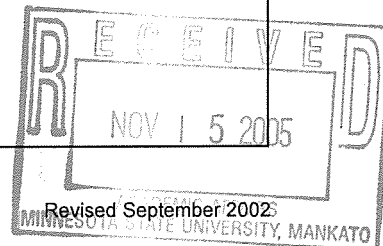
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****For New Courses*****

(Check all that apply):	Instructional Type: <input type="checkbox"/> Lecture	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.





Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - Change in program name.
 - Change in program CIP #.
 - Change in TOTAL program credits.
 - Change in degree award. For example, changing a B.A. to B.S.
 - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>1c, 6</u>)	<u><i>Laurel Boutag</i></u>	<u>11/10/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>1c, 6</u>)	<u><i>Kristi Aron</i></u>	<u>11/14/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>1c, 6</u>)	<u><i>Jane F. Euley (Doe)</i></u>	<u>11-15-05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
General Education Subcommittee			
<input type="checkbox"/> Recommended	(Category/ies _____)		
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>Walter Kromie</i></u>	<u>11/21/06</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments: <u>as a new course</u>			
Faculty Association Graduate Committee			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
Graduate Dean			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Graduate Dean	Date
Comments:			
Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u><i>[Signature]</i></u>	<u>5/10/06</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)	<u><i>[Signature]</i></u>	<u>5/10/06</u>
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres. Academic Affairs	Date
Comments:			

SAMPLE SYLLABUS

FOR SELECTED TOPICS IN SCANDINAVIAN STUDIES: SCAN 250W

“THE VIKINGS IN SCANDINAVIA AND THE BRITISH ISLES” (4 credits)

Instructor: Dr. Maria-Claudia Tomany

Office Telephone: 389-2917

Time and location: TBA

Office hours: TBA and by appt.

E-mail address: maria-claudia.tomany@mnsu.edu

- Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the instructor at the beginning of the semester to discuss the necessary accommodations, and/or contact the Disabilities Services Office at (507)-389-2825 or 1-800-627-3529.
- Academic misconduct will not be tolerated.

REQUIRED MATERIALS

Available at Barnes & Noble at MSU

National Museum of Natural History (U.S.), William W. Fitzhugh, Elisabeth I. Ward (eds.), *Vikings: The North Atlantic Saga*. Paperback. Smithsonian Books. (April, 2000). ISBN 1560989955. List Price \$ 34.95.

Colleen E. Batey, Helen Clarke, R. I. Page, Neil S. Price, James Graham-Campbell (ed.), *Cultural Atlas of the Viking World*. Paperback. Facts on File (September, 1994). ISBN: 0816030049. List Price \$ 28.95.

Heather O'Donoghue, *Old Norse-Icelandic Literature. A Short Introduction*. Blackwell Introductions to Literature. Paperback. Blackwell Publishers (February, 2004). ISBN: 0631236260. List Price \$ 26.95

Anonymous, Hermann Palsson (transl.), *Vinland Sagas. The Norse Discovery of America*. Penguin Classics. Paperback. Penguin Publishers (May, 1965). ISBN: 0140441549. List Price: \$ 12.

Additional Resources:

Films, slides, additional reading assignments, hands-on exhibits will be provided in class.

COURSE OBJECTIVES

The goal of this course is to provide an introduction to Viking language, archaeology, culture, literature and history through an exploration of primary sources. The purpose is to expand students' knowledge of the culture of the Vikings from 800-1250 and to expose students to a specific historical situation that was influenced by political, social, religious, environmental and economic factors and its interpretation. Through the study of Viking archaeological remnants and works of literature, art and worship, students will engage in

critical analysis, will form well-argued opinions, and develop an appreciation of the critical role that Viking art and culture has played in the history of Northern Europe.(Category 6) This course is also writing-intensive, and students will be encouraged to express their own opinions on primary and secondary materials in writing. The materials are content-based and challenge the students through their involvement in different disciplines (archaeology, religious studies, linguistics, literary analysis, etc.).

STUDENT LEARNING OUTCOMES

Students will be able to demonstrate awareness of the scope and variety of artifacts in Viking culture through discussion, writing and projects or presentations (6a). Students will be able to demonstrate how they understand these artifacts within changing social and historical contexts (6b). Students will learn how to gather information about Viking culture and use their knowledge of primary sources for a critical reading of secondary texts (6c). The writing component of the course will require students to locate, analyze, evaluate and use source material and data in their writing as they explore a variety of social and historical topics associated with medieval Northern European culture (1c: b). The writing assignments will enable students to use writing to explore and gain a basic familiarity with the questions, values and analytical and critical thinking methods used by others to understand Viking culture. This is not a performance class (6d), but students will give presentations and demonstrations.

COURSE DESCRIPTION

Students will read primary and secondary sources outside of class while in-class discussion and activities will focus on concrete analysis of specific artifacts. The learning-centered activities will focus on research, discovery, hands-on exploration and analysis of artifacts, etc. The in-class exploration will focus on concrete material remnants and the problems of their adequate interpretation over a great historical and geographical distance.

