

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- : NEW INSTRUCTIONAL PROGRAM  
 : SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 : COOPERATIVE DEGREE PROGRAM  
 : WITHIN EXISTING RESOURCES or  : REQUIRING NEW RESOURCES

**Washington College**  
Institutional Submitting Proposal

**September 1, 2017**  
Projected Implementation Date

**Bachelor of Arts**  
Award to be Offered

**Communication & Media Studies**  
Title of Proposed Program

**0600**  
Suggested HEGIS Code

**09.0102**  
Suggested CIP Code

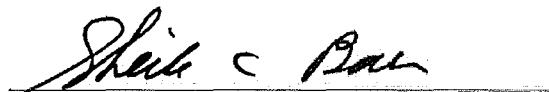
**Communication & Media Studies**  
Department of Proposed Program

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President/Chief Executive Approval

April 15, 2016

Date Endorsed/Approved by Governing Board



## Proposal for Communication & Media Studies Major at Washington College

### **A. Centrality of proposed major to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development.**

#### *1. Program description and alignment with mission*

Washington College proposes to launch a new major in Communication & Media Studies that we believe will advance the liberal arts mission of the College at the same time that it addresses the key strategic priorities of enhancing interdisciplinary teaching and learning and attracting and retaining academically talented students. The Communication & Media Studies major builds upon a foundation of communication theory and draws from multiple disciplines to introduce students to a wide range of communication and media studies topics, and the quantitative, qualitative, and interpretive skills necessary to engage in original research. The proposed curricular design offers a clear disciplinary gateway into the major and then branches out into one of three different course concentrations reflecting the scope of the discipline. The study of communicative practices and media technologies raises the kinds of questions that push liberally educated people to interrogate their own knowledge, question accepted wisdom, and develop deeper analytical insight. As with every other academic program at Washington College, Communication & Media Studies will contribute to the intellectual emancipation of its majors by focusing primarily on the values of liberal learning: analytical thought, clear communication, aesthetic insight, ethical sensitivity, and civic responsibility.

#### *2. Alignment with institutional strategic goals*

The College's success is fundamentally tied to goals associated with student recruitment and retention. The Communication & Media Studies program is a promising opportunity to attract academically talented students we are currently missing and to enhance the financial and academic profile of the institution. In addition to growing programs that attract and retain academically talented students, the strategic plan also calls for expanded opportunities for interdisciplinary teaching and learning, an objective that a Communication & Media Studies program will advance. Further, with our strategic plan we have challenged ourselves to ensure that a Washington College education readies our students for successful careers marked by purpose and passion. The myriad professional pathways a Communication & Media Studies degree makes possible support this effort. Finally, as designed, the Communication & Media Studies major at Washington College neatly complements a wide range of other disciplinary majors. Opportunities to double major in Communication & Media Studies and another discipline will

likely prove attractive to prospective students and create further opportunities for career success.

**B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

1. *Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.*

See Appendix A for the full course list. The gateway sequence of CMS 194 (Introduction to Communication & Media Studies) and CMS 294 (Intermediate Communication & Media Theory) establishes a common foundation for all students pursuing a CMS major. CMS 394 (Research Methods in Communication & Media Studies) provides students the methodological skills necessary to engage in original research in the field and readies the student to take on the challenge of developing and executing an SCE project. For students double majoring/minoring in CMS and Anthropology, Marketing, and Sociology, we propose that we allow students to substitute the anthropology, marketing and sociology research methods courses for CMS 394.

In addition to these three common courses, CMS majors will also select one of three concentration sequences, designed to specialize in 1) Arts & Production, 2) Business/Organization Communication, and 3) a Social Science emphasis on Communication and Media Studies. These concentrations are designed to ensure that CMS majors develop thematic focus and depth within their course of study. The specific concentrations developed here build upon strengths already present within existing departments that intersect with the communication and media studies field, and they are designed to appeal to students with a variety of interests and motivations. As with all Washington College students, CMS majors will conclude their program of study with a Senior Capstone Experience.

2. *Describe the educational objectives and intended student learning outcomes.*

The communication discipline studies how communities and cultures create, interpret, and respond to the myriad messages that shape the world around us. It also examines the relational processes—from dinner table conversations to social media platforms—that facilitate the act of communicating. The discipline of communication borrows insights and investigative methods from diverse fields of study within the arts, humanities and social sciences. Media studies is a branch of the communication discipline that examines the ways in which various media serve as communicative channels and how technologies related to the communicative act shape individual behavior and the social world.

The program is intended to enable students to do the following:

- To understand the role that language, image, sound, and presentation play in shaping public, private, and organizational discourse, popular culture, and the broader civil society.
- To understand the role that communication technologies have played, throughout history and in the contemporary age, in shaping how information and knowledge is constructed, interpreted, used, and changed.
- To acquire the quantitative, qualitative, and interpretive methodological skills necessary to engage in original research pertaining to communicative practices and their social impact.
- To acquire and apply knowledge of contemporary multimedia production skills that contribute to high-quality presentation of research and/or creative works.
- To identify and apply communicative practices that foster aesthetic insight, ethical sensitivity, and civic responsibility.

3. *Discuss how general education requirements will be met, if applicable.*

Students in the Communication & Media Studies program will have the same General Education requirements as all other majors. As stated in the College Catalog, Washington College's liberal arts and sciences commitment means that students explore many areas of interest and develop the capacity to reason, to appreciate literature and the arts, and to make the connection between courses of study and their implications in society. To ensure this broad intellectual foundation, Washington College has established a set of guidelines concerning its General Education, which include:

- a required first-year seminar course called the Global Perspectives Seminar (GRW 101)
- a Writing Program containing four requirements (known as W1-W4) that move from the first year through the senior capstone experience
- the Foreign Language requirement (0 - 2 courses depending on incoming proficiency level)
- three courses distributed between the Nature Sciences and a Quantitative skills course, to include at least one laboratory course and at least one Quantitative course
- three courses in the Humanities and Fine Arts, including at least one course from each
- three courses in the Social Sciences including courses from two different departments

The first- and second-year general education requirements are designed to introduce students to an intellectual community and give them the basis to declare a major that focuses on one or more disciplines.

4. *Identify any specialized accreditation or graduate certification requirements for this program and its students.*

Not applicable

5. *If contracting with another institution or non-collegiate organization, provide a copy of the written contract.*

Not applicable

**C. Critical and compelling regional or Statewide need as identified in the State Plan**

1. *Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:*
  - *The need for the advancement and evolution of knowledge;*
  - *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;*
  - *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

The centrality of the process of communication to the human experience is worthy of sustained critical inquiry and has always been so. Rapid and momentous changes in media technologies have heightened our awareness of how communicative processes are shaping our world and our perceptions of it. Communication is central to the human experience, but the ubiquity of human communication can leave us unaware of the ways in which it shapes our experience. Like so many dimensions of human culture, some of the fundamental influences of the communicative process operate beneath the surface of our consciousness, escaping our attention. The discipline of communication turns our focal awareness toward this process and gives us the analytic tools to help us understand its function and influence. The discipline of communication recognizes that we are producers of communicative acts, and as such, we have the potential to deploy our theoretical understanding, creativity and multimedia skills in ways that ensure the ethical integrity and enhance the aesthetic quality of the communicative acts we produce. The knowledge and capacities promoted by a program in this discipline are of fundamental import to the present and future needs of the State and the region. Given the challenges we face and the new challenges we will face, it is vital to consider the value of citizens who have reflected on the central questions of this discipline: How do the ways we connect

and communicate with one another shape what we know, and what we value? How do the changes we are facing empower us, and in what ways do they limit us as individuals and communities? How do communicative practices reflect, create, and recreate social structures that oppress or liberate?

