



Old Westbury

M E M O R A N D U M

TO: Faculty Senate
FROM: CAP Committee *Erlyn Gausby*
DATE: January 19, 1993
RE: B.A. degree in World Cultures

The CAP Committee has approved the proposal for a B.A. degree in World Cultures to be offered by the Comparative Humanities Program. We do want to make you aware, however, of several points which came up during our discussion.

1. The projected enrollments of 50 students a year over the five year period are not those contained in the original proposal submitted by Comparative Humanities. Those projections were much more conservative and the Comparative Humanities Program wants to make it clear that these current projections cannot serve as a basis for future evaluation of the major.
2. Extensive discussion occurred on making the Foreign Language cluster of General Education a requirement for this major. The position of CAP is that this should be looked into over the course of time since the current language offerings are limited in terms of options and resources.
3. CAP encouraged the Comparative Humanities Program to make students aware of "study abroad" options that would enhance this major.
4. The Comparative Humanities Program sees this new major as diversifying options for study in the humanities, particular with regard to the 36 credit liberal arts requirement and for Teacher Education majors. The impact of this new major on the current Comparative Humanities degree will have to be carefully monitored and the overall program carefully reviewed and assessed.
5. CAP also discussed the possibility of future cooperation between Comparative Humanities and Modern Languages in upper division electives in Hispanic Culture.

Rationale

The proposed B.A. degree in World Cultures raises the World Cultures concentration previously offered in Comparative Humanities to the status of a major. It grows out of the multicultural curriculum of the program and is intended to give students a global perspective on culture security grounded in the methodology and content of the humanistic disciplines. It fits the model of curricular diversification articulated in the College's Long Range Plan, further the institutional goal of strengthening the liberal arts component of the curriculum, and will add another option for the 36 credit liberal arts concentration required for Teacher Education majors.

Resolution

Be it resolved that the Faculty Senate approve the B.A. degree in World Cultures.

STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
OLD WESTBURY, NEW YORK 11568

PROGRAM PROPOSAL
FOR
WORLD CULTURES

APRIL 1992

State University of New York

Academic Program Proposal

PROGRAM SUMMARY

Campus SUNY/COLLEGE AT OLD WESTBURY Date 4/17/92

Proposed Program Title WORLD CULTURES

Proposed Degree/Certificate BACHELOR OF ARTS

HEGIS Classification Number 4903

Department(s) or Academic Unit(s) that will Offer Program _____

COMPARATIVE HUMANITIES PROGRAM

Proposed Beginning Date FALL 1992

Give a brief summary (250 words or less) of proposal describing purpose, academic content, structure, credits, etc. Attach additional sheet if necessary.

The purpose of this proposal is to raise the World Cultures concentration currently offered in Comparative Humanities to the status of a major. It grows out of the multi-cultural curriculum of the program and is intended to give students a global perspective on culture securely grounded in the methodology and content of the humanistic disciplines. In line with the United States' leadership role in promoting international exchange, participation and democracy, the major provides both knowledge of diverse cultures and the tools to analyze and function effectively in multi-cultural contexts. Such expertise can be usefully combined with practical training in education, law, business, human resources, and other vocationally oriented programs. The Degree requires 120 credits: General Education = 44; Major = 40; Electives = 36.

ENROLLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
Projected number of students in program/ major					
Total headcount	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Full-time	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>
Part-time	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total Annual Average FTE	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>

Anticipated Student/
Faculty Ratio in Program
Courses

17:1 17:1 17:1 17:1 17:1

FACULTY

Characteristics of existing
faculty to be used in the
initial year of the program

NUMBER

	Full- time	Part- time	Adjunct.	Regular (tenured)	Regular (untenured)
Professor	<u>1</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Associate Professor	<u>2</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Assistant Professor	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Instructor	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

What percentage of funds to support this program will be from internal
reallocation? 100%

If program will lead to certification or licensure, in what field or
specialty? N/A

If special accreditation will be sought, by what group(s)? By what
date(s)? N/A

If this program or any constituent courses will be offered off-campus,
where?

Identify existing program on your campus in related and supporting
disciplines.

NUMBER

Program Title

Students Faculty

Comparative History, Ideas, Cultures 244.61FTE 11

BACKGROUND AND RATIONALE

The proposal represents a restructuring of an already existing concentration within the Comparative Humanities Program. The purpose is to continue and expand the possibility for students to do concentrated and intensive work in the world cultures that are part of the Comparative Humanities curriculum.

The proposed program fits the model of curricular diversification articulated in the College's Long Range Plan adopted by the faculty in the fall of 1990. It furthers the institutional goals of strengthening the liberal arts component of the college by offering students another curricular option while extending and deepening the multi-cultural thrust of the existing curriculum.

