



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 #	149 ✓
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Modern Languages	<input checked="" type="checkbox"/>	Graduate	Academic Year	05-06
Program:	Scandinavian Studies		CIP #	(For Office Use Only)	
Type of Change	COURSE PROPOSALS			Course Designator	Number of
Proposed:	New Course			and Number	Credits
Title Current:					
Title Proposed:	Special Topics			SCAN 450/550	1-4
24-Char. Abbrev:	Special Topics			(if applicable)	

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 450/ 550 courses are planned with the interests and needs of more advanced students in mind; they build on and expand upon clearly defined methods and critical approaches which the students will explore both in class discussions and writing assignments. 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.)
N/A		<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.)
N/A		<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.

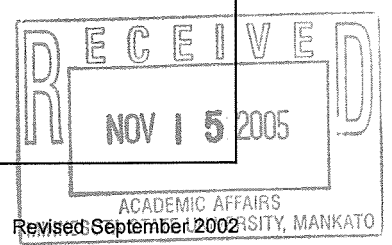
Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****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.)		

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





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*****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.



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Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)	<u>Louise Elontag</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>Kurt Arved</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>Jane F. Euley (Dae)</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>Jan Kromie</u>	<u>4/21/00</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAF Faculty Chair	Date
Comments:			
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>[Signature]</u>	<u>4/20/09</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>[Signature]</u>	<u>4/26/00</u>
<input type="checkbox"/> Not Approved	(Category/ies _____)	(Sr. Vice President / Vice Pres. Academic Affairs)	Date
Comments:			

SAMPLE SYLLABUS

FOR SPECIAL TOPICS IN SCANDINAVIAN STUDIES: SCAN 450/550

“CONTEMPORARY SCANDINAVIAN FILM” (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

Joe Boggs, Dennis W. Petrie, *The Art of Watching Film (with CD Rom)*. Paperback. McGraw-Hill Humanities/ Social Sciences/ Languages; 6th edition (December, 2003). ISBN: 0072976411. List Price \$ 64.38.

Andrew Nestingen, Trevor G. Elkington (eds.), *Transnational Cinema in a Global North: Nordic Cinema in Transition*. Series: Contemporary Approaches to Film and Television. Paperback. Wayne State University Press (March, 2005). ISBN: 0814332439. List Price \$ 26.95

Additional Resources:

Films, slides, additional readings will be provided in class.

COURSE OBJECTIVES

The goal of this course is provide an overview of modern Scandinavian film and to give the students a deeper understanding of the topics, issues, and cinematic techniques that are popular in contemporary Scandinavian movie production. The purpose is threefold: to expand student's knowledge of Scandinavian cinema, to give them critical tools and terms to describe and analyze adequately the cinematic productions which they encounter in this class, and to help them understand the specific Scandinavian cultural and social context in which these movies have been produced. Through the study of Scandinavian movie production, students will engage in critical analysis, will form well-argued opinions and develop an appreciation of the critical role film plays for the many processes of cultural identity production, preservation, and change.

STUDENT LEARNING OUTCOMES:

Students will be able to demonstrate awareness of the scope and variety of modern Scandinavian film through discussion, writing and projects or presentations. Students will be able to demonstrate how they understand these films within their specific social and historical context as well as in the greater context of world cinema. To support this goal, students will learn how to analyze film in general, taking into account the specific character of film as a visual, audio, and narrative medium. The writing component of the course will require students to analyze and critically interpret various film materials in their writing as they explore a variety of artistic, social and political topics associated with modern Scandinavian culture. The writing assignments will enable students to use writing to explore and gain a basic familiarity with the techniques both of movie production and movie analysis and criticism. This is not a performance class, but students will give presentations and demonstrations.

The same basic learning outcomes apply to undergraduate and graduate participants. Graduate students will receive additional reading assignments pertaining to the academic discourse on film; in their writing assignments, they will be trained to situate their own readings and interpretations of film within pertinent scholarly debates.

COURSE DESCRIPTION AND REQUIREMENTS:

Students will watch Scandinavian movies from the 1990s onward in the original with English subtitles. The understanding and discussion of these movies will be supported by homework assignments and in-class presentations both about Scandinavian culture and about critical film analysis. Learning-centered activities will focus on critical observation, acknowledgement and appreciation of the many-layered and multi-faceted production of meaning in contemporary film, and the accurate usage of critical terminology in class discussions and writing assignments. The in-class exploration will focus on specific film scenes and the problems of their adequate interpretation within and outside of their original cultural context.

Graduate students will be required to write an additional, scholarly paper for this class. This paper should be between 10 and 15 pages long. Graduate students are required to search for appropriate secondary materials themselves (for help: call 389.2917). In this research paper, they will be asked to present a specific, narrowly defined issue of scholarly debate regarding the interpretation of a Scandinavian film or any aspect of it. After giving a brief explanation of the issues and positions involved, they will be asked to describe their own position and to argue for it, debating the arguments of the discussion, demonstrating supporting evidence, and using appropriate logical proofs.

COURSE EVALUATION

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

<i>Written work for graduate students:</i>	
<i>Weekly papers (6, 2-3 pp. ea)</i>	20%
<i>Additional research paper</i>	20%

GRADING SCALE

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

TOPICS TO BE COVERED

Heritage films like “Babette’s Feast” and “Pelle the Conquerer”

Dreams of the medieval: “In the Shadow of the Raven”, “Kristin Lavransdatter”

The dogma movement: Lars von Trier, “Breaking the Waves”, “Dancer in the Dark”

Lukas Moodysson, “Together”

Aki Kaurismäki, “I Hired a Contract Killer”

The new irony: “Elling”, “101 Reykjavík”

What is specifically “Nordic” about these films? How do they compare to contemporary international movie production?

ACTIVITIES

This course is designed as a discussion-based class. Therefore, readings and written responses to reading are planned as homework assignments, while class time is reserved for watching movies and discussing them in respect to certain, specified topics and questions.

For example, we are going to learn how to describe adequately and to discuss specific aspects of a movie production, such as camera angles, music, sequencing, symbols, and plot lines and ambiguities. We are also going to look at the funding and politics, the technology, and the reception of contemporary movie production. Students will be encouraged to use a wide variety of resources to find the necessary information to discuss and evaluate these various course topics adequately.

RESOURCES

No additional resources are needed.

STAFFING

No additional staff needed.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal (see attached)

c. Program Assessment Plan (see attached)

d.

Current requirements	Proposed requirements
ENG 381/689 (4) Intro. to English Linguistics MODL 470/570 (4) Theory & Methods of TESL I MODL 471/571 (4) Theory & Methods of TESL II MODL 472/672 (1) TESL Practicum ENG 482/582 (4) English Structure and Pedagogical Grammar I ENG 483/583 (4) English Structure and Pedagogical Grammar II ENG 485/585 (4) Language and Culture in TESL	ENG 381/689 (4) Intro. to English Linguistics MODL 470/570 (4) Theory & Methods of TESL I MODL 471/571 (4) Theory & Methods of TESL II MODL 473/573 (2) Policies and Programs in ESL ENG 482/582 (4) English Structure and Pedagogical Grammar I ENG 483/583 (4) English Structure and Pedagogical Grammar II ENG 485/585 (3) Language and Culture in TESL
Number of credits: 25	Number of credits: 25

e. No new resources are required to offer/support this program.

f. The proposed changes will not affect staffing.

g. No additional library holdings will be required.