*2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.*

The 2013-2017 Maryland State Plan for Postsecondary Education outlines six goals for postsecondary education: 1) quality and effectiveness; 2) access, affordability and completion; 3) diversity; 4) innovation; 5) economic growth and vitality; and 6) data use and distribution. Washington College's proposed major in Communication & Media Studies supports goals 1 and 5. Regarding the first goal, the program will enhance the degree to which the College successfully achieves its ambition to become a premier national liberal arts college. We are convinced that the absence of this area of inquiry in the College's current offerings deprives students of the opportunity to encounter a vital intellectual tradition, but we are also very well placed to build a program that draws upon multiple overlapping disciplines in which we are already very strong. From the social sciences, these include anthropology, sociology, political science, marketing, history, and social psychology. From the arts and humanities, the field draws upon art history, studio art, English literature, philosophy, modern languages, music, and theatre. Programs in these areas are already hallmarks of a Washington College education and compel us to make interdisciplinary connections. This enhancement at the College will contribute to the State's goal of a postsecondary education system of the highest quality.

In support of the fifth goal, a degree in Communication & Media Studies will provide a career foothold that many students are looking for. Indeed, because of its ties to particular vocations, communication and media studies often meet with a degree of skepticism among those who see themselves as guardians of the liberal arts tradition. The National Communication Association (NCA) and other liberal arts colleges that offer similar programs proudly boast that majors within the field successfully pursue careers in education, government, public policy research, journalism, public relations, publishing, and business.

**D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State**

*1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.*

Job projections in the table below are from Maryland's Department of Labor, Licensing, and Regulation for occupations that are linked to the Communication & Media Studies CIP code of 09.01. As the table below shows, jobs related to the Communication & Media Studies field are on the

rise with 2.2% total field growth over the ten-year period. As would be expected, those jobs associated with radio in particular are on the decline. However, that does not outweigh the growth in teaching, editing, and public relations. The presence of a Communication & Media Studies program for Washington College students will enhance job opportunities and employment for our graduates.

SOC	Occupation	2012	2022	Growth
27-3012	Communications Teachers, Postsecondary	338	380	12.4%
27-3022	Public Relations Specialists	3185	3449	8.3%
25-1122	Public Address System and Other Announcers	178	188	6.0%
27-3043	Editors	2336	2386	2.0%
27-3011	Writers and Authors	2762	2746	-1.0%
27-3031	Radio and Television Announcers	367	371	-1.1%
27-3041	Reporters and Correspondents	722	581	-19.5%
	<b>Total</b>	<b>9888</b>	<b>10101</b>	<b>2.2%</b>

2. *Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.*

According to the Bureau of Labor Statistics, employment of media and communication occupations is expected to grow by 4% between 2014 and 2024. This is even more than the growth of 2.2% projected at the State level. On a national level, this occupational growth translates into 27,400 new jobs. The BLS also provides a median annual wage of \$53,530 for media and communication occupations compared to the median of \$36,200 for all occupations.

Recruiting trends published by Michigan State University's Collegiate Employment Research Institute show that the hiring interest in Communication & Media Studies majors increased by 13% between 2014-15 and 2015-16. The Cox Center at the University of Georgia conducted annual surveys of Journalism and Mass Communications graduates until 2013, and their most recent report depicted a job market recovery in the field since 2009 with 74% of graduates from these programs leaving college with a job offer in 2013.



3. *Data showing the current and projected supply of prospective graduates.*

Enrollment and degree data from the Maryland Higher Education Trend Data and Program Inventory portal serves as the primary source for this information. The tables below list colleges and universities in Maryland that offer a bachelor's degree in the Communication & Media Studies area as well as the number of graduates and enrolled students in the five most recent years for which data is available. Over the last five years, the number of graduates in this field from these institutions has increased from 1,152 to 1,335, a moderate increase in market supply.

<b>Number of Graduates</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Five-year Average</b>
Frostburg State University	12	10	8	5	16	<b>10</b>
Frostburg State University	33	40	30	48	45	<b>39</b>
Goucher College	40	19	30	32	27	<b>30</b>
Hood College	21	25	23	19	24	<b>22</b>
Loyola University Maryland	105	95	111	119	103	<b>107</b>
McDaniel College	33	26	25	26	17	<b>25</b>
Morgan State University	6	6	6	5	5	<b>6</b>
Mount St. Mary's University	21	31	28	26	19	<b>25</b>
Notre Dame of Maryland University	3	7	8	4	4	<b>5</b>
Salisbury University	173	138	179	194	185	<b>174</b>
Towson University	79	123	135	107	126	<b>114</b>
Towson University	242	250	233	206	209	<b>228</b>
Univ. of MD University College	90	144	140	150	160	<b>137</b>
Univ. of MD, College Park	29	40	57	53	56	<b>302</b>
Univ. of MD, Baltimore County	263	325	289	296	338	<b>47</b>
Washington Adventist University	2	3	4	2	1	<b>2</b>
<b>Total</b>	<b>1152</b>	<b>1282</b>	<b>1306</b>	<b>1292</b>	<b>1335</b>	<b>1273</b>

However, it is reasonable to project that the number of graduates in coming years will decline as enrollment in the same programs at these schools has declined in the last two years and is down to 3,945 in 2014 compared to 4,460 in 2010. The

lower enrollment in the most recent years will result in fewer graduates in the next few years.

<b>Enrollment</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Frostburg State University	31	42	48	43	40
Frostburg State University	166	158	177	172	163
Goucher College	65	77	66	59	47
Hood College	55	53	50	54	42
Loyola University Maryland	350	379	379	337	334
McDaniel College	88	68	62	46	50
Morgan State University	50	34	31	30	21
Mount St. Mary's University	80	61	65	48	42
Notre Dame of Maryland University	19	21	12	9	7
Salisbury University	539	591	554	514	468
Towson University	353	331	343	359	360
Towson University	845	787	776	722	654
Univ. of MD University College	847	881	909	814	754
Univ. of MD, Baltimore County	189	212	208	227	253
Univ. of MD, College Park	768	721	780	726	696
Washington Adventist University	15	17	18	13	14
<b>Total</b>	<b>4460</b>	<b>4433</b>	<b>4478</b>	<b>4173</b>	<b>3945</b>

**E. Reasonableness of Program Duplication.**

1. *Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*
2. *Provide justification for the proposed program.*

There are similar programs in the State, and the table below lists bachelor's degree programs with the Communication & Media Studies CIP code of 09.01.

<b>Institution</b>	<b>Program Title</b>
Frostburg State University	Communication Studies
Frostburg State University	Mass Communications
Goucher College	Communication
Hood College	Communication Arts
Loyola University Maryland	Communication
McDaniel College	Communication
Morgan State University	Speech Communication
Mount St. Mary's University	Communications Studies
Notre Dame of Maryland University	Communication Arts
Salisbury University	Communication Arts
Towson University	Communication Studies
Towson University	Mass Communication
Univ. of Maryland University College	Communication Studies
Univ. of Maryland, College Park	Communication
University of Maryland, Baltimore County	Media & Communication Studies
Washington Adventist University	Communication

The proposed degree differs from those at similar colleges due the diverse nature of the course options. Only four of the institutions above are comparably sized liberal arts colleges (Goucher, Hood, McDaniel, and Mount St. Mary's). Other programs focus primarily on the utility of communications, such as film production, writing and speaking. Goucher College requires three core classes, "Writing for Film, Television, and Radio" being among them, and the bulk of the classes associated with film, photography, reporting & speech and the execution of those arts. McDaniel College, another comparable institution, couples their Communications Department with Cinema and their degree track mirrors that affiliation.

While WC's program, like those similar to it, will stress skill in the art of communication in various forms, Washington College plans to present a broader, more theoretical approach with a wide range of classes from Anthropology, Philosophy, Art, English, Business as well as others. After introductory courses, students can choose to specialize in Arts & Production, Business/Organization Communication or a Social Science emphasis. The major will open intellectual gateways toward understanding these processes of social construction and change. It will also build a foundation of communication theory and draw from multiple disciplines to introduce students to a wide range of communication and media studies topics and the quantitative, qualitative, and interpretive skills necessary to engage in original research.

Moreover, geographically, Washington College is isolated from other schools that offer this degree. The closest institution that offers a similar degree is Salisbury

University, which is 85 miles and about two hours away, thus Washington College is serving a different population.