In particular, the World Cultures major will prepare students interested in working with people for the complex multi-cultural dynamics of the contemporary world. Mass communication and transportation, the mobility of people, information and financial resources, the fluidity of political change and organization, the multiplicity of inter-cultural contacts and modes of exchange all point to the value of an education combining specialized skills with global intellectual perspective and ability to operate in multi-cultural settings and situations. A World Cultures major will enable students to meet the demands of such fields as education, communication, law, human resource management, marketing, and international relations. Right now, the majority of Old Westbury students are enrolled in Business and Management and Teacher Education. The World Cultures major in conjunction with these career programs will give students the global perspective they need to move ahead in these fields.

Student Demand. The College's Long Range Plan specifies the need to increase liberal arts options for students. Since we define ourselves as the "College of the 21st Century" in terms of both our multi-cultural student body and our international curriculum, a World Cultures major is a logical step. Indeed, the student body, faculty, and staff are the most diverse in the SUNY system and perhaps one of the most diverse in the country. All sectors of the college community will be thus served by this major. The major will also compliment the College's increasing efforts in international education and will further the stated mission of a dedication to social justice. Such a curriculum can foster further understanding among students of diverse backgrounds and foster a culture of mutuality and respect.

In an alumni survey done as a part of the Comparative Humanities assessment effort, graduates praised the multi-cultural component of the program's curriculum as broadening their horizons and adding immensely to their lives. A major in World Cultures would only serve to further these efforts.

ARTICULATION PROGRAMS

The State University of New York/College at Old Westbury has articulation and joint admissions programs with SUNY/College of Technology at Farmingdale, Nassau Community College, and Suffolk Community College. In addition, Old Westbury has implemented the SUNY policy of guaranteed admission to graduates with an Associate Arts or Associate in Science from SUNY and CUNY institutions. The table on Student Profile shows that Old Westbury has a high percentage of students who transfer from these colleges (See Appendix A).

PROGRAM QUALITY

At SUNY/College at Old Westbury the Curriculum and Academic Planning Committee has responsibility for reviews of all academic programs. Recent efforts on the campus to strengthen faculty governance by the creation of a Senate model and greater accountability of the standing committees will result in systematic and thorough review of the quality of courses and programs. In addition, the Associate Vice President for Academic Affairs has responsibility for ensuring that reviews such as Stated Education and Middle States, as well as SUNY Policies will receive prompt and comprehensive response. Beyond this, the College has developed a comprehensive assessment plan as part of the SUNY-wide initiative. The assessment plan mandates an ongoing review of all academic programs. (See Appendix B.)

As designed, the assessment process will lead to stronger institutional effectiveness in areas such as teaching, curriculum development, student learning, and student development. (See appendix B.)

In addition, the program would go through the regular scheduled review process of the College at a whole. We would pay particular attention to how students facilitated the transition between college and career. We would try to expand our use of internships by making contacts with various cultural institutions geared to a global perspective and would assess student growth and performance in this way as well. Faculty performance would be monitored in terms of preparing students for various career fields as well as the usual student evaluation techniques.

ADMISSIONS AND DIVERSITY IN THE PROGRAM

Consistent with the College's mission:

To assure the broadest possible access to higher education to all constituents of our society, including persons from a variety of

cultural, racial, and ethnic backgrounds, and those who are economically or otherwise disadvantaged.

The Admissions office has placed a high priority on recruiting students from a variety of backgrounds, especially those from traditionally underrepresented groups. The Student Profile By Enrollment Status Fall 1991 reflects the diversity of the student body not only across the campus, but also in departments such as Business and Management, Computer Science, and Mathematics. (See Appendix C.)

The College intends to pursue the same policies regarding diversity in attracting students to this program.

Testing, Placement, Advisement

All students admitted to college for the first time are tested to determine their proficiency in English and in mathematics. Depending on the performance of these tests, they are placed into developmental courses or credit courses appropriate to the levels. In addition, the College provides supplementary support services through learning centers, academic tutors, and students who are experiencing difficulty are referred by the Office of Academic Affairs. Beyond the college-wide services, departments will be given resources to provide supplementary instruction to assist students enrolled in that department's offerings to successfully complete the courses.

Advising. Each major is assigned to an adviser in his/her academic department. Undeclared majors receive advising through the Center for Academic Advising and Testing. Advisement at this level is provided by trained professionals and faculty from the academic program.

Students would be eligible to declare a major after 57 credits. We would be checking for English proficiency and a G.P.A which indicated the ability to master program content. A World Cultures major would be particularly attractive to underrepresented groups and would probably be the best way to make the humanities relevant to such students. The Comparative Humanities Program is already seen by students as the "culture" program on campus. The ability to do more sustained work in world cultures would be very welcome.

