FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

____New Course _X__Modification

Department/School____Chemistry_____Date___09/11/2026_____

Graduate or Undergraduate Course: ____Undergraduate Course_____

Course No. or Level 404 Title_____404 Biochemistry I _____

Semester hours__4___Clock hours: Lecture___3___Laboratory___3___

Prerequisites__Chem 202 and one semester of biology or permission of the department__

Enrollment expectation____15-20_____

Indicate any course for which this course is a (an)

modification___Chem 404 (Biochemistry I)_____
(proposed change in course title, course description, course content or method of instruction)

substitute_____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate_____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description___Jennifer Kelley/Trevor Baumgartner__

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____

Date of School/Department approval_____

Catalog description:

Purpose:
1. For Whom (generally?)
2. What should the course do for the student?

The addition of an accompanying laboratory section will provide training for chemistry, biology, and health physics students in commonly used biochemical techniques that will be useful for further graduate school studies, pre-professional training (dental, medical, veterinary) or employment in biomedical labs.

Teaching method planned: 3 hour lecture and 1 hour laboratory

Textbook and/or materials planned (including electronic/multimedia): See attached laboratory syllabus.

Course Content: See attached laboratory syllabus. (No lecture syllabus included as this course is already in the catalog.)

When completed, forward to the Office of the Provost.

Biochemistry I Lab, Fall 2027
CHEM 404L-1 Syllabus
Department of Chemistry
Francis Marion University
Florence, South Carolina

Lectures: Day, Time, Location

Instructor: Dr. Trevor Baumgartner
Office: LSF 303G
Phone number: 661-1384
Email: trevor.baumgartner@fmarion.edu
Office Hours: Mon 1:00pm-2:00pm; Tues 1:00pm-3:00pm;
Wed 9:00am-10:00am;Thurs 10:00am-11:00am

Prerequisites: Chemistry 202 and a semester of 100-level Biology
Corequisite: Chemistry 404

Required Texts and Materials:

- *Experiments in Biochemistry A Hands-On Approach by Farrell and Taylor*
- *Safety Glasses*
- *Lab Notebook*

Required Technological Materials:

1) **Students must use a laptop or desktop computer** to view and submit assignments. Cell phones, tablets, and other mobile devices do not support Blackboard's software for submitting files and exams; while you may get it to work *sometimes,* there is no guarantee it will work every time.
2) **Students must have access to Office 365**. You may need to use Word, Excel and PowerPoint for this course. Students should be able to download a full version of Office 365 (**free of cost**) using their FMU email/password to login to www.office.com. Once logged in, you should see a button towards the top right of the screen that will allow you to "Install Office 365." Note* If you already have Office installed on your computer, you may have to uninstall that old version first. Please contact FMU Campus Technology at 843-661-1111 (Help Desk) or 843-661-1335 for help with issues downloading the software.
3) **Students must have access to a scientific calculator.** You should have one available on your computer or cell phone (turn your phone sideways) but may find a handheld calculator more convenient. You will need the handheld calculator for class, as phones are not allowed to be used on tests and quizzes. A suggested model is the Texas Instruments TI-30X IIS ($20-$25).

Course Description: This course will provide a hands-on experience of biochemistry lab techniques.

Course Objectives: To gain an understanding of the following:

- Buffers
- Spectrophotometry
- Protein Purification
  - Ammonium sulfate precipitation
  - Ion-Exchange Chromatography
  - Affinity Chromatography
  - Size Exclusion Chromatography
- Electrophoresis
  - SDS-PAGE
  - Agarose gels
- Western Blotting
- Expression vectors

- Polymerase Chain Reaction

Grading:	**Pts**
Attendance/Participation/Safety	60
Lab Worksheets	110
Lab Reports	200
Lab Final Exam	100
Total	470

Date	Experiment #	Experiment Name	Page...?
		Buy necessary items/Safety or Syllabus Quiz	
	1	How to Pipette	
	2	Buffers	
	3	Cloning of protein into expression vector	
	4	Protein expression	
	5	Ammonium Sulfate Precipitation	
	6	Ion-Exchange Chromatography	
	7	Affinity Chromatography	
	8	Size-Exclusion Chromatography	
	9	SDS-PAGE and Coomassie	
	10	Western Blot	
	11	Enzyme Kinetics	
	12	Lab Exam	

Grading Scale:

90-100=A	70-78=C
88-89 =B^+	68-69=D^+
80-87 =B	60-67=D
78-79 =C^+	< 60 =F

Course Withdrawal: The last day to withdraw from the course is **November 10, 2027.**

Cell Phones and Electronic Devices: Non-educational use of electronic devices during lecture may result in **dismissal from class.** Also, your cell phone will not be used on quizzes or tests as a calculator.

Academic Conduct: A primary responsibility of an instructor is to certify that a specific academic assignment has been mastered sufficiently to merit college credit. An inseparable part of this responsibility is to take all possible precautions to ensure that the credit has not been attained by fraud. The instructor should rigorously enforce honesty concerning all academic work submitted by his/her students for evaluation.

While it is difficult to define precisely and all inclusively all aspects of academic dishonesty, the following statements should serve as a guide. Cheating includes, but is not limited to, wrongfully giving, taking, or presenting any information or material by a student, person, or entity with the intent of aiding him/herself or any other person on any academic work, which is considered, in any way in the determination of the final grade. Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use.

The penalty for the first violation of academic dishonesty is failure of the assignment, forfeit of the benefit of any dropped grades and a report of misconduct to the Provost. A second reported violation will result in failure of this course and suspension from the University for a term (fall or spring semester). A third offense will result in expulsion from the University.

Please refer to your Student Handbook for campus policies regarding Academic Integrity.

Policies given in this syllabus may be changed at the instructor's discretion.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

____New Course __X__Modification

Department/School Fine Arts/Performing Arts/Theatre **Date September, 17, 2026**

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 328 **Title. Acting for Profesional Simulations**

Semester hours. 3, 2, or 1 Clock hours: Lecture 3, 2, or 1. Laboratory 3, 2, or 1

Prerequisites THEA 200 or 203

Enrollment expectation TBD/0

Indicate any course for which this course is a (an)

Modification – Delete the course

Name of person preparing course description A. Glen Gourley, Jr.

Department Chairperson's/Dean's Signature A. Glen Gourley Jr.

Provost's Signature

Date of Implementation_____

Date of School/Department approval_____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School History **Date** 9/17/2026

Course No. or Level 210 **Title** Introduction to Archaeology

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites None

Enrollment expectation 35

Indicate any course for which this course is a (an)

modification X
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description David Walton

Department Chairperson's/Dean's Signature William R Ball

Provost's Signature J. Alissa Nutt

Date of Implementation _____

Date of School/Department approval _____

Catalog description: See attached page

Purpose:
1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost. 9/03

Introduction to Archaeology (History 210) Course Modification

Group C Course

3 credit hours

Prerequisite: None

Old Course Description: **210 Introduction to Archaeology** (3) (HIST 210 is the same as ANTH 210) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology. Credit cannot be received for both HIST 210 and ANTH 210.

Proposed New Description: **210 Introduction to Archaeology** (3) (HIST 210 is the same as ANTH 210) This course examines how archaeologists conduct research across the world through excavation and laboratory projects to construct narratives about humans from the past. The course is designed to explore these narratives at various scales from individual life histories to the inner workings of ancient cities to the rapid expansion of regional changes in technology and culture. The course takes students behind the scenes of archaeological projects to expose them to cutting edge methods and theories used in the field. The course also explores issues of politics and nationalism and how they relate to archaeology. Case studies from across the world are included to complement the general focus on the archaeology of the Americas. Credit cannot be received for both HIST 210 and ANTH 210.

Purpose: This new description offers a more thorough explanation as to what the goals and expectations of History 2210 will be. It allows our new archaeologist, Dr. David Walton, to be able to put his stamp on the course and to make it more of his own.