**F. Relevance to Historically Black Institutions (HBIs)**

The impact on HBIs will be minimal. Only one of the four Maryland HBIs—Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore—offers a bachelor’s program with the Communication & Media Studies CIP code. The Speech Communication program in Morgan State’s Department of Communication Studies places a distinctive emphasis on the functions of communication within the global African Diaspora. For instance, core requirements in Morgan State’s program include “Communication and the Black Diaspora” and “Rhetoric of the Black Diaspora,” and the tracks include Political Communication and Public Communication and also focus on speech and discourse strategies. The proposed Washington College program does not offer a real alternative to this area of study.

**G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).**

Not applicable

**H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

*Provide a brief narrative demonstrating the quality of program faculty . Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach.*

The new Communication & Media Studies faculty member will be responsible for teaching a new introductory course in CMS, a new course in Communication & Media Theory, and a new course in CMS Research Methods. Upon their first iteration, these courses will be offered as special topics courses to allow maximum flexibility for the new hire to fashion the course description and learning goals as she or he deems appropriate. The new CMS faculty member will offer elective topics courses that align with her/his training and expertise. Such topics may include but are not limited to the following: rhetoric and rhetorical analysis, interpersonal communication, political communication, conflict communication, health communication, persuasion, argumentation theory, international communication, mass communication, communication ethics, organizational and corporate communication, institutional rhetoric, media production, visual storytelling, computer-mediated communication, popular culture and media, and/or discourse analysis.

Further, in launching the new major in Communication & Media Studies, the College will create an interdisciplinary program of the same name. Any faculty

member hired to serve in the proposed program would have a joint appointment in the program and a department to which s/he had the closest affiliation. Several departments (Art, Business, Music, Sociology, and Theatre) have committed to participating in the search and to receiving a jointly appointed colleague if the candidate who secures the position shares a disciplinary affiliation with that department. If and when the CMS program becomes a department, the CMS faculty member could migrate away from the joint appointment and be solely a CMS department member. It is understood that though the new hire will be jointly appointed, his or her primary responsibilities will be to the CMS program. Faculty teaching courses that contribute to the CMS program will be asked if they wish to be listed as contributing faculty members on the program's website and catalogue description. In due course, the CMS program may petition the curriculum committee to secure status as an academic department.

The faculty teaching courses in the CMS program are primarily tenured and tenure track faculty. A very high proportion of them are department chairs. The following will be contributing faculty members:

Faculty Name	Degree	Title & Rank	Status	Courses
<b>NEW HIRE</b>		Professor of Communications	Full-time	CMS194, CMS294, CMS394
Aaron Lampman	PhD	Chair & Associate Professor of Anthropology	Full-time	ANT105, ANT305, ANT320
Julie Markin	PhD	Assistant Professor of Anthropology	Full-time	ANT105, ANT215
Marsha Libina	PhD	Visiting Assistant Professor Art History	Part-time	ART200
Aileen Tsui	PhD	Chair & Associate Professor of Art & Art History	Full-time	ART200, ART320, ART324
Alex Castro	M.Arch	Lecturer in Art	Part-time	ART231
Heather Harvery	MFA, MA	Assistant Professor of Art, Studio Art Coordinator	Full-time	ART251
Karla Stinger-Stein	MFA	Lecturer in Art	Part-time	ART340
Renee van der Stelt	MFA	Visiting Assistant Professor of Art	Part-time	ART260
Michael Harvey	PhD	Associate Professor of Business Management	Full-time	BUS302, BUS334
Kathryn Moncrief	PhD	Chair & Professor of English	Full-time	ENG205, ENG206
Courtney Rydel	PhD	Assistant Professor of English	Full-time	ENG223
Elizabeth Foley O'Connor	PhD	Assistant Professor of English	Full-time	ENG294
Melissa McIntire	BS	Lecturer in English	Part-time	ENG393, ENG493
Richard Striner	PhD	Professor of History	Full-time	HIS318

Nicole Grewling	PhD	Assistant Professor of German Studies	Full-time	ILC305
David Hull	PhD	Assistant Professor of Chinese Language, Literature, and Culture	Full-time	CHN/ILC 394
Elena Deanda	PhD	Associate Professor of Spanish, Director of the Black Studies Program	Full-time	HPS/ILC 394
Kenneth Schweitzer	DMA	Chair & Associate Professor of Music	Full-time	MUS106, MUS206, MUS313, MUS332
Jon McCollum	PhD	Associate Professor of Music, Associate Chair, Dept. of Music	Full-time	MUS104, MUS314
Kevin Brien	PhD	Professor of Philosophy	Full-time	PHL235
Matthew McCabe	PhD	Chair & Associate Professor of Philosophy	Full-time	PHL225, PHL226
Melissa Deckman	PhD	Chair & Professor of Political Science	Full-time	POL321
Jennifer Hopper	PhD	Assistant Professor of Political Science	Full-time	POL334
Erin Anderson	PhD	Associate Professor of Sociology	Full-time	SOC101, SOC213, SOC262
Rachel Durso	PhD	Assistant Professor of Sociology & Black Studies	Full-time	SOC101
Ryan Kely	PhD	Associate Chair & Professor of Sociology	Full-time	SOC101, SOC221, SOC306
Michele Volanshy	PhD	Chair & Associate Professor of Theatre	Full-time	THE101
Dale Daigle	MFA	Professor of Drama	Full-time	THE221
Laura Eckelman	MFA	Assistant Professor of Theatre	Full-time	THE241
Brandon Fox	MFA	Assistant Professor of Theatre	Full-time	THE361

**I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

*Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.*

Washington College's Clifton M. Miller Library is a prestigious library that recently underwent a major renovation and upgrade. It is now even more capable of supporting students' academic pursuits, including Communications and Media Studies. Open 108 hours a week, students have ample opportunity to take advantage of library resources. Listed below are many of the library's resources for Communication students. In addition to this plethora of literary resources, the Miller Library has a professional and knowledgeable staff that is available to assist students with their studies and research. The Library has hundreds of electronic and print books in the Communication & Media Studies area and continues to add titles. The Library has expanded its already extensive catalog of electronic databases to search collections of resources on Communication &

Media Studies. In addition, there are hundreds of electronic journals available on the Communication & Media discipline via EBSCO Full Text Finder, and journal titles include:

1. American Journalism
2. Atlantic Journal of Communication
3. Communication Quarterly
4. Communication World
5. Journal of Marketing Communications
6. Women's Studies in Communication

**J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

*Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.*

The proposed Communications & Media Studies program will not significantly impact Washington College's facility or infrastructure resources. Several of the courses involved in the program are existing courses. They will continue to use the same resources, growing as their individual area of study require to be able to provide our students with the best, most relevant perspective. With a new academic building being completed for the 2016-2017 academic year, there will be sufficient classroom space for new courses specific to the program.

Washington College has also made substantial investment in the technology needed to support a state-of-the-art Communication & Media Studies program. The **Beck Multimedia and Learning Center (Beck Lab)** is a scheduled teaching space where initial class-wide instruction is offered by one of our instructional technologists or Digital Media Services staff. Equipment includes:

- 20 MacBook Pro laptops running the Adobe Creative Cloud applications, Apple iMovie, Apple Final Cut, and more.
- 6 large articulating wall mounted flat screen TVs, each of which can be routed to individual source locations within the room (for sharing multiple projects of up to 6 groups of students), all sync'd to show the same source, or any combination otherwise of one or multiple sources.
- Various microphones, camcorders, LED light panels, tungsten hot lights, cables, stands, & accessories.

**The Multimedia Production Center (MPC)**, part of the IDEAWORKS Innovation Suite, this is an open (mostly unscheduled) lab where students often

go following instruction in Beck Lab, but sometimes go directly to the MPC to work on their multimedia productions on their own schedule. It's open 7 days a week during the semester, with evening hours as late as 8PM & 10PM. A student consultant is always available in the suite to help with questions, provide guidance, and loan/return equipment. Within the lab itself are:

- 5 iMac workstations, and outside the lab (open outside lab hours) are two more Mac computers. All these are running the full Adobe Creative Cloud suite, iMovie, and Final Cut as well.
- 35 digital video camcorders available in the loaner pool.
- 6 digital audio recorders available in the loaner pool.
- 2 Sennheiser short shotgun microphones available in the loaner pool.
- 20 DSLR still cameras with digital video capability
- tripods, adaptors, bags, and other various accessories available in the loaner pool.