COURSE EVALUATION

In-class active participation (oral)	20%
Written work	
Weekly written papers (6, 2-3 pp. ea)	40%
Paper will be corrected, revised and resubmitted).	
Presentations/projects	20%
Quizzes and Exams	20%

GRADING SCALE

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

TOPICS TO BE COVERED

- What SOURCES are available to us to study Viking culture?
Archaeological digging in Scandinavia – a historical survey
How are digs done today?
- MATERIAL EVIDENCE: trash heaps, graves, and ruins.
Living traditions in farming, boat-building, architecture, folklore.
What ARTEFACTS have been found through archaeological research?
How are these finds interpreted?
Famous Viking places: Birka, Hedeby, York, Orkney, Bergen
- LINGUISTIC AND LITERARY EVIDENCE:
What can language history tell us about the Viking expansion?
Rune stones and rune sticks
Literary remnants: Mythology and religion
Literary remnants: The sagas
- The MODERN ALLURE of the Vikings.

ACTIVITIES

This course is designed as a highly interactive class. Therefore, readings and written responses to reading are planned homework assignments, while class time is reserved for discussion and hands-on activities.

For example, we are going to learn how to describe adequately and to discuss individual artefacts like gold bracteates. We are going to look at the funding and politics, the technology, and the archival treatment of archaeological digs and finds. We are going to study parts of a *saga* in the original language. We will also build a model of a Viking settlement, carve runes in stone and wood, write with feathers, and do some calculations regarding sailing and shipping in the Viking age.

ASSESSMENT OF GENERAL EDUCATION CATEGORY 1c

The instructor will use a rubric to assess the student's ability to locate, analyze, evaluate and use source material or data in writing. The goal in this area is #3.

- 3 The writing sample indicates that the student has conducted significant research and has used the source material appropriately in writing. The data supports the student's arguments, opinions, etc.
- 2 The writing sample indicates that the student has conducted required research and has used the source material appropriately in writing. The data included supports the arguments, opinions in a less appropriate way.

- 1 The writing sample indicates the student has conducted minimal research and has attempted to use the material to support their writing. The student also attempts to use general public knowledge or invents ideas she/he thinks support an opinion, provide an argument, or explore a topic, etc.
- 0 The writing sample indicates the student has done little to locate, analyze or evaluate source material or data in writing.
- 0 The student misused source material or did not use any source material in writing sample.

ASSESSMENT OF GENERAL EDUCATION CATEGORY 6

The instructor will use a rubric to assess the student's ability to articulate orally and in writing an awareness of the scope and complexity of Vikings culture. The goal in this area is #3.

- 3 The student shows (a) breadth and accuracy of knowledge, (b) a methodological approach, and (c) awareness of the interpretive difficulties that the distance in time and place between our standpoint as modern observers and medieval Nordic culture present. (d) He or she acknowledges and addresses appropriately a variety of methods and opinions in Viking research, and is (e) able to situate his or her own views within this context.
- 2 The student fails to address adequately one of the requirements listed under 3.
- 1 The student fails to address two or three of the requirements listed under 3. but shows good or superior mastery of any of the other points.
- 0 The student fails to reflect appropriately any of the requirements listed above under 3.

RESOURCES

No additional resources are needed.

STAFFING

No additional staff needed.

Pederson, Kim M

From: Sandmann, Warren George
Sent: Thursday, May 04, 2006 12:56 PM
To: Pederson, Kim M
Subject: RE: Curriculum Proposals for review by AAC

I note Proposal 146 is SCAN 250W—but it has not been approved by Gen Ed—it should just be SCAN 250

Warren Sandmann

From: Pederson, Kim M
Sent: Thursday, May 04, 2006 12:53 PM
To: Delgado, Fernando P; Earley, Jane F; Roca, Joan; Frey, John E; Winkworth, John M; Herth, Kaye A; Fagin, Michael T; Miller, Michael A; Lipetzky, Patricia W; Johnson, Scott D; Olson, Scott R; Sandmann, Warren George; Wagner, William F
Subject: Curriculum Proposals for review by AAC

Please review the proposals and respond by email by May 10. No response will be viewed as approval. Thank you

http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal146_SCAN250W.pdf
Approved by UCAP as new course only....not approved by GE
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal130_MASS112.pdf
Approved by UCAP as new course only....not approved by GE
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal220_KSP422.pdf
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal221_KSP423.pdf
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal222_KSP429.pdf
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal223_KSP430.pdf
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal224_KSP444.pdf
http://www.mnsu.edu/acadaf/pdfs/UCAPCurrProp0506/Proposal225_KSP486.pdf

Kim Pederson
Academic Affairs
Minnesota State University, Mankato
315 Wigley Administration Center
Mankato, MN 56001
Phone: 507-389-1334
Fax: 507-389-5859