Teaching method planned: This will be a traditional lecture style course.

Textbook: Textbook: Colin Renfrew, Paul Bahn, and Elizabeth DeMarrais, *Archaeology: Theories, Methods, and Practice 9th Edition* (London: Thames and Hudson Limited, 2024).

Course content: A syllabus is attached.

HIST 210/ANTH 210: Introduction to Archaeology

Fall 2026
TTH 9:55–11:10 am
McNair Science Building Room 106

Professor: Dr. David Walton Office Phone: 843-661-1376
Email: David.walton@fmarion.edu Office Hours: MW 11:00 am–1:00 pm & by appointment
Office: Cauthen Educational Media Center (CEMC) Room 220

Course Description: This course examines how archaeologists conduct research across the world through excavation and laboratory projects to construct narratives about humans from the past. The course is designed to explore these narratives at various scales from individual life histories to the inner workings of ancient cities to the rapid expansion of regional changes in technology and culture. The course takes students behind the scenes of archaeological projects to expose them to cutting edge methods and theories used in the field. The course also explores issues of politics and nationalism and how they relate to archaeology. Case studies from across the world are included to complement the general focus on the archaeology of the Americas.

Textbook: Renfrew, Colin, Paul Bahn, and Elizabeth DeMarrais. 2024. *Archaeology: Theories, Methods, & Practice- 9th Edition*. Thames & Hudson Ltd.
ISBN: 978-0-500-84998-9. No Online Access Codes Required.

Blackboard and email: You must have access to Blackboard. On this site, I will post the class syllabus, supplemental readings, videos, grades, and announcements for the class. Online quizzes will also be conducted on Blackboard. ***You must check your FMU email and Blackboard regularly*** since these will be the primary methods of communication in this class. Please observe basic email etiquette by including the following in all correspondence: A greeting, body of the email in full sentences, and a salutation with your full name and course information.

Intellectual Respect Statement: This classroom will foster an environment that values the discussion of multiple viewpoints regarding the interpretations of professionally conducted scientific research and its implications for society. Students may not agree with all viewpoints discussed in class. However, students will respect the views of others and discuss their interpretations of course material in a civil and respectful manner. Dr. Walton does not tolerate remarks or discrimination based on age, race, disability, ethnicity, national origin, religion, or sexual orientation.

Attendance and Reading: Students are expected to attend all classes and complete all reading assignments. The class lectures present some material not covered in the texts, while some of the readings also present some material not covered in lectures. Attendance will be taken each day and counted towards your final grade. **Your final grade may be lowered after two absences.**

Class attendees: No other persons are allowed in the classroom other than Dr. Walton, guests invited by Dr. Walton, and registered students. Requests from university faculty and staff may be granted to attend specific classes.

Laptops and Cell Phones: Academic research clearly indicates that laptops are more distracting than helpful for students in college classrooms; thus, I do not permit them. It is more important to think critically about topics in class and write down notes in your own words. **All cell phones must be turned off and placed at the front of the classroom as part of class attendance.**

Artificial Intelligence (AI): The use of AI tools/apps/software for the completion of course assignments is not permitted. If the use of such tools is detected, that assignment will be given a zero with no opportunity for resubmission, and the student will be reported to the department.

Makeup Examinations: None will be given except in the case of a documented illness or emergency. Travel plans do not constitute a valid excuse for missing an exam.

Late Work Policy: Quizzes and Exams may not be completed late. Presentations & Projects will be docked one letter grade for each class day they are late (**up to two class days only**).

Plagiarism Statement: Plagiarism will not be tolerated, and Dr. Walton uses tools to detect it. Upon the first detection of plagiarism, the student will receive a formal written warning, while they may also be given an assignment grade of zero for intentional plagiarism. The second case of plagiarism will incur a grade of zero for the assignment and an incident report filed with the university. The third case of plagiarism will incur a failing grade for the course.

Assignment Overview & Grade Breakdown

Category	Description	Points or %
Participation	Class Attendance & Discussion Participation	20%
Quizzes & Small Projects	Weekly Quizzes & Small Projects Assigned	15%
Presentation	Archaeological Research Presentation (10 minutes)	10%
Travel Guide	Travel Guide Project	10%
Exam #1	Archaeology in Africa, Europe, and Asia	15%
Exam #2	Archaeology in the Americas	15%
Exam #3	Interactive Final Exam	15%
Letter Grades	A: 90–100% B+: 86–89% B: 80–85% C+: 76–79% C: 70–75% D+: 66–69% D: 60–65% F: 59% and below	

Course Calendar

Class Date	Class Description & Assigned Readings/Quizzes	
	Week 1	
8/25	Course Overview, Founding Figures, & Major Research Projects in the Field	Pages 12–18, 19–41, & 44–49
8/27	Research Workshop Presentation & Travel Guide Project Walkthrough	None
	Week 2	
9/1	Research Design & Excavation Processes	Pages 111 (Excavation), 114–119, 125, & 129–135
9/3	Relative & Absolute Dating Methods Trash Analysis	Pages 136–143 & 146–163 **Blackboard Quiz on Weeks 1 & 2** **Due by 9:55 am**
	Week 3	
9/8	Ancient Environments	Pages 228–269 **Blackboard Quiz** **Due by 9:55 am**
9/10	Neolithic Revolution	Pages 42–43, 282–285, & 310–317 **Blackboard Quiz** **Due by 9:55 am**
	Week 4	
9/15	Evolution of Lithic Technology & Flintknapping Demonstration	Pages 318–329
9/17	Flintknapping Workshop	None
	Week 5	
9/22	High Magnification Use-Wear Analysis	Walton 2019 PDF on Blackboard **Blackboard Quiz** **Due by 9:55 am**
9/24	Stonehenge	Pages 126–128, 208–212, 305, 331–335, & 508–509 **Blackboard Quiz** **Due by 9:55 am**

Week 6		
9/29	Old Kingdom Egypt	Pages 98–99, 195–205, 222–227, & 408 **Blackboard Quiz Due by 9:55 am**
10/1	New Kingdom Egypt & King Tut	Pages 66–67
Week 7		
10/6	The Bronze Age Aegean: Minoan Society	Pages 168–169 & 432–433
10/8	The Bronze Age Aegean: Troy & Mycenaean Societies	Pages 160–161 & 420–421
Week 8		
10/13	Student Presentation Day	None
10/15	Student Presentation Day	None
Week 9		
10/20	Roman Empire & Pompeii	Pages 24–25
10/22	**Exam #1**	None
Week 10		
10/27	Ancient Mesoamerica & Teotihuacan	None
10/29	Teotihuacan Continued	Pages 518–527 **Blackboard Quiz Due by 9:55 am**
Week 11		
11/3	**Election Day: No Class**	None
11/5	Aztec Culture & Pyramid Building	Watch *Lost Pyramids of the Aztecs* (2020)
Week 12		
11/10	Origins of Maya Civilization	Pages 144–145, 216–217, & 424–427
11/12	Classic Period Maya Political System & Its Collapse **Travel Guide Project Due Tonight**	Pages 505–506 & Maya PDF on Blackboard **Blackboard Quiz Due by 9:55 am**
Week 13		
11/17	Andean Societies: Chavín de Huántar, Moche, Huari, and Tiwanaku	Pages 178–181, 354–355, & 428–429
11/19	Andean Societies: Inka Empire	Pages 68–69

Week 14		
11/24	**Exam #2**	None
11/26	**Thanksgiving Break: No Class**	None
Week 15		
12/1	Archaeology & The Public	Pages 556–575
12/3	Heritage Management & Archaeology in Media	Pages 576–599
Week 16		
12/8	**No Class (Reading Day)**	
12/10	**Final Exam in Classroom on Thursday: 3:00–5:00 pm**	

Dr. Walton reserves the right to alter this syllabus, including its course calendar as needed throughout the semester. All alterations will be communicated in person during class and online through Blackboard announcements and updated files.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School History **Date** 9/17/2026