COURSE OF STUDY

THE GENERAL EDUCATION (G.E.) PROGRAM

The General Education Program consists of 44 credits. It comprises seven clusters, each organized around an intellectual perspective.

Cluster 1. Writing/Reasoning Skills, is required. Students may choose four of the six remaining clusters to fulfill the G.E. requirements. In each cluster, they must take two courses. Only two courses from a student's major may count toward G.E. credit.

Each semester a General Education section in the class schedule lists available G.E. courses.

The Cluster Requirements

1. Writing and Reasoning Skills

A three-course writing requirement with two courses of lower-division work in English Composition and one course in the upper division called "Writing in the Disciplines" taken in the major.

2. Creativity and the Arts

Two courses from the areas of music, art, dance, theater, literature, and film.

3. Modes of Enlightenment: Ideas and Ideology

Two courses: One from Part I: the history of Ideas, Philosophy, and social theory;
One from Part II: ideology and ideological institutions such as racism, sexism and issues of social class.

4. International, Cross-Cultural Perspectives

Two courses from the areas of international studies, non-Western cultures, and comparative or cross-cultural analyses.

5. U.S. Society, History and Culture

Two courses dealing with United States society, history or culture.

6. The Science Cluster

Two courses drawn from the physical or life sciences. Students will be given a choice between the following two options:

Option A: A course in physical science and a course in life science.

Option B: A one-year sequence in either physical or life sciences.

7. Foreign Languages

Two courses in a language other than English.

Lower-division language courses must constitute a sequence (Basic Spanish I & II or Basic French I & II).

The major is comprised of four successive levels, each combining multi-cultural content with courses in the theory and methods of cultural studies. Level 1, Foundations, offers a broad, synthetic introductory background to world history, cultural anthropology, and systems of religion practice and thought. Level 2, Method, provides a specialized grounding in the analytical methods and theoretical approaches to the study of culture in the humanities and humanistic social sciences. Level 3, Area Studies, offers content courses in selected regional culture areas of the world. Level 4, Specialization, provides both advanced topical and disciplinary courses in selected regional cultures, and a concluding intellectual synthesis of world cultural contacts, conflicts, and processes during the nineteenth and twentieth centuries.

Required: CH3910 Writing and Research in the Humanities: This course is currently being upgraded from a 2 credit "workshop." It will be required for all majors administered by the Comparative Humanities Program. It introduces students to the various methodologies and perspectives within the disciplines of the humanities and gives them the skills for research and writing in the humanities 4 credits

1. FOUNDATIONS

- a) CH2100 Introduction to Religions of the World
or
CH2511 World Civilizations
or
CH2990 Culture: The Human Experience 4 credits
- b) CH2240 Comparative Cultures
or
CH2201 Introduction to Cultural Anthropology 4 credits

2. METHODOLOGY

- CH3040 Analysis of Culture
or
CH3061 Making of Values 4 credits

3. AREA STUDIES AND UPPER DIVISION SPECIALIZATION (20 credits)

- a) CH3080 Asian Cultures (4 credits)
 CH3091 African Cultures
 CH3102 Hispanic World
 CH3835 Islamic Cultures (a course previously taught in the program which will be reinstated)

- b) Courses related by region, discipline or period: (12 credits)

African Cultures -

- CH3462 African Literature
 CH3640 African History
 CH3704 African Philosophy
 CH5270 South Africa: The Roots of Crisis
 CH5901 Living Arts of Africa
 PE4520 Political Economy of the Third World (cross-listed)

Asian Cultures -

- CH3692 Modern Asian History
 CH4632 Cultural History of Japan
 CH4982 Epic: East and West
 PE3660 Politics of South Asia (cross-listed)
 PE4640 Politics of China (cross-listed)
 PE4520 Political Economy of the Third World (cross-listed)

Hispanic Cultures -

- CH3480 Masterpieces of Hispanic Literature
 CH5420 Don Quixote
 PE3520 History of Latin America and the Caribbean (cross-listed)
 PE4690 Politics of Latin America and the Caribbean (cross-listed)

NOTE: STUDENTS WISHING TO DO THE MAJOR PORTION OF THEIR WORK IN HISPANIC CULTURE SHOULD CONSULT THE MODERN LANGUAGES DEPARTMENT ABOUT THEIR DEGREE IN SPANISH LANGUAGE, AND HISPANIC LITERATURE AND CULTURE.

- c) Cross-Cultural Perspectives - (4 credits)
 CH4001 Nineteenth Century
 CH4011 Twentieth Century

4. CH5900 Senior Seminar (4 credits)

Designed to draw together the work accomplished in the Comparative Humanities major, the Senior Seminar is taught around themes which run through the core curriculum such as Law and Justice, Culture and Personality, Ways of Knowing. During the course of the seminar, students will pursue a topic of their choice arising from the seminar's theme and will submit a paper or project that serves as the Senior Seminar requirement. (offered each spring)

The required courses are offered every semester as these also meet the requirements for majors in other academic programs.