The **Sound Studio (featuring the One Button Studio)**, is a reservable sound studio (9'x9') is located from the back the IDEAWORKS Innovation Suite. This acoustically treated space is an ideal environment for recording voiceover narration, conducting interviews, and sometimes is used for small musical performance recording. Within the space is a custom One Button Studio wall kiosk we made that enables turnkey high quality video production with preset audio, controllable lighting levels, and an adjustable wall mounted camera. It is an easy way for students to focus on using video as a communications tool, without needing to fully understand and spend the time to set up and break down all the video, lighting, and sound gear. For students who do understand light and sound as well, many will slightly tune the setup to meet specific needs, extending the capabilities of the small space further. This studio is good for audio recording of individuals and small groups, and video recording for individuals and small groups up to 2-3 people max, but not ideal for green screen or larger groups given the size. The Sound Studio also has an ISDN transceiver, which can provide a no-lag CD quality duplex connection to other ISDN transceivers, typically TV and radio stations. This allows for people on campus to arrange to connect remotely with outside studio for live broadcasts (audio only) where it sounds like they are right in the studio.

In addition to the equipment specific to those spaces, Digital Media Services has 4 remote controlled PTZ (Pan Tilt Zoom) HD-SDI cameras and a few traditional 3chip digital camcorders (some HD-SDI, some HDMI) we use for our own productions daily, which can potentially be scheduled for instructional use. We have the ability to set up a mobile production cart outside Beck Lab, for example, with cabling running inside, allowing a "show" or other video production to be recorded in the lab, while the production crew remains outside where they can speak quietly without disturbing the talent, separated by a glass wall. This type of system can allow students to take control of a live video production, controlling multiple cameras, mixing video live, including picture-in-picture, rolling lower thirds or screen graphics, etc. This can be recorded locally to a file or even



steamed live to YouTube or other streaming services. These systems are also used regularly in Hynson Lounge, Decker Theater, and Hotchkiss Theater, where hard wired connections and some other dedicated equipment adds to the experience. There is a 16 channel digital audio mixer that can be interfaced in Decker and Hotchkiss as well.

**K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)**

1. Complete Table 1: Resources and Table 2: Expenditure. Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	\$90,000	\$92,000	\$94,000	\$96,000	\$98,000
2. Tuition/Fee Revenue (c + g below)	\$425,000	\$765,000	\$1,181,952	\$1,578,080	\$1,625,400
a. Number of F/T Students	20	36	54	70	70
b. Annual Tuition/Fee Rate	\$21,250	\$21,250	\$21,888	\$22,544	\$23,220
c. Total F/T Revenue (a x b)	\$425,000	\$765,000	\$1,181,952	\$1,578,080	\$1,625,400
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	--	--	--	--	--
f. Annual Credit Hour Rate	--	--	--	--	--
g. Total P/T Revenue (d x e x f)	--	--	--	--	--
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$515,000</b>	<b>\$857,000</b>	<b>\$1,275,952</b>	<b>\$1,674,080</b>	<b>\$1,723,400</b>

The administration has identified donor resources that will support a new tenure track line in Communication & Media Studies, which is shown in the top line of Table 1. This line will not displace other incremental lines needed to support existing programs. The program will commence only when the new tenure line faculty member is in place. We believe that we can begin the program in 2017-2018 with one dedicated line in place, but that we will eventually want to see two full lines dedicated to the program. We anticipate that the new CMS faculty member will help us to identify the optimal profile of a second faculty line, submitting a proposal for that incremental line in Spring 2018, with a start date of Fall 2019.

Regarding the tuition and fee revenue, we anticipate enrollment growth to 70 students within four years of beginning the program. In Fall 2015, 6,847 prospective students applied to Washington College. An applicant pool of this size represents 96% of what would have been possible had we captured the 4% of students primarily interested in communication and media studies. The addition of a CMS major would grow the applicant pool to approximately 7,132, an increase of 285 students. Based on the Fall 2015 admission rate of 54%, the 285 additional applicants will yield approximately 154 additional admitted students. Or to put it another way, using Fall 2015 data as our benchmark, we would expect the number of admitted students to grow from 3,702 to approximately 3,856, and we assume that these additional 154 admitted students will enroll at the typical yield rate of 13%. As a result, we estimate that the program will attract 20 additional incoming students per year. If we retain these students at the same targeted rate as other students, this means that the College will see enrollment grow by an additional 70 students after the first four years of the program. We are also projecting no tuition increase for next year and then growth of 3% per year for the next three years. At next year's tuition rate, 20 additional incoming students would add \$425,000 to net tuition revenue. The 70 total enrolled students after four years would add over \$1.5 million per year. Though added to the revenue projection here, a CMS program will also likely draw donor interest to supporting improvements in the Beck Multimedia & Technology Center, the Multimedia Production Center, the Sound Studio, the One-Button Studio, and the College's new MakerSpace IDEAWORKS.

<b>TABLE 2: EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$373,020	\$380,480	\$485,112	\$497,815	\$504,711
a. # FTE	4	4	5	5	5
b. Total Salary	\$292,400	\$298,248	\$380,266	\$387,872	\$395,629
c. Total Benefits	\$80,620	\$82,232	\$104,846	\$109,943	\$109,082
2. Admin. Staff (b + c below)	\$9,375	\$9,563	\$9,754	\$9,949	\$10,148
a. # FTE	.25	.25	.25	.25	.25
b. Total Salary	\$7,500	\$7,650	\$7,803	\$7,959	\$8,118
c. Total Benefits	\$1,875	\$1,913	\$1,951	\$1,990	\$2,030
3. Support Staff (b + c below)	\$15,625	\$15,938	\$16,256	\$16,581	\$16,913
a. # FTE	.25	.25	.25	.25	.25
b. Total Salary	\$12,500	\$12,750	\$13,005	\$13,265	\$13,530
c. Total Benefits	\$3,125	\$3,188	\$3,251	\$3,316	\$3,383
4. Equipment	\$15,000	\$10,000	\$7,500	\$5,000	\$5,000
5. Library	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
6. New or Renovated Space					
7. Other Expenses	\$5,000	\$5,000	\$2,000	\$1,000	
<b>TOTAL (Add 1 – 7)</b>	<b>\$420,020</b>	<b>\$421,981</b>	<b>\$521,622</b>	<b>\$531,345</b>	<b>\$537,772</b>

Faculty FTEs estimated for the new program are calculated based on the fact that faculty will contribute only a fraction of their instructional time to Communication & Media Studies. The faculty salary used is the \$73,100 that was the average salary for all ranks in the 2015-16 AAUP Faculty Salary Survey. Benefits are projected at 28% for faculty and 25% for staff. Both salaries and benefits are assumed to increase by 2% every year. The administrative and support staff required by the program will again be only a fraction of current staff. Initial outlays for additional purchases of equipment are included, and the library

is expected to supplement its collection to accommodate the needs of the program. Because this is a new program, we will need to develop marketing materials, and these expenses are included in line 7.

**L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).**

*Discuss procedures for evaluating courses, faculty and student learning outcomes.*

The Communication & Media Studies program will be subject to the same requirements as existing programs. All Washington College students complete course evaluations as the end of each of their courses, and the results of these evaluations are delivered to department chairs and the Dean and Provost of the College for use in tenure and promotion decision making.