Course No. or Level 338 **Title** Archaeology of Mesoamerica

Semester hours 3 Clock hours: Lecture X Laboratory ____

Prerequisites One 100 level history course or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification ____
(proposed change in course title, course description, course content or method of instruction)

substitute ____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate ____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description David Walton

Department Chairperson's/Dean's Signature William R. Babb

Provost's Signature M. Elisa M

Date of Implementation ____

Date of School/Department approval ____

Catalog description: see attached page

Purpose:
1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost. 9/03

Archaeology of Mesoamerica (History 338) Course Proposal

Group B Course

3 credit hours

Prerequisite: 100-level history course or permission of department

Course Description: This course explores the history of urban development and state formation across the landscape of ancient Mesoamerica located south of the United States and north of lower Central America. Students will learn how archaeologists interpret regional settlement patterns, economic systems, societal growth and collapse, household activities, ritual practices, and religious beliefs through the archaeological record. Specific cultural groups covered include, but are not limited to, the Olmec, Maya, Teotihuacan, Zapotec, Mixtec, Aztec, and Tarascan. Credit cannot be received for both HIST 338 and ANTH 338.

Purpose: This new course focus on archaeological developments in an area outside of the United States.

Teaching method planned: This will be a traditional lecture style course.

Textbook: TBD.

Course content: A syllabus is attached.

HIST 338: Archaeology of Mesoamerica

Spring 2026
MWF 11:30 am–12:20 pm
Founders Hall Room 213A

Professor: Dr. David Walton
Email: David.walton@fmarion.edu
Office: Founders Hall 212
Office Phone: 843-661-1376
Office Hours: M & W 12:30–2:30 pm & by appointment

Course Description: This course explores the history of urban development and state formation across the landscape of ancient Mesoamerica located south of the United States and north of lower Central America. Students will learn how archaeologists interpret regional settlement patterns, economic systems, societal growth and collapse, household activities, ritual practices, and religious beliefs through the archaeological record. Specific cultural groups covered include, but are not limited to, the Olmec, Maya, Teotihuacan, Zapotec, Mixtec, Aztec, and Tarascan. Credit cannot be received for both HIST 338 and ANTH 338.

Textbook: TBD

Blackboard and email: You must have access to Blackboard. On this site, I will post the class syllabus, supplemental readings, videos, grades, and announcements for the class. Online quizzes will also be conducted on Blackboard. ***You must check your FMU email and Blackboard regularly*** since these will be the primary methods of communication in this class. Please observe basic email etiquette by including the following in all correspondence: A greeting, body of the email in full sentences, and a salutation with your full name and course information.

Intellectual Respect Statement: This classroom will foster an environment that values the discussion of multiple viewpoints regarding the interpretations of professionally conducted scientific research and its implications for society. Students may not agree with all viewpoints discussed in class. However, students will respect the views of others and discuss their interpretations of course material in a civil and respectful manner. Dr. Walton does not tolerate remarks or discrimination based on age, race, disability, ethnicity, national origin, religion, or sexual orientation.

Attendance and Reading: Students are expected to attend all classes and complete all reading assignments. The class lectures present some material not covered in the texts, while some of the readings also present some material not covered in lectures. Attendance will be taken each day and counted towards your final grade. **Your final grade may be lowered after two absences.**

Class attendees: No other persons are allowed in the classroom other than Dr. Walton, guest contributors invited by the instructor, and registered students. Requests from university faculty and staff may be granted to attend specific classes.

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Artificial Intelligence (AI): The use of AI tools/apps/software for the completion of course assignments is not permitted. If the use of such tools is detected, that assignment will be given a zero with no opportunity for resubmission, and the student will be reported to the department.

Makeup Examinations: None will be given except in the case of a documented illness or emergency. Travel plans do not constitute a valid excuse for missing an exam.

Late Work Policy: Quizzes and Exams may not be completed late. Presentations and papers will be docked one letter grade for each class day they are late (**up to two class days only**).

Plagiarism Statement: Plagiarism will not be tolerated, and Dr. Walton uses tools to detect it. Upon the first detection of plagiarism, the student will receive a formal written warning, while they may also be given an assignment grade of zero for intentional plagiarism. The second case of plagiarism will incur a grade of zero for the assignment and an incident report filed with the university. The third case of plagiarism will incur a failing grade for the course.

Assignment Overview & Grade Breakdown

Category	Description	Points or %
Participation	Class Attendance & Discussion Participation	20%
Quizzes	Weekly Quizzes on Course Readings	20%
Presentation	Mesoamerican Archaeological Site & Method(s) Used	10%
Analysis Paper	Indigenous Archaeological Project Paper (3 pages)	10%
Research Paper	Student's Topic of Choice Research Paper (6–8 pages)	20%
Final Exam	Comprehensive Final Exam	20%
Letter Grades	A: 90–100% B+: 86–89% B: 80–85% C+: 76–79% C: 70–75% D+: 66–69% D: 60–65% F: 59% and below	

Course Calendar

Class Date	Class Description & Assigned Readings/Quizzes	
	Week 1	
1/14	Introductions, Expectations, & Course Overview	Acquire Textbook
1/16	Logistics of Archaeological Research in Mexico	Acquire Textbook
	Week 2	
1/19	**Martin Luther King Jr. Holiday: No Class**	
1/21	Research Design	
1/23	Archaeological Methods	
	Week 3	
1/26	Paleoindian Period in Mesoamerica	**Blackboard Quiz** **Due by 11:30 am**
1/28	Paleoindian Period in Mesoamerica	None
1/30	*First Face of America* (2018)	None
	Week 4	
2/2	Stone Tool Analysis in Mesoamerica	Whittaker Chapter 2 **Blackboard Quiz** **Due by 11:30 am**
2/4	Lithic Workshop	None
2/6	Lithic Workshop	None
	Week 5	
2/9	Archaic Period in Highland Mesoamerica	None
2/11	Archaic Period in Highland Mesoamerica	**Blackboard Quiz** **Due by 11:30 am**
2/13	Archaic Period in Lowland Mesoamerica	**Blackboard Quiz** **Due by 11:30 am**

Week 6		
2/16	The Olmec Civilization	**Blackboard Quiz** **Due by 11:30 am**
2/18	The Olmec Civilization	None
2/20	Student Presentation Day	**Blackboard Quiz** **Due by 11:30 am**
Week 7		
2/23	Student Presentation Day (4)	None
2/25	Preclassic period Maya Civilization	**Blackboard Quiz** **Due by 11:30 am**
2/27	Preclassic Period Maya Civilization	
Week 8		
3/2	Writing Workshop & Research Paper Discussion	None
3/4	Preclassic Period Maya Civilization	
3/6	Preclassic Period Maya Civilization	**Blackboard Quiz** **Due by 11:30 am**
Week 9		
3/9	Classic Period Maya Civilization	**Blackboard Quiz** **Due by 11:30 am**

3/11	Classic Period Maya Civilization **Indigenous Paper Due by 11:59 pm tonight**	None
3/13	Classic Period Maya Civilization	**Blackboard Quiz** **Due by 11:30 am**
	Week 10	
3/16 3/18 3/20	**Spring Break: No Classes**	
	Week 11	
3/23	Formative Period Central Mexico	**Blackboard Quiz** **Due by 11:30 am**
3/25	Terminal Formative Period La Laguna, Mexico	**Blackboard Quiz** **Due by 11:30 am**
3/27	The Early Days of Teotihuacan	None
	Week 12	
3/30	Major Monuments at Teotihuacan	**Blackboard Quiz** **Due by 11:30 am**
4/1	Apartment Compound Research at Teotihuacan	
4/3	Teotihuacan & the Maya Kingdoms	**Blackboard Quiz** **Due by 11:30 am**