Catalog descriptions are included in Appendix D.

FACULTY

The faculty primarily responsible consists of (1) full professor and (2) associate professors. No new funds or resources are needed or expected to mount this major. We are raising an already existing concentration to the status of a major. All courses are presently offered by the Comparative Humanities Program. The chart below summarizes the courses that these faculty are teaching.

COURSES TAUGHT:

David Coplan:	World Civilizations Introduction to Cultural Anthropology Analysis of Cultures African Cultures African area studies courses
Emilia Doyaga:	Culture: The Human Experience World Civilizations Hispanic Culture Hispanic area studies courses
Judith Walsh:	World Civilizations Culture: The Human Experience Asian Cultures Asian area studies courses Nineteenth Century

OTHER MEMBERS OF THE PROGRAM CURRENTLY TEACH THE REMAINING COURSES LISTED FOR THE MAJOR.

The Comparative Humanities Program already has an Asianist, an Africanist and a Hispanicist. Not only do these faculty members have expertise in particular areas, they also represent different disciplinary perspectives, i.e., history, anthropology and literature. Other members of the program come from diverse cultural backgrounds and approach their disciplines in ways that emphasize the multi-cultural component. We expect to have a rotation of courses that offer range and depth of study. Most of the foundation courses as well as the cross-cultural perspectives can be taught by all 3 faculty as well as other members of the Comparative Humanities Program. Copies of faculty resume are included in Appendix E.

Program Director

Dr. Judith Walsh will serve as the program director.

LIBRARY

Approx. # of
Cataloged
Book Titles

<u>Comparative Humanities</u> , with the options of philosophy	
religion, literature and world cultures	?
Philosophy (Broader terms) [B, BC, BD, BH, BJ]	3520
Religion (Broader terms) [BL-BX]	6400

COMPARATIVE HUMANITIES

American Book Review
American Philosophical Quarterly
American Poetry Review
American Scholar
American Speech
Analysis
Archaeology Magazine
Asian Survey
Bibliography of Asian Studies
Black American Literature Forum
Callaloo
Chinese Literature
CLA Journal
Classical Journal
CLIO
College Composition and Communication
College English
Communication Education
Comparative Literature
Comparative Studies in Society
Contemporary Literature
Critical Inquiry
Cross Currents
Daedalus
English Journal
English Studies
Et Cetera
Ethics
Fiction
Historian
History of Philosophy Quarterly
History of Religions
History and Theory
History Today
Hudson Review
Human Factors
Humanist
International Philosophical Quarterly
Interpretation/A Journal of Political Philosophy
Jewish Social Studies
Journal of African History
Journal of the American Academy of Religion
Journal of Asian History
Journal of Asian Studies
Journal of European Studies
Journal of Folklore Research
Journal of Hellenic Studies
Journal of the History of Ideas
Journal of the history of Medicine and Allied Sciences
Journal of the IES
Journal of Interdisciplinary History

Journal of Linguistics
 Journal of Medicine and Philosophy
 Journal of Modern History
 Journal of Modern Literature
 Journal of Narrative Technique
 Journal of Religion
 Journal of Social History
 Journal of Social Philosophy
 Language Learning
 Language in Society
 Language Problems and Language Planning
 Massachusetts Review
 Mind
 MLN
 Modern Fiction Studies
 Modern Language Journal
 Modern Language Quarterly
 Modern Language Review
 Modern Philology
 The New Criterion
 New German Critique
 New York Folklore
 New York Review of Books
 Nineteenth Century Literature
 Obsidian II/Black Literature in Review
 October
 Pacific Historical Review
 Paris Review
 Partisan Review
 Philosophical Review
 Philosophy
 Philosophy & Phenomenological Research
 Philosophy of Science
 PMLA/Publications of the Modern Language Association of America
 Poetry
 Research in African Literatures
 Review of Contemporary Fiction
 Review of Existential Psychology and Psychiatry
 Review of Metaphysics
 Science as Culture
 Shakespeare Quarterly
 Southern Review
 Speculum/Journal of Medieval Studies
 Studies in the Novel
 Studies in Short Fiction
 Symposium/a Quarterly Journal in Modern Foreign Literature
 Teaching Philosophy
 Technology and Culture
 Technology Review
 TLS/The Times (London) Literary Supplement
 Triquarterly
 Twentieth Century Literature
 Women and Literature
 World Literature Today
 Writer

Writers Digest
Yale French Studies
Yale Review
Zygon/Journal of Religion and Science