Washington College has worked hard to ensure that the assessment activities we pursue are actually meaningful and help us improve the teaching and learning priorities that we identify as being most important. We have established a regular practice of assessment that is manageable and sustainable. Every year each department completes a Student Learning Outcomes Assessment (SLOA) report that outlines measurable objectives, describes how assessment data are captured, and presents student learning outcomes data. It also summarizes changes that the departments have made in response to previous assessment. In addition, every three years, each department submits Department Program Assessment and Planning (DPAP) reports in which they reflect on the programmatic strengths and challenges of the previous three years and set a plan for moving forward. While SLOA reports focus on student learning outcomes, DPAP reports provide an opportunity to focus on issues other than student learning outcomes, such as enrollment growth, changes in the field, and strategic academic priorities.

**M. Consistency with the Commission's minority student achievement goals.**

*Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.*

The recruitment and retention of minority students is a priority for Washington College. In Fall 2015, 12.8% of undergraduates were minority students and 5.2% African American. The good news for the College is that the diversity of incoming classes has been steadily increasing, even exceeding 20% for first-time, full-time students in Fall 2016. We are committed to maintaining this trend, and our development of the Communication & Media Studies major is likely to be a contributor to our diversity goals. According to a study by Georgetown University's Center on Education and the Workforce, 9% of Communications and Mass Media majors are African American, which is higher than most of the other degrees areas that are available at the College such as Biology (7%), Education (7%), and Humanities and Liberal Arts (6%).

**N. Relationship to low productivity programs identified by the Commission. It should be noted that this section does not apply to private institution.**

Not applicable

**Appendix A: Communication & Media Studies Proposed Degree Requirements**  
(11 courses)

**CMS 394 Research Methods in Communication & Media Studies** (4 credits), New hire

Taught by new CMS faculty member. Note: ANT 305, BUS 222, and SOC 306 may substitute for CMS 394 for students double majoring/minoring in CMS and Anthropology, Marketing, and Sociology, respectively. BUS 222 and SOC 306 have statistics prerequisites. ANT 305 has ANT 105 as a prerequisite.

**ANT 305 Ethnographic Method** (4 credits), Dr. Aaron Lampman, Associate Professor of Anthropology

Introduction to cultural anthropological field methods and the writing of ethnographies. Students practice skills of observation, participation, reflection, mapping, selection of informants, ethnographic interviewing, analysis, proposal writing, and ethnographic writing. Each student researches a cultural scene in the Chesapeake region and writes an ethnography. *Prerequisite: Anthropology 105.*

**BUS 222 Marketing Research** (4 credits), Search underway for new Business Department faculty member in marketing

This course examines the role of marketing research in the formulation and solution of marketing problems, and the development of the student's basic skills in conducting and evaluating marketing research projects. Special emphasis is placed on problem formulation, research design, alternative methods of data collection (including data collection instruments, sampling, and field operations), and data analysis techniques using SPSS. Applications of modern marketing research procedures to a variety of marketing problems are explored. Pre-requisite –BUS 111 Principles of Marketing and BUS 109 or equivalent

**SOC 306 Research Methods in Sociology** (4 credits), Dr. Ryan Kelty, Associate Professor of Sociology

Introduction to the methods used in studying society. Selection of research topic, experimental design, sampling, methods of data collection, statistical analysis of findings. Prerequisites: Sociology 101, and Mathematics 109 or Psychology 209, or permission of department chair.

**ART 251 Visual and Critical Thinking** (4 credits), Dr. Heather Harvey, Assistant Professor of Art & Art History

This course is an introduction to a rigorous investigation of conceptual, technical, and critical skills common to diverse areas of creative production. The curriculum is interdisciplinary and designed to emphasize the development of studio fundamentals, through technical practice and conceptual thinking. Basic visual design principles are covered, while contemporary and historical examples are presented through lectures and applied to studio problems.

**ART 200 Intro to History of Western Art** (4 credits), Dr. Aileen Tsui, Associate Professor of Art & Art History

A careful discussion and analysis of a selection of significant topics in the history of Western art from the earliest times to our own century. Emphasis is placed on the methods and approaches of the art historian. The term paper is written on a museum object or objects.

**ENG 223 Intro to Drama** (4 credits), Dr. Philip Walsh, Assistant Professor of English  
This course will examine plays as literary texts, as play scripts, and as performances. It will investigate theatre/drama from a variety of styles and themes across several centuries (from ancient Greece to renaissance England to contemporary USA) to understand dramatic conventions and assumptions. The course will consider how writers from across the globe in various time periods consider, rework, and comment upon similar subjects and themes.

**MUS 104 Intro to World Music & Ethnomusicology** (4 credits), Dr. Jon McCollum, Associate Professor of Music

An introduction to music of the world, including popular, folk, religious and classical traditions. Explores the way ethnomusicologists organize and analyze knowledge about the world, while investigating the ways music acquires meaning in performances that are socially, historically, and culturally situated.

**MUS 106 Rock, Pop, & American Culture** (4 credits), Dr. Kenneth Schweitzer, Associate Professor of Music

An examination of popular music in America from the 1830s through the modern day. With a particular emphasis being placed on the 1950s and 1960s, students will develop an understanding of the cultural, political, and economic forces of these eras and will examine how popular music history intersects with all aspects of American history and culture. This course also examines several important threads in popular music history, including the ever present, but ever changing, role of race relations, the impact of evolving technologies, and the history of the music industry. In addition to reading the assigned textbook, students are also asked to watch/listen to important archival performances, televised interviews with notable musicians, radio interviews with scholars of popular culture, and other relevant primary sources.

**THE 101 Drama, Stage and Society I** (4 credits), Dr. Michele Volansky, Associate Professor of Theatre

This theatre history course will examine the development of (primarily) Western drama against a backdrop of historical and social change. Students will read a variety of plays and discuss theatre history, dramatic theory, and criticism representing the major currents in (primarily) Western theatre from its origins to the 18th century CE. We will frequently employ one or more of the following “lenses” or viewpoints to focus our lectures and discussions: the *physical theatre* (how the material artifacts of theater—buildings, documents, etc.—tell the story of theatre history and influence dramaturgy); the *social theatre* (how the theatre relates to its social context, including consideration of the audience); and the *performing theatre* (the plays themselves and how they were/are

performed). Students will be encouraged to draw connections between the material we cover in this course and the many intellectual and aesthetic parallels to be found in contemporaneous trends in history, philosophy, literature, and the arts. Theatre Majors and Minors may not take this class pass/fail or as an audit.

**THE 102 Drama, Stage, and Society II** (4 credits), Dr. Michele Volansky, Associate Professor of Theatre

This theatre history course will examine the development of (primarily) Western drama against a backdrop of historical and social change. Students will read a variety of plays and discuss theatre history, dramatic theory, and criticism representing the major currents in (primarily) Western theatre from the 18th century to 1992. We will frequently employ one or more of the following “lenses” or viewpoints to focus our lectures and discussions: the *physical theatre* (how the material artifacts of theater—buildings, documents, etc.—tell the story of theatre history and influence dramaturgy); the *social theatre* (how the theatre relates to its social context, including consideration of the audience); and the *performing theatre* (the plays themselves and how they were/are performed). Students will be encouraged to draw connections between the material we cover in this course and the many intellectual and aesthetic parallels to be found in contemporaneous trends in history, philosophy, literature, and the arts. Theatre Majors and Minors may not take this class pass/fail or as an audit.

**ART 320 Twentieth Century Art** (4 credits), Dr. Aileen Tsui, Associate Professor of Art & Art History

This course discusses major artistic developments and key figures in twentieth century Art from Matisse and Picasso into the twenty first century. The emergence of abstraction, the historical position of the avant garde, and theories of visual modernism are among the themes discussed in the course. Field trips to Philadelphia and Washington museums.

**ART 324 Photography's First Century** (4 credits), Dr. Aileen Tsui, Associate Professor of Art and Art History

This course examines historical developments in photography from the 1830s to the 1920s, from the medium's inception through early modernism. Lectures and discussion will consider topics at issue in debates about photography's place in the history of art, such as changing attitudes toward photography's dual role as aesthetic creation and as documentary artifact.