Week 13		
4/6	Formative Period in the Oaxaca Valley	**Blackboard Quiz** **Due by 11:30 am**
4/8	The Zapotec State of Monte Alban	**Blackboard Quiz** **Due by 11:30 am**
4/10	The Mixtec Kingdoms	None
Week 14		
4/13	The Tarascan State in West Mexico	**Blackboard Quiz** **Due by 11:30 am**
4/15	Archaeology at Tzintzuntzan, the Tarascan Capital	None
4/17	The Tlaxcallan Republic in Central Mexico	**Blackboard Quiz** **Due by 11:30 am**
Week 15		
4/20	Formation of the Aztec Triple Alliance	None
4/22	Archaeology at the Templo Mayor **Research Paper Due by 11:59 pm tonight**	None
4/24	Colonial Period Research in the Highlands	**Blackboard Quiz** **Due by 11:30 am**
Week 16		
4/27	Colonial Period Research in the Lowlands	
5/1	**Final Exam in Classroom: 11:45 am–1:45 pm**	

Dr. Walton reserves the right to alter this syllabus, including its course calendar as needed throughout the semester. All alterations will be communicated in person during class and online through Blackboard announcements and updated files.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School History **Date** 9/17/2026

Course No. or Level 350 **Title** Archaeology of North America

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites One 100 level history course or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description David Walton

Department Chairperson's/Dean's Signature William R. Babb

Provost's Signature Y. Elena NA

Date of Implementation _____

Date of School/Department approval _____

Catalog description: See attached page

Purpose: 1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost. 9/03

Archaeology of North America (History 350) Course Proposal

Group C Course

Previously taught as HIST 318 in Spring 2026

3 credit hours

Prerequisite: 100-level history course or permission of department

Course Description: This course examines the fundamental principles of archaeological research applied to the study of North American populations spanning the earliest migrations of indigenous peoples to the continent to arrivals of Euro-American colonists. Case studies span all major geographic areas of North America with an emphasis on the Eastern Woodlands. Students will also evaluate how archaeology as a scientific and social practice has evolved through collaborations with indigenous groups, descendant communities, and public stakeholders in compliance with the Native American Graves Protection and Repatriation Act (1990) and Section 106 0f the National Historic Preservation Act (1966).

Purpose: This course will help to broaden the History Department's Archaeology offerings. It will introduce students to how archaeological have used their methods in North America.

Teaching method planned: This will be a traditional lecture style course.

Textbook: Brian M. Fagan, *Ancient North America: The Archaeology of a Continent* 5th Edition (London: Thames and Hudson Limited, 2019).

Course content: A syllabus is attached.

HIST 350: Archaeology of North America

Spring 2026
MWF 11:30 am–12:20 pm
Founders Hall Room 213A

Professor: Dr. David Walton
Email: David.walton@fmarion.edu
Office: Founders Hall 212
Office Phone: 843-661-1376
Office Hours: M & W 12:30–2:30 pm & by appointment

Course Description: This course examines the fundamental principles of archaeological research applied to the study of North American populations spanning the earliest migrations of indigenous peoples to the continent to arrivals of Euro-American colonists. Case studies span all major geographic areas of North America with an emphasis on the Eastern Woodlands. Students will also evaluate how archaeology as a scientific and social practice has evolved through collaborations with indigenous groups, descendant communities, and public stakeholders in compliance with the Native American Graves Protection and Repatriation Act (1990) and Section 106 of the National Historic Preservation Act (1966).

Textbook: Fagan, Brian M. 2019. *Ancient North America: The Archaeology of a Continent – 5th Edition*. London: Thames and Hudson Ltd. ISBN: 9780500293607.

Blackboard and email: You must have access to Blackboard. On this site, I will post the class syllabus, supplemental readings, videos, grades, and announcements for the class. Online quizzes will also be conducted on Blackboard. ***You must check your FMU email and Blackboard regularly*** since these will be the primary methods of communication in this class. Please observe basic email etiquette by including the following in all correspondence: A greeting, body of the email in full sentences, and a salutation with your full name and course information.

Intellectual Respect Statement: This classroom will foster an environment that values the discussion of multiple viewpoints regarding the interpretations of professionally conducted scientific research and its implications for society. Students may not agree with all viewpoints discussed in class. However, students will respect the views of others and discuss their interpretations of course material in a civil and respectful manner. Dr. Walton does not tolerate remarks or discrimination based on age, race, disability, ethnicity, national origin, religion, or sexual orientation.

Attendance and Reading: Students are expected to attend all classes and complete all reading assignments. The class lectures present some material not covered in the texts, while some of the readings also present some material not covered in lectures. Attendance will be taken each day and counted towards your final grade. **Your final grade may be lowered after two absences.**

Class attendees: No other persons are allowed in the classroom other than Dr. Walton, guest contributors invited by the instructor, and registered students. Requests from university faculty and staff may be granted to attend specific classes.

Laptops and Cell Phones: Academic research clearly indicates that laptops are more distracting than helpful for students in college classrooms; thus, I do not permit them. It is more important to think critically about topics in class and write down notes in your own words. **All cell phones must be turned off and placed at the front of the classroom as part of class attendance.**

Artificial Intelligence (AI): The use of AI tools/apps/software for the completion of course assignments is not permitted. If the use of such tools is detected, that assignment will be given a zero with no opportunity for resubmission, and the student will be reported to the department.

Makeup Examinations: None will be given except in the case of a documented illness or emergency. Travel plans do not constitute a valid excuse for missing an exam.

Late Work Policy: Quizzes and Exams may not be completed late. Presentations and papers will be docked one letter grade for each class day they are late (**up to two class days only**).

Plagiarism Statement: Plagiarism will not be tolerated, and Dr. Walton uses tools to detect it. Upon the first detection of plagiarism, the student will receive a formal written warning, while they may also be given an assignment grade of zero for intentional plagiarism. The second case of plagiarism will incur a grade of zero for the assignment and an incident report filed with the university. The third case of plagiarism will incur a failing grade for the course.

Assignment Overview & Grade Breakdown

Category	Description	Points or %
Participation	Class Attendance & Discussion Participation	20%
Quizzes	Weekly Quizzes on Course Readings	20%
Presentation	North American Archaeological Site & Method(s) Used	10%
Analysis Paper	NAGPRA Paper (3 pages)	10%
Research Paper	Student's Topic of Choice Research Paper (6–8 pages)	20%
Final Exam	Comprehensive Final Exam	20%
Letter Grades	A: 90–100% B+: 86–89% B: 80–85% C+: 76–79% C: 70–75% D+: 66–69% D: 60–65% F: 59% and below	

Course Calendar

Class Date	Class Description & Assigned Readings/Quizzes	
	Week 1	
1/14	Introductions, Expectations, & Course Overview	Acquire Textbook
1/16	Archaeological Professions across North America	Acquire Textbook
	Week 2	
1/19	**Martin Luther King Jr. Holiday: No Class**	
1/21	Research Design	Part 1 Chapter 1 Pages 17–39
1/23	Archaeological Methods	None
	Week 3	
1/26	Migration to the Americas	Part 2 Chapter 2 Pages 40–64 **Blackboard Quiz** **Due by 11:30 am**
1/28	Migration to the Americas	None
1/30	*First Face of America* (2018)	None
	Week 4	
2/2	University Closed: Snow Day	Whittaker Chapter 2 **Blackboard Quiz** **Due by 11:30 am**
2/4	Lithic Workshop	None
2/6	Lithic Workshop	None
	Week 5	
2/9	Lithic Analysis & Presentation Project Overview	None
2/11	Post-Clovis Populations of Hunters and Gatherers	Part 2 Chapter 3 Pages 65–85 **Blackboard Quiz** **Due by 11:30 am**
2/13	The Far North & *Inuit Odyssey* (2009)	Part 3 Chapter 4 Pages 87–113 **Blackboard Quiz** **Due by 11:30 am**