**ART 425 Women Artists and Feminist Art History** (4 credits), Dr. Heather Harvey, Associate Professor of Art & Art History

In recent decades, growing scholarly attention has been brought to the previously neglected productions of female artists. This seminar examines the variety of approaches that feminist art historians have taken in studying art made by women in the modern period. We will be concerned both with the historical analysis of the visual productions of particular female artists and with an exploration of how feminist theories, practices, and political commitments have affected, and can continue to change, the discursive and institutional construction of the history—or histories—of art and visual culture.



**MUS 205 History of Western Music Since 1900** (4 credits), Dr. Jon McCollum, Associate Professor of Music

An examination of music in Western culture since 1900. This course covers Impressionism, Modalism, Expressionism, Free Atonality, Modernism, Neoclassicism, Nationalism, Minimalism, and Postmodernism. Areas of focus include the transformation of musical language and form, notions of musical creativity, music and politics, and the sociology of listening. These themes will be explored through close readings and analyses of significant musical, literary and philosophical works. This course requires that students have an advanced knowledge in reading and writing music notation.

**MUS 206 Jazz History** (4 credits), Dr. Kenneth Schweitzer, Associate Professor of Music

Jazz is both a uniquely American style as well as an international collaboration. Beginning with an examination of the roots and antecedents of jazz in the mid 1800s, students will learn the artistic contributions of many notable instrumentalists, vocalists, bandleaders and arrangers. Particular emphasis will be placed upon understanding the musical and social forces that influenced each artist, and the role of each artist in encouraging innovation and development within this art form. Prior musical experience is not required.

**MUS 313 Music of Latin America** (4 credits), Dr. Kenneth Schweitzer, Associate Professor of Music

Students will be introduced to ethnomusicological theory and method, while focusing on the musical practices of selected regions in South and Central America and the Caribbean. Folk, ritual, popular, and art/classical traditions will be examined in the contexts of cultural issues such as belief systems, politics, aesthetics, and identity.

**MUS 314 Music of Asia** (4 credits), Dr. Jon McCollum, Associate Professor of Music

Using selected musical areas from Asia, this course introduces and reinforces the basic concepts of ethnomusicology and trains students to develop listening and musicological analytical skills. We will examine folk, ritual, popular, and art/classical traditions in the contexts of cultural issues, such as belief systems, politics, aesthetics, and identity.

**ART 231 Creative Process** (4 credits), Alejandro Castro, Lecturer, Department of Art & Art History

In this course students learn how to develop an idea over time. Students are expected to focus on one concept and develop it more fully each week as the semester progresses. All media and art forms are acceptable, including the written word, video, performance, painting, photography, sound, construction, etc. Though centered upon the student and their ability to be objective about their work, it also demands they help others to see the values, problems, and potentials in their work. Thoughtful class participation in the form of discussion during weekly presentations and critiques is expected from each student.

**ART 261 Intermedia\_D** (4 credits), Dr. Heather Harvey, Associate Professor of Art & Art History, Julie Wills, Assistant Professor of Art & Art History

This course explores the theories and concepts of drawing from a contemporary perspective. The curriculum, while focusing on basic skills and concepts of drawing, is interdisciplinary in nature. In addition to drawing fundamentals, the course will place emphasis on connecting conceptual thinking to one's broader creative practice. Contemporary and historical examples of artists working within such a creative practice are covered through lectures and screenings.

**ART 291 Intermedia\_VNM** (4 credits), Julie Wills, Assistant Professor of Art & Art History

This course introduces students to an interdisciplinary grounding in the techniques, concepts, and empirical experiences they will need to engage video and new media technologies in the making of art. Students develop the necessary conceptual and technical grounding to engage the creation of imagery through digital means by studying various video and computer imaging strategies. Contemporary artists working in the mediums of video and new media are examined through lectures and screenings.

**ART 330 Video Intensive** (4 credits), Julie Wills, Assistant Professor of Art & Art History

This course examines video as a medium for artistic expression and inquiry. The curriculum engages students in an exploration of the video making process and develops technical skills associated with relevant video equipment. Methodologies for the use of video as an artmaking tool are explored, while contemporary and historical examples of works within the medium are presented through screenings.

**ART 335 New Media Intensive** (4 credits), Julie Wills, Assistant Professor of Art & Art History

This is an advanced course in the study of the intersection between art and technology. A broad interdisciplinary investigation of the skills, concepts, and applications that are necessary to develop a creative practice versed in the technologies of our time are pursued. Particular emphasis is placed on the conceptual implications of choosing such a practice, and how those implications inform each student's work. Current practitioners within the discipline are examined through lectures, readings, and screenings.

**ART 340 Photography Intensive** (4 credits), Karla Stinger-Stein, Lecturer, Department of Art & Art History

This course examines the production and pertinent concepts of photographic based images. The curriculum is primarily centered on camera based work, while allowing for the exploration of other methods of photographic image creation such as scanners, cell phones, and copiers. Technical instruction and principles of composition are employed to form an understanding as to how the construction and manipulation of photographic images implicate form and meaning. Contemporary photographic based image makers are examined through screenings, readings, and lectures.

**ENG 294 Introduction to Journalism** (4 credits), Dr. Elizabeth O'Conner, Assistant Professor of English

This course will cover the foundations of reporting, writing, fact checking, and editing. Students will write a range of news and feature stories, including an obituary, an event, and a profile. We will also discuss journalistic ethics and the way the field has been transformed by the Internet.

**ANT 105 Introduction to Anthropology** (4 credits), Dr. Julie Markin, Assistant Professor of Anthropology, Dr. Aaron Lampman, Associate Professor of Anthropology, Dr. William Schindler, Associate Professor of Anthropology

The study of human diversity with emphasis on cultural anthropology. Topics include the anthropological perspective, resources of culture, organization of material life, systems of relationships and global forms of inequality. The course examines how anthropologists apply their skills to solve contemporary human social problems. Basic ethnographic interviewing skills. Introduction to ethnography.

**ANT 305 Ethnographic Method** (4 credits), Dr. Aaron Lampman, Associate Professor of Anthropology

Introduction to cultural anthropological field methods and the writing of ethnographies. Students practice skills of observation, participation, reflection, mapping, selection of informants, ethnographic interviewing, analysis, proposal writing, and ethnographic writing. Each student researches a cultural scene in the Chesapeake region and writes an ethnography.

**ANT 420 Media and Power** (4 credits), Dr. Julie Markin, Assistant Professor of Anthropology

By investigating the idea that what we view and express regarding cultural identity and cultural difference is artificial, we can see that popular entertainment, global news broadcasts, monuments and museums, and the internet might be doing more than merely "capturing," "reporting," or "exhibiting." Understanding this, we can uncover something more about how representations are created, how they have been manipulated historically to oppress or devalue certain groups, and how they can be contested. Knowing that images are constructed and not real, we can turn our focus to how people can reclaim their identities and thus their own power through revising or even appropriating the representations that have been made of them.

**ANT 354 Visual Anthropology** (4 credits), Dr. Julie Markin, Assistant Professor of Anthropology

The goal of visual anthropology is to immerse students in the study and production of ethnographic media and documentary film. We will begin by exploring the varied genres of historical anthropological documentary which range from salvage ethnography to ethnofiction and include more recent attempts to empower cultures by encouraging them to visually capture their own unique social, political and expressive worldviews. We will also examine and critique other cultural forms of visual media ranging from film and photography to petroglyphs and tattoos. Once we have an understanding of the varied approaches to media production, students will engage in the creative process of developing an idea for an ethnographic film, storyboarding, shooting film, and editing complete ethnographic documentaries.

**ANT 200 Introduction to Linguistics** (4 credits), Dr. Aaron Lampman, Associate Professor of Anthropology

This course explores language as a social phenomenon. Once you finish this course you should have a solid introduction to the biological foundations of language, the relationship of human language with communication systems of other animals, the importance of sound symbolism, the potential of researching semantic universals and cross-cultural linguistics, modes of language performance (sociolinguistics), and historical approaches to understanding the development of culture through language.

**ANT 215. Sex, Gender, and Culture** (4 credits), Dr. Julie Markin, Assistant Professor of Anthropology

The study of the biological differences of sex in relationship to the cultural construction of gender. The importance of modes of production and ideology in forming gender concepts for all human societies. Cross cultural issues of gender identity, roles, relationships, and equality or inequality.

**ANT 320 Race & Ethnicity** (4 credits), Dr. Aaron Lampman, Associate Professor of Anthropology

The dangers of using the concept "race." Focus on the cultural construction of ethnic, racial, and national identities in the contexts of immigration, colonialism, nationalism, and globalization. Symbols of ethnic identity, stereotyping, style, tactics of choice, situational ethnicity.

**BUS 111 Principles of Marketing** (4 credits), Search for new professor of business marketing underway

A critical approach to the study of the marketing concept including policies and principles. Emphasis is placed on the identification of variables involved in marketing decision-making and the process by which marketing decisions are made.

**BUS 224 Digital Marketing** (4 credits), Dr. Ryan Eanes, Assistant Professor of Business Management

This course introduces the practice of using social media and other digital communication channels, including Internet and mobile-based tools and platforms, to reach consumers and advance marketing strategies. Digital media can be used to build brands, create and maintain relationships, launch promotions, advertise products and services and more. While this course will aim to offer theoretical underpinnings needed to launch, manage, and measure digital marketing efforts, it will also attempt to teach students to creatively engage with digital marketing tools and to stay abreast of the latest developments in the fast-growing world of digital marketing.

**BUS 302 Organizational Behavior** (4 credits), Dr. Michael Harvey, Associate Professor of Business Management

A research-based exploration of how organizations function. Topics include the contemporary workplace, career management, culture, bureaucracy, teams, motivation, emotional intelligence, power, communication, gender, diversity, and leadership.

Students prepare and make collaborative presentations and conduct workplace and leadership interviews.

**BUS 334 Leadership (Prerequisites: Junior or Senior standing)** (4 credits), Dr. Michael Harvey, Associate Professor of Business Management

What do leaders do? Are they born or made? Why are some leaders effective, and others ineffective? What role do followers play? This seminar explores these and other questions by focusing on leadership in organizations. Topics include vision, power, trust, ethics, communication, gender, and change. *Not open to first- or second-year students.*

**BUS 451 Advertising** (4 credits), Search for new professor of business marketing underway

Overview of the advertising industry from client and agency sides. Advertising is placed within the marketing context of consumer behavior and market segmentation. Included is media strategy and selection, creative strategy, print and broadcast advertising from concept through production, advertising research, and international advertising strategy. *Prerequisite: BUS 111.*

**CHN/ILC 394 Chinese Cinema** (4 credits), Dr. David Hull, Assistant Professor of Chinese

Today, Chinese cinema is a global powerhouse, winning major international awards and capturing remarkable box office receipts. However, like most Chinese stories, that of Chinese film is a long and intricate one. In this course, students will be exposed to the broad historical scope of Chinese cinema from the earliest silent films of the 1920s to some of the most recent critical productions. Through weekly screenings of films by Zhang Yimou, Ang Lee, Stephen Chow and Bruce Lee, among many others, students will explore the fundamental tensions between artistic expression and the political context of the day in addition to commercial pressures. Students will also approach issues of identity, gender, ethnicity, and modernity while developing basic film analysis techniques.

**ENG 205 Shakespeare I** (4 credits), Dr. Kathryn Moncrief, Professor of English

This course examines some of Shakespeare's best known earlier plays (those written before the death of Queen Elizabeth in 1603) both in the context of early modern English culture and as play scripts/performances. Using films and live productions (when available) it considers the plays as they have been and could be interpreted for performance.

**ENG 206 Shakespeare II** (4 credits), Dr. Kathryn Moncrief, Professor of English

This course examines some of Shakespeare's best known later plays (those written after the death of Queen Elizabeth in 1603) both in the context of early modern English culture and as play scripts/performances. Using films and live productions (when available) it considers the plays as they have been and could be interpreted for performance.

**ENG 393 & 493 Journalism Practicum** (2 credits each), Ms. Melissa McIntyre, Lecturer, Department of English

The purpose of this practicum is to introduce students to journalism by writing for a newspaper or magazine. Students will receive instruction on effective news writing, along with other topics including AP Style, interviewing, bias in the media, libel and ethics. They will also receive one-on-one feedback about their articles from the instructor. This practicum is 2 credits, pass/fail only. Students may not earn more than 4 credits for ENG 391/491 and may not count more than four journalism practicum credits towards the major in English.

**HIS 318 Historical Film Genres** (4 credits), Dr. Richard Streiner, Professor of History  
In this course, a selection of film genres will be presented for comparative analysis, including four or five genres such as gangster films, “film noir” detective films, westerns, musicals, or films that depict and characterize professions such as journalism or jurisprudence. Films will be selected within each genre that offer different commentaries on recurrent social themes in American history. This course will also incorporate a significant amount of reading and research in primary-source documents relating to the historical periods and themes represented in the films. It will also include new secondary-source and interpretive texts. The course will thus extend the students repertoire of analytical skills in the field of history to more sophisticated intellectual challenges.  
*Prerequisite: HIS 111 or two 200-level history courses taken at the college level required.*

**HIS 344 Hollywood Films in the Depression and WWII** (4 credits), Dr. Richard Streiner, Professor of History  
This course uses American films of the 1930s and early-to-mid 1940s combined with appropriate readings to provide a richer understanding of the social and cultural history of the era encompassed in the regular upper-level course HIS 337 (New Deal and World War II). Films from a variety of genres—social protest/ topical exposés, melodramas, screwball comedies, musicals, historical romances, gangster films, and “film noir” detective films—will present a wide array of themes reflecting the moods and preoccupations of the era. *Prerequisite: HIS 111 or two 200-level history courses taken at the college level required.*

**HPS/ILC 394: Tequila Gang: Mexico** (4 credits), Dr. Elena Deanda, Associate Professor of Spanish  
This class provides a multidisciplinary discussion on the history, the culture, and the civilization of Mexico. The course is a survey of pre Columbian and colonial Mexico but it has an emphasis in the modern and the contemporary eras. We will approach Mexico from different perspectives such as history, politics, philosophy, art, literature, cinema, sports, traditions, the environment, and food. Students will be required to do independent research, presentations, and vigorous reading and writing. The goal is to collectively create a more nuanced understanding of this intriguing yet problematic country. This course satisfies the distribution requirement in Humanities, and can count towards the HPS major and minor if the papers are written in Spanish. It is cross-listed with Gender Studies and can count towards the major and minor in International Literature and Culture, Gender Studies, and International Studies. This class is taught in English.

**ILC 305 European Cinema** (4 credits), Dr. Nicole Grewling, Associate Professor of German

Study of European film and its history. Special attention will be given to the various dimensions of film structure and criticism, with emphasis upon foreign language films (with English subtitles). Selected films will be viewed and analyzed.

**ILC 413 The Film in Spain and Latin America** (4 credits), Dr. Elena Deanda, Associate Professor of Spanish

A study of the film as art form and as social and cultural document in Spain, Spanish America, and Brazil. The thematic focus of this course and the films included will vary. Important topics include gender issues, the quest for identity, and freedom versus repression.

**MUS 332 Music Production & Recording** (4 credits), Dr. Kenneth Schweitzer, Associate Professor of Music

A study of a variety of technologies associated with music recording, post-production, performance and composition. Students will become familiar with advanced software, a variety of recording equipment, and MIDI peripherals. Potential students must first demonstrate competency as an instrumental or vocal performer.

**PHL 102 Contemporary Moral Problems** (4 credits), Dr. Matthew McCabe, Associate Professor of Philosophy

This course will introduce students to the basic ideas behind the major ethical theories in Western Philosophy by studying their application to numerous moral issues, problems, and controversies in our time. Possible topics for discussion and writing assignments include but are not limited to: moral consideration of animals and the environment, respect for biodiversity, population and consumption, pollution, climate change, responsibilities to future generations, corporate social responsibility, workplace ethics, advertising ethics, whistleblowing, engineering ethics, cyber ethics, the ethics of globalization, the ethics of war, euthanasia, medical experimentation on human subjects, the physician-patient relationship, health care and social justice, reproductive assistance technology, and eugenics.