Week 6		
2/16	The Mythical Pacific Eden: Californian Coast	Part 3 Chapter 5 Pages 114–135 **Blackboard Quiz** **Due by 11:30 am**
2/18	Student Presentation Day (3)	None
2/20	The Great Basin and Rock Art	Part 3 Chapter 6 Pages 136–157 **Blackboard Quiz** **Due by 11:30 am**
Week 7		
2/23	Student Presentation Day (4)	None
2/25	The Great Plains & Etzanoa	Part 3 Chapter 7 Pages 158–179 **Blackboard Quiz** **Due by 11:30 am**
2/27	NAGPRA	NAGPRA Regulations
Week 8		
3/2	Writing Workshop & Research Paper Discussion	None
3/4	Maize Agricultural Revolution	Part 3 Chapter 9 Pages 200–215
3/6	Native American Ontologies & Pastries!	Ingold (2006) Van Pool & Newsome (2012) Walton (2021) **Blackboard Quiz** **Due by 11:30 am**
Week 9		
3/9	Chaco Canyon	Part 4 Chapter 10 Pages 217–247 **Blackboard Quiz** **Due by 11:30 am**

3/11	Mesa Verde, Hohokam, & Casas Grandes **NAGPRA Paper Due by 11:59 pm tonight**	None
3/13	Archaic Period Eastern Woodlands	Part 3 Chapter 8 Pages 180–199 **Blackboard Quiz Due by 11:30 am**
Week 10		
3/16 3/18 3/20	**Spring Break: No Classes**	
Week 11		
3/23	Early Woodland Period	Part 4 Chapter 11 Pages 248–268 **Blackboard Quiz Due by 11:30 am**
3/25	Middle Woodland Period	Yerkes 2002 **Blackboard Quiz Due by 11:30 am**
3/27	Middle Woodland Period in the Southeast	None
Week 12		
3/30	Mississippian Period	Part 4 Chapter 12 Pages 269–273, 278–281 Emerson et al. (2020) **Blackboard Quiz Due by 11:30 am**
4/1	Cahokia: A North American City?	Part 4 Chapter 12 Pages 274–278
4/3	Cahokia: Beaded Burial Complex & Societal Collapse	Emerson et al. (2016) Zych (2017) **Blackboard Quiz Due by 11:30 am**

Week 13		
4/6	Moundville	Part 4 Chapter 12 Pages 282–285 Baltus and Baires (2020) **Blackboard Quiz Due by 11:30 am**
4/8	Etowah & Spiro	King (2001) **Blackboard Quiz Due by 11:30 am**
4/10	South Carolina in the Mississippian Period	None
Week 14		
4/13	Indigenous Societies in Florida	Part 4 Chapter 12 Pages 286–290 Thompson et al. (2018) Weisman (2003) **Blackboard Quiz Due by 11:30 am**
4/15	Jamestown & Powatan Chiefdom	None
4/17	Algonquians and Iroquoians	Part 4 Chapter 13 Pages 291–309 **Blackboard Quiz Due by 11:30 am**
Week 15		
4/20	South Carolina Historical Archaeology	None
4/22	Johnson's Island Civil War Prison **Research Paper Due by 11:59 pm tonight**	None
4/24	Indigenous Archaeology & Tourism	Cipolla et al. (2019) Van Dyke (2020) **Blackboard Quiz Due by 11:30 am**
Week 16		
4/27	Native American Archaeology in Media	Pyburn (2008)
5/1	**Final Exam in Classroom: 11:45 am–1:45 pm**	

Dr. Walton reserves the right to alter this syllabus, including its course calendar as needed throughout the semester. All alterations will be communicated in person during class and online through Blackboard announcements and updated files.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School History **Date** 9/17/2026

Course No. or Level 399 **Title** Oral History

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites One 100 level history course or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Erica Johnson

Department Chairperson's/Dean's Signature William R. Ball

Provost's Signature V. Elissa Rezat

Date of Implementation _____

Date of School/Department approval _____

Catalog description: see attached page

Purpose:
1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost. 9/03

Oral History (History 399) Course Proposal

Group C Course

Previously taught at HIST 318 in Spring 2022

3 credit hours

Prerequisite: 100-level history course or permission of department

Course Description: This course introduces students to oral history methods and practices, with a focus on the skills applicable to public history projects. The course explores the central contributions and challenges of oral history. Topics addressed in the course include: the narrator-interviewer interaction; the effects of the interview on narrators and interviewers; cross-cultural and cross-class interview dynamics; ethics and legal issues in oral history; digital technology; forms transcription; archival repositories for oral testimonies; securing funding for oral history projects; and the role of the community in the dissemination and reception of oral historical projects. Students will get actual practice in all steps of the process.

Purpose: Oral History is an important tool that historians use to analyze the past. This course will help history majors, history minors, and other interested students acquire an important skill set that can be used in a variety of careers. Students who take History 399 will see how other historians have used oral history but will also get to use it themselves.

Teaching method planned: This will be a traditional lecture style course.

Textbook: None required.

Course content: A syllabus is attached.

HIST 318 – Oral History
T/TH 11:20am-12:35pm – SOBE 158

Professor: Dr. Erica Johnson
Office: CEMC 216
Office Phone: 843-410-1497

Email: ejohnson@fmarion.edu
Student Hours: Thursdays 10:00am-11:00am
and by appointment

Course Description: The goal of this course is to learn the value and process of oral histories.

Readings & videos: You do not need to purchase any materials for this class. All required readings and videos are available on Blackboard. I expect each student to complete ***all*** the assigned materials for the class as they are scheduled. Do not collaborate. If you do not come to class having completed the required materials, I will dismiss you from class.

Student Hours and Appointments: I will have student hours on Thursdays from 10:00am to 11:00am. During these hours, you are free to walk into my office without an appointment to talk with me. I am available to meet with students *by appointment* on Wednesdays and Thursdays. We can meet in person or via Zoom. If you make an appointment with me, you are expected to show up. You should contact me within 15 minutes of your scheduled time if you must miss an appointment (for an excused absence). I will note if you miss an appointment (without an excused absence), and you will be given a warning. If you miss any subsequent appointments, you will lose 20 points off your overall course grade for *each* offense.

Blackboard and email: Please make sure you have access to High-Speed Internet, Microsoft Word, Francis Marion email, and Blackboard. On Blackboard, I will post your syllabus, assignments, quizzes, **grades**, and other information, as well as any announcements for the class (changes in test dates, sickness, etc.) It is imperative that you ***check your email AND Blackboard each weekday*** since these will be the primary methods of communication in this class. Please observe basic email etiquette. All emails should include a greeting, a body with full sentences, and a salutation with your full name.

Technology in the Classroom: This will be a technology-free class. You will not be allowed to use any devices during class (no phones, earbuds, headphones, smart watches, tablets, laptops, etc.). You must silence your phone before class begins so it does not disturb us. If I observe you with a device, for the first offense, I will ask you to place it up front with me (if you refuse, I will dismiss you from class). For the second offense, I will dismiss you for the day. If this happens five times, I will drop you from the class. Please let me know BEFORE class if there are extenuating circumstances to the cell phone policy (family emergencies, etc.). You are not allowed to audio or video record my lectures without first obtaining my permission (and only then with an accommodations letter).

Student Conduct: ***All*** students are required to adhere to the provisions of the FMU student handbook. ***Any*** form of academic dishonesty (cheating, plagiarism, etc.) will ***not*** be tolerated and will result in the student 1) receiving a zero on the assessment for the first offense 2) failing the course for a second offense, and 3) may result in other disciplinary actions against the student by the university. The use of AI (such as ChatGPT or Grammarly) is not acceptable for this class and will be considered academic dishonesty. Collaboration is ***not*** permitted on any assessment and will be considered academic dishonesty. Any online classroom activity which adversely affects the orderly teaching environment will ***not*** be tolerated and will result in the student being removed from the online class and possible other disciplinary actions against the student by the university. The most important principle in this classroom is **RESPECT**: for the historical content, for each other, for the instructor, and for yourself.

Grading and Evaluation:

3 – Response Papers (25 points each)	75 points
1 – Research Report	50 points
1 – Interview Questions	25 points
1 – Signed Interviewee Consent Form	50 points
1 – Signed Student Release Form	50 Points
1 – Interview	200 points
1 – Transcription	100 points
In-Class Participation	100 points
Total Possible Points	***650 points***

Interviews: We will attempt to conduct the interviews during the scheduled class time, but students must understand that they may have to schedule an interview outside of our class time. It is almost impossible to predict how long an interview will last.

Response Papers: For **THREE** of the weeks, you will be assigned specific readings (available on Blackboard). You must submit a written response of approximately 300-750 words for **EACH** of those weeks. (See detailed assignment on Blackboard.) All response papers are due at the beginning of class on the day of the discussion.

Week 1:

August 25 Introduction to the Class

August 27 What Is Oral History?
Read: Pages 1-14 of "An Oral History of Our Time" and pages 8-9 and 42-43 of *The Smithsonian Folklife and Oral History Interviewing Guide*
Watch: "What is Oral History?"

Week 2:

September 1 Memory and Oral History ***Response Paper 1***
Read: Pages 14-28 and 33-34 of "An Oral History of Our Time" and pages 122-129 of "Using Oral History in Research and Writing"

September 3 Researching for Interviews
Read: Pages 73-78 of "Conducting Interviews"

Week 3:

September 8 Writing Interview Questions
Read: Pages 80-95 of "Conducting Interviews" and pages 22-27 of *The Smithsonian Folklife and Oral History Interviewing Guide*

September 10Interviewing Technology ***Response Paper 2***

Read: Pages 137-142 of "Video Oral History," "Audio or Video Recording Oral History: Questions, Decisions," and "Uninvited Guests, or Zoom Bombing the Oral History Interview"

Week 4:

September 15Scheduling an Interview and Building a Rapport

Read: USC Aiken Inclusive Language Guide, Process Guide on Blackboard

September 17 Conducting an Interview

Read: Pages 95-102 of "Conducting Interviews," "Principles for Oral History and Best Practices for Oral History," and pages 12-27 of *The Smithsonian Folklife and Oral History Interviewing Guide*

Week 5:

September 22 Interviewing Practice with Special Guest

September 24 Transcription and Follow Up

Read: Pages 1-2 and 4-7 of "Guide to Transcribing and Summarizing Oral Histories" and example transcript on Blackboard

Week 6:

September 29 Repositories and Legal/Ethical Concerns ***Response Paper 3***

Read: Pages 161-167 of "Preserving Oral History in Archives and Libraries," "What Do You Think You Own" and "Oral History Research Excluded from IRB Oversight"

October 1 Using Oral Histories

Read: Pages 110-122 and 132 of "Using Oral History in Research and Writing" and pages 254-264 of "Presenting Oral History"

Week 7-15:

Research report and interview questions must be completed for scheduling an interview.

Schedule and conduct (in consultation with the professor) between October 6 to November 19

Submit all materials (signed forms and transcription) to Blackboard by 5:00pm on Friday, December 11.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School History **Date** 9/17/2026

Course No. or Level 410 **Title** Archaeological Method and Theory

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites One 100 level history course or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description David Walton

Department Chairperson's/Dean's Signature William R. Ball

Provost's Signature V. Alison Doyle

Date of Implementation _____

Date of School/Department approval _____

Catalog description: See attached page

Purpose: 1. For Whom (generally?)
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost. 9/03

Archaeology of North America (History 350) Course Proposal

Group C Course

This course has not been taught before

3 credit hours

Prerequisite: 100-level history course or permission of department

Course Description: This class provides an in-depth study of the methodological and theoretical foundations of archaeology. After gaining a foundation in the intellectual history of archaeology, students will learn and apply processes of archaeological reasoning to contemporary cases studies of ancient and historical societies around the world. Students will also gain practical project-based experience in geographic information systems (GIS), field survey design, and artifact analysis and curation.

Purpose: This course will serve as the new capstone for History Majors on the Public History and Archaeology Track. The previous capstone, History 420, was a six-credit course. It became tough to justify running a six-credit course with six or fewer students. This new course will broaden the History Department's Archaeology offerings. It will introduce students to theories and practices that are used by archaeologists across the world.

Teaching method planned: This will be a traditional lecture style course.

Textbook: Colin Renfrew, Paul Bahn, and Elizabeth DeMarrais, *Archaeology: Theories, Methods, and Practice 9th Edition* (London: Thames and Hudson Limited, 2024).

Course content: A syllabus is attached.

HIST 410: Archaeological Method & Theory

Fall 2026
TTH 12:45–2:00 PM
School of Business & Education: Room 158

Professor: Dr. David Walton Office Phone: 843-661-1376
Email: David.walton@fmarion.edu Office Hours: MW 11:00 am–1:00 pm & by appointment
Office: Cauthen Educational Media Center (CEMC) Room 220

Course Description: This class provides an in-depth study of the methodological and theoretical foundations of archaeology. After gaining a foundation in the intellectual history of archaeology, students will learn and apply processes of archaeological reasoning to contemporary case studies of ancient and historical societies around the world. Students will also gain practical project-based experience in geographic information systems (GIS), field survey design, and artifact analysis and curation.

Prerequisites: One 100-level history course or permission of the department.

Required Textbook: Renfrew, Colin, Paul Bahn, and Elizabeth DeMarrais. 2024. *Archaeology: Theories, Methods, & Practice- 9th Edition*. Thames & Hudson Ltd.
ISBN: 978-0-500-84998-9. No Online Access Codes Required.

Blackboard and email: You must have access to Blackboard. On this site, I will post the class syllabus, supplemental readings, videos, grades, and announcements for the class. Online quizzes will also be conducted on Blackboard. ***You must check your FMU email and Blackboard regularly*** since these will be the primary methods of communication in this class. Please observe basic email etiquette by including the following in all correspondence: A greeting, body of the email in full sentences, and a salutation with your full name and course information.

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Class attendees: No other persons are allowed in the classroom other than Dr. Walton, guests invited by Dr. Walton, and registered students. Requests from university faculty and staff may be granted to attend specific classes.

Attendance and Reading: Students are expected to attend all classes and complete all reading assignments prior to the start of respective classes. The class lectures present some material not

covered in the texts, while some of the readings also present some material not covered in lectures. Attendance will be taken each day and counted towards your final grade. **Your final grade may be lowered after two absences.**

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Makeup Examinations: None will be given except in the case of a documented illness or emergency. Travel plans do not constitute a valid excuse for missing an exam.

Late Work Policy: Presentations will be docked one letter grade for each class day they are late (**up to two class days only**).