**PHL225 Ethical Theory** (4 credits), Dr. Matthew McCabe, Associate Professor of Philosophy

An examination of some of the major ethical theories in Western philosophy. Applications of these theories to concrete ethical problems will be considered. Special attention will be given to Consequentialist, Deontological, and Virtue theories. Readings will be drawn from classical and contemporary authors. *Prerequisite: Philosophy 100.*

**PHL226 Global Ethics** (4 credits), Dr. Matthew McCabe, Associate Professor of Philosophy

As we become a global community, the need for secular ethical discourse becomes increasingly important. This course will explore how international culture, policy, and standards impact ethical practices around the world. Current events, anecdotes, and

personal experiences will be brought together to highlight ethical theory in action in today's global environment. General topics include: the Absolutism-Relativism debate, the Ethics of Globalization, Global Business Ethics, Global Bioethics with emphasis on feminist issues, Global Environmental Ethics, and the Ethics of Warfare and Terrorism.

**PHL 235 Foundations of Morality** (4 credits), Dr. Kevin Brien, Professor of Philosophy  
An examination of the moral theories of some major philosophical positions from traditions East and West: for example, Aristotle and Kant from the Western philosophical tradition, as well as Buddha and Confucius from the Eastern tradition. The aim is to systematically explore the understanding of what these positions interpret the best or most moral life to be, and of what varying views of human nature are correlated with them. Moreover, this exploration will face the question of how one decides what is the best or most moral life, and also other central questions concerning the relationship of ethics to religion and science. *No prerequisite.*

**PHL300 Business Ethics** (4 credits), Dr. Matthew McCabe, Associate Professor of Philosophy  
A seminar focusing on major ethical theories and principles as they apply to individuals, companies, corporations, and consumers in the business world. Typical issues treated are: corporate social responsibility, government versus self-regulation, employee and consumer safety, whistle-blowing, deceptive advertising, conflicts in accounting, the environment, insider trading, issues in international business, etc. *Prerequisite: Philosophy 100.*

**POL 312 The American Presidency** (4 credits), Dr. Jennifer Hopper, Assistant Professor of Political Science  
This course involves a systematic examination of the dynamic institution of the presidency. It includes a study of presidential power, character, leadership, domestic and foreign policy-making, the presidential-election process, as well as the interaction between the president and the media, and presidential-congressional relations. *Prerequisite: Political Science 102 or permission of the instructor.*

**POL 313 Elections and the Political Process** (4 credits), Dr. Melissa Deckman, Professor of Political Science  
An examination of the idiosyncratic nature of the American electoral process with a focus on the role of political parties. The course includes an overview of American electoral history as well as a study of the factors influencing election outcomes, such as issues, ideology, party identification, candidate images, campaign finance, organization, and strategies. *Prerequisite: Political Science 102 or permission of the instructor.*

**POL 321 Women and Politics**, (4 credits), Dr. Melissa Deckman, Professor of Political Science  
This course examines the role of women as voters, citizens, candidates, and leaders in American politics, grounded in theories of gender. Attention will also be given to the history of the women's movement and the current status of women's organizations. The course also focuses on how various public policies, including workplace issues, family



issues, education issues and reproductive rights, affect women and their legal rights.  
*Prerequisite: Political Science 102 or permission of the instructor.*

**POL 334 Media and Politics** (4 credits), Dr. Jennifer Hopper, Assistant Professor of Political Science

This course will explore the role of the media in politics from various perspectives, providing an overview of the following: the history of the media in the United States; the legal issues that relate to the media; the impact that the media has on public opinion; the substance (or lack of substance) of the media's coverage of the news, government and elections; biases of the news media; political campaign advertising; alternative and newly developing forms of media; and the increasing conglomeration of the news media through mergers. Throughout the course, these issue areas will be discussed in a larger context involving questions of freedom, representation, and political participation. There will be a field trip to Washington, DC, to visit various news outlets.

**SOC 101 Introduction to Sociology** (4 credits), Dr. Ryan Kelty, Associate Professor of Sociology, Dr. Erin Anderson, Associate Professor of Sociology, Dr. Rachel Durso, Assistant Professor of Sociology, Dr. Elizabeth Yost, Assistant Professor of Sociology  
Introduction to basic concepts and theories in sociology concerning the nature of society, culture, and personality. Consideration of social processes, groups, and institutions found in modern American society. Specific topics include deviance and social control, social networks, bureaucracy, families, education, race, social class and gender.

**SOC 213 Sociology of Gender**, (4 credits), Dr. Erin Anderson, Associate Professor of Sociology

Gender as a social construction. Sex and gender. Effects of gender on individuals' statuses and opportunity structures. Focus on contemporary American responses to sex and gender. Gender roles and definitions earlier in U.S. history and in other societies.

**SOC 221 Social Inequalities** (4 credits), Dr. Erin Anderson, Associate Professor of Sociology

The nature of the systems of social stratification and racial inequality as well as the interaction between social class and race in the United States. Personal consequences of the various forms of inequality and perceptions of the legitimacy of social systems based on race are considered.

**SOC 262 Self and Society** (4 credits), Dr. Erin Anderson, Associate Professor of Sociology

Examines reciprocal relationships of society and the individual, and of the nature of face-to-face human interaction. Introduces key concepts, theories, and methodologies of sociological social psychology. Students read, analyze, and perform research that explores the ways in which society affects individuals and groups; how individuals and groups, reciprocally, influence society; how individuals interpret and negotiate the social world; and the influence individuals and groups have on others.

**THE 221 Directing** (4 credits), Dr. Brendon Fox, Assistant Professor of Theatre

Study of the basic principles and practices of directing, including interpretation, structural analysis, and investigation of basic staging techniques.

**THE 241 Introduction to Theatrical Design** (4 credits), Dr. Laura Eckelman, Assistant Professor of Theatre

This course offers a broad look at all aspects of theatrical design, including scenery, properties, costume, lighting, and sound, with an emphasis on cross-disciplinary skills such as close reading (of texts and images), research, and clear communication (written, visual, and aural). Students will learn to approach theatrical questions from a variety of angles, and will develop a basic understanding of all design elements and how they fit together.

**THE 351 Introduction to Playwriting** (4 credits), Dr. Michele Volansky, Associate Professor of Theatre

Analysis and practical application of techniques and styles employed in writing for the stage.

**THE 361 Performance Studies: Adaptation** (4 credits), Dr. Brendon Fox, Assistant Professor of Theatre

This course explores the theory and practice of adapting non-dramatic literature for the stage. Students examine the form through writing and staging short story adaptations, whose size and scope allow students to learn and explore various approaches to this kind of theatrical storytelling. The course provides students with a strong introduction to the theoretical and critical body of knowledge in the area of adaptation of literature in the field of Performance Studies. In addition, students will develop skills in acting, directing, writing, and dramaturgy.

**THE 401 Dramatic Theory** (4 credit), Dr. Michele Volansky, Associate Professor of Theatre

Throughout history, thinkers have been variously excited, enraged, bothered or bored by theater. Through the rigorous study of the writings and historical context of the major thinkers in the evolution of theater (from Aristotle to Ehn), students will come to a greater understanding of the various changes, permutations and responses to theater in the Western World. This course is offered at the Honors Level.

**THE 415 Theories of Acting** (4 credits), Dr. Brendon Fox, Assistant Professor of Theatre

The course will examine the history, theory, and practice of actor training in the 20th and 21st centuries.

**THE 451 Advanced Playwriting** (4 credits), Dr. Michele Volansky, Associate Professor of Theatre

Advanced workshop in writing for the stage.

**THE 458 Dramaturgy** (4 credits), Dr. Michele Volansky, Associate Professor of Theatre

Analysis and discussion of the theoretical and practical aspects of dramaturgy, with particular emphasis placed on script analysis and historical research. This course is not recommended for first-year students.