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Assignment Overview & Grade Breakdown

Category	Description	Points or %
Participation	Class Attendance & Discussion Participation	30%
Group Projects	Fieldwork Days & Mapping Projects	30%
Presentation	10-Minute Presentation on Artifact Class Analysis & Curation	10%
Presentation	20-Minute Presentation on Theory Application in Archaeology	20%
Final Exam	Final Exam	10%
Letter Grades	A: 90–100% B+: 86–89% B: 80–85% C+: 76–79% C: 70–75% D+: 66–69% D: 60–65% F: 59% and below	

Course Calendar

Class Date	Class Description & Assigned Readings	
	Week 1	
8/25	Introductions, Expectations, & Course Overview	Acquire Textbook
8/27	Archaeology as Science, History, & Anthropology	Pages 12–18
	Week 2	
9/1	Intellectual History & Theoretical Lenses	Pages 30–49
9/3	Cultural Resource Management & SC ArchSite	King 2004:8–33
	Week 3	
9/8	GIS, Survey, & Mapping Methods	Pages 76–111
9/10	Fieldwork at Clarke Cemetery	Trinkley et al. 1993
	Week 4	
9/15	Fieldwork at Clarke Cemetery	None
9/17	Fieldwork at Clarke Cemetery	None
	Week 5	
9/22	Natural Formation Processes	Pages 56–75
9/24	Soil Analysis for Archaeological Research	INDOT Virtual Chat
	Week 6	
9/29	Social Organization	Pages 178–197
10/1	Ancient Technologies	Pages 334–361
	Week 7	
10/6	Witherspoon Island Tour & Survey Plan	Fogle 2015 (Optional)
10/8	Artifact Analysis & Curation Presentations	None
	Week 8	
10/13	Fieldwork at Witherspoon Island	None
10/15	Fieldwork at Witherspoon Island	None
	Week 9	
10/20	Fieldwork at Witherspoon Island	None
10/22	Fieldwork at Witherspoon Island	None
	Week 10	
10/27	Fieldwork at Witherspoon Island	None
10/29	Fieldwork at Witherspoon Island	None
	Week 11	
11/3	**Election Day: No Class**	None
11/5	Trade & Exchange	Pages 362–395

Week 12		
11/10	Artifact Washing, Analysis, & Curation	None
11/12	Artifact Washing, Analysis, & Curation	None
Week 13		
11/17	Bioarchaeology	Pages 440–467
11/19	Bioarchaeology	Pages 468–485
Week 14		
11/24	Group Project & Presentation Consultation Day	None
11/26	**Thanksgiving Break: No Class**	None
Week 15		
12/1	Theory Presentations	None
12/3	Theory Presentations	None
Week 16		
12/8	**No Class (Reading Day)**	
12/10	**No Class**	
Week 17		
12/14	**Final Exam in Classroom on Monday from 8:30–10:30 am**	

Dr. Walton reserves the right to alter this syllabus, including its course calendar as needed throughout the semester. All alterations will be communicated in person during class and online through Blackboard announcements and updated files.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__ New Course ____ Modification

Department/School: Mass Comm/Liberal Arts **Date**: 8-21-26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: MCOM430 **Title** : Media and Communication in Africa

Semester hours: 3 Clock hours: Lecture: X

Prerequisites: None

Enrollment expectation: 20

Indicate any course for which this course is a (an):

Modification NA
(proposed change in course title, course description, course content or method of instruction)

Substitute NA
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate NA
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Layire Diop

Department Chairperson's/Dean's Signature: Stan Piel

Provost's Signature: J. Elisa DA

Date of Implementation: _____

Date of School/Department approval: _____

Catalog description

This course explores the development and role of media across Africa, with emphasis on journalism, broadcasting, film, and digital communication. Students examine how media institutions, technologies, and practices have been shaped by Africa's historical, political, cultural, and economic environments. Attention is given to media representation, ownership, regulation, press freedom, political communication, popular culture, and emerging digital platforms.

Purpose of the Course

1. For Whom (generally)

The course is designed for undergraduate students interested in Africa, media, communication, journalism, culture, politics, and related fields. It introduces students to African media systems while developing their ability to critically interpret media content and understand the forces that shape media production and consumption.

2. What should the course do for the students?

Students should leave the course with a broader and more informed understanding of African media and with the analytical skills needed to evaluate how media influence public discourse, cultural identity, political participation, and perceptions of Africa. The course also encourages students to examine African media from African perspectives and to recognize the diversity of media experiences across the continent.

Teaching Method Planned

The course will combine lectures with discussion, guided media analysis, screenings, case studies, student presentations, and research-based activities. Class sessions will regularly incorporate examples drawn from African newspapers, radio and television programs, films, digital platforms, podcasts, and social media.

Students will be expected to participate actively in discussions and to apply concepts introduced in class to actual media content. Country-based case studies and comparative analysis will allow students to examine differences among African media systems and to connect theoretical concepts with contemporary media practices.

Textbook and Materials Planned

The primary textbook will be:

Oyedemi, Toks Dele, and René A. Smith, eds. *Media in Africa: Issues and Critiques*. Routledge, 2024.

The textbook will provide the principal readings for the course, allowing students to use a single required book throughout the semester.

Additional instructional materials will consist of selected African news stories, media reports, documentaries, podcasts, films, and digital and social media examples made available through the course learning-management system or university library resources. These materials

will be used to connect the textbook's concepts to current and historical examples of African media.

Course Content

The course begins with an examination of communication practices in Africa before and during colonialism and then considers the development of African media institutions following independence. Major areas of study include the historical development of the African press, state and commercial broadcasting, media ownership and political economy, press freedom, censorship, and media regulation.

The course also examines radio, television, film, and popular culture, including the growth of African film industries and new streaming platforms. A substantial portion of the course focuses on digital communication, mobile media, social media, online publics, and digital activism.

Students will further explore how African and international media portray Africa, including issues of framing, stereotypes, identity, gender, and competing narratives. The course concludes with contemporary challenges and opportunities facing African media, including misinformation, conflict reporting, digital transformation, podcasting, streaming, youth media production, and artificial intelligence in journalism.

Please consult the attached syllabus for more details.

Sample syllabus

MEDIA AND COMMUNICATION IN AFRICA

Semester: Spring 2027
Meeting time: Tuesday and Thursday from 9:55 am to 11:10 am
Room: TBD
Professor: Dr. Layire Diop

COURSE DESCRIPTION

This course examines the development, structure, content, and influence of media and communication in Africa. Grounded in media and communication studies, the course explores how African media systems have evolved from traditional and indigenous forms of communication through colonial and postcolonial journalism, broadcasting, film, and contemporary digital media.

Students examine how media operate within African political, cultural, economic, and social contexts, with particular attention to journalism, media ownership, press freedom, censorship, political communication, popular culture, media representation, digital communication, social media activism, and emerging technologies.

The course emphasizes the diversity of African media environments and challenges the tendency to treat Africa as a single homogeneous media system. Through country case studies, news analysis, media criticism, documentaries, digital media, and research projects, students examine how Africans produce, consume, interpret, and use media.

The course also considers how African media contribute to the production of knowledge about Africa and how African media practitioners and audiences challenge dominant international representations of the continent.

COURSE OBJECTIVES

- Examine the historical development of media and communication systems in Africa.
- Analyze African journalism, broadcasting, film, and digital media within their political, cultural, and social contexts.
- Examine media ownership, regulation, press freedom, censorship, and ethics in selected African countries.
- Analyze how African media represent identity, culture, gender, conflict, and social change.
- Evaluate the role of digital and social media in African political participation, activism, and public discourse.
- Apply media theories and research methods to critically analyze African media content and institutions.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Identify major characteristics of African media systems and communication traditions.
- Compare media environments across different African countries.
- Analyze African media content using appropriate media concepts and critical frameworks.
- Evaluate issues of media freedom, ownership, regulation, ethics, and representation.

- Assess the role of digital and social media in African societies.
- Conduct and present research on a contemporary African media issue.

REQUIRED TEXTBOOK

Oyedemi, Toks Dele, and René A. Smith, eds. Media in Africa: Issues and Critiques. Routledge, 2024.

This textbook is the sole required book for the course. All assigned textbook readings listed in the weekly schedule are drawn from this volume. Additional current media materials may be provided by the instructor at no cost to students.

ASSIGNMENTS

ASSIGNMENT: Media Analysis Briefs – 20%

Students will complete four short media analysis briefs. Each brief will analyze an African media artifact such as a newspaper article, television news report, radio program, documentary, film, social media campaign, podcast, or digital news story. Each brief will identify the producer, target audience, central message, sources, framing, language, representation, and relevant social or political context. Each brief will be approximately two pages.

ASSIGNMENT: African Media System Case Study – 20%

Students will select one African country and investigate its media system, including major media organizations, newspapers and digital news, radio and television, ownership, regulation, press freedom, journalism culture, internet and mobile access, social media, and major challenges facing journalists. Students will give a 10–12 minute presentation and submit a 4–5 page analytical report.

ASSIGNMENT: Comparative Media Analysis Project – 25%

Students will select an issue involving Africa and compare how it is represented by an African media organization and a major international or Western media organization. Analysis will address story selection, headlines, sources, images, language, framing, context, perspectives represented, and perspectives omitted. Length: 6–7 pages, with a brief class presentation.

ASSIGNMENT: Final African Media Research Project – 35%

Students will conduct an original research project examining a significant African media or communication issue. Written research projects will be 8–10 pages and use at least eight scholarly sources. An approved multimedia project must include a substantial media product, a 4–5 page analytical paper, and scholarly sources. Final projects will be presented during the final weeks of the semester.

GRADING

Assignment	Percentage
Media Analysis Briefs	20%
African Media System Case Study	20%
Comparative Media Analysis Project	25%
Final African Media Research Project	35%
TOTAL	100%

TENTATIVE SCHEDULE

WEEK 1 — INTRODUCTION: STUDYING MEDIA IN AFRICA

Topics: What is media studies? What do we mean by African media? Diversity of African media environments; media, society, culture, and power; challenging the "single story" of Africa.

Required Reading: Introduction, "Media in Africa: Key Issues."

WEEK 2 — AFRICAN COMMUNICATION BEFORE COLONIALISM

Topics: Oral communication; storytelling; griots and oral historians; indigenous communication systems; language and communication; continuities between traditional and contemporary media.

Required Reading: Introduction, "Media in Africa: Key Issues." Instructor-selected passages will connect the text's discussion of African media to traditional communication practices.

WEEK 3 — COLONIALISM AND THE AFRICAN PRESS

Topics: Colonial media systems; missionary presses; colonial newspapers; media and colonial power; journalism and resistance; nationalist journalism.

Required Reading: Chapter 5, "Decolonizing Journalism Education in South Africa."

The chapter provides a decolonial entry point for examining colonial legacies and the continued influence of colonial knowledge structures on African journalism education and practice.

ASSIGNMENT: Media Analysis Brief #1 due.

WEEK 4 — INDEPENDENCE AND THE DEVELOPMENT OF AFRICAN MEDIA SYSTEMS

Topics: Nation-building; state-controlled media; public broadcasting; one-party states and media; journalism after independence; media reform and liberalization.

Required Reading: Chapter 3, "Media for Citizens in Africa: From Nollywood and Naspers to Public Access."

WEEK 5 — MEDIA OWNERSHIP AND POLITICAL ECONOMY

Topics: Media ownership; public vs. private media; media concentration; telecommunications; foreign investment; transnational media companies; political economy.

Required Reading: Chapter 4, "Ownership and Market Trends in Telecoms."

Required Reading: Chapter 3, "Media for Citizens in Africa: From Nollywood and Naspers to Public Access."

WEEK 6 — PRESS FREEDOM, CENSORSHIP, AND REGULATION

Topics: Freedom of expression; media laws; government regulation; journalist safety; censorship; internet shutdowns.

Required Reading: Chapter 6, "Internet Shutdowns in Africa: Triggers and Rationalisation."

Required Reading: Chapter 7, "Media Censorship in East Africa during Elections."

ASSIGNMENT: Media Analysis Brief #2 due.

WEEK 7 — RADIO AND COMMUNITY MEDIA

Topics: Radio's importance in Africa; community radio; rural audiences; development communication; African-language broadcasting; radio and civic participation.

Required Reading: Chapter 8, "African Public Sphere Discourse: Culture and Community Radio."

WEEK 8 — TELEVISION AND AFRICAN BROADCASTING

Topics: Public and commercial broadcasting; satellite television; Pan-African television; television audiences; global television networks; changing African broadcasting environments.

Required Reading: Chapter 3, "Media for Citizens in Africa: From Nollywood and Naspers to Public Access."

Required Reading: Chapter 4, "Ownership and Market Trends in Telecoms."

ASSIGNMENT: African Media System Case Study presentations and reports due.

WEEK 9 — AFRICAN FILM, POPULAR CULTURE, AND MEDIA INDUSTRIES

Topics: Nollywood; African cinema; music videos; streaming platforms; popular culture; African cultural identity and media.

Required Reading: Chapter 9, "Historical Overview of the Nigerian Film Industry."

ASSIGNMENT: Media Analysis Brief #3 due.

WEEK 10 — DIGITAL MEDIA AND THE AFRICAN PUBLIC SPHERE

Topics: Mobile phones; internet access; social media; digital journalism; online publics; digital divides; digital coloniality.

Required Reading: Chapter 2, "Africa and Digital Coloniality."

WEEK 11 — SOCIAL MEDIA, ACTIVISM, AND POLITICAL PARTICIPATION

Topics: Social movements; hashtag activism; youth and digital culture; citizen journalism; political participation; African digital movements.

Required Reading: Chapter 2, "Africa and Digital Coloniality."

Required Reading: Chapter 3, "Media for Citizens in Africa: From Nollywood and Naspers to Public Access."

ASSIGNMENT: Comparative Media Analysis due.

WEEK 12 — REPRESENTING AFRICA: AFRICAN AND INTERNATIONAL MEDIA

Topics: Framing; stereotypes; Afro-pessimism; "single story" narratives; African counter-narratives; who gets to tell Africa's story?

Required Reading: Chapter 10, "Immigration, Nationalism, and Political Positionalities in South Africa."

ASSIGNMENT: Media Analysis Brief #4 due.

WEEK 13 — GENDER, IDENTITY, AND REPRESENTATION

Topics: Gender representation; identity; inclusion and exclusion; media and cultural identity; representation in African news and popular media.

Required Reading: Chapter 11, "The Nation, the Press and Homosexuality: Framing National Identity in Uganda."

Required Reading: Chapter 12, "Queering the Game: Policy, Power and the Mediation of Intersex Athletes in Sub-Saharan Africa."

WEEK 14 — CONFLICT, CRISIS, MISINFORMATION, AND MEDIA

Topics: Conflict journalism; hate speech; misinformation and disinformation; peace journalism; journalism ethics; media during political and social crises.

Required Reading: Chapter 6, "Internet Shutdowns in Africa: Triggers and Rationalisation."

Required Reading: Chapter 7, "Media Censorship in East Africa during Elections."

ASSIGNMENT: Final African Media Research Project presentations begin.

WEEK 15 — THE FUTURE OF AFRICAN MEDIA

Topics: Artificial intelligence; digital journalism; podcasting and streaming; youth media entrepreneurship; African media innovation; future directions in African journalism and communication.

Required Reading: Chapter 2, "Africa and Digital Coloniality."

Course synthesis: Students connect themes from the semester to emerging issues in African media.

ASSIGNMENT: Final African Media Research Project presentations continue.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: __☑__ New Course __ Course Modification

Department/School Department of Physics and Engineering **Date** 09/24/2026

Course No. or Level PHYS 305 **Title** Intermediate Computational and Mathematical Methods

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites: 220 and MATH 202

Enrollment expectation: 10 students

Indicate any course for which this course is a (an)

modification_____

(proposed change in course title, course description, course content or method of instruction)

substitute_____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate_____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Hunter Sims

Department Chairperson's/Dean's Signature: _____

Provost's Signature: _____

Date of Implementation: Spring 2027

Date of School/Department approval: 9/24/26

Catalog description:

305 Intermediate Applied Mathematical Methods (3) (Prerequisite: 220 or permission of the department) S. An introduction to mathematical concepts and techniques useful in upper-level physics courses, with a focus on the application of these methods to physical behavior. Topics include complex numbers, matrix operations, partial derivatives, and special functions, as well as the implementation of their implementation in numerical packages such as scipy.

Purpose:

1. For Whom (generally?)

   Computational and Health Physics students and others with an interest in physics

2. What should the course do for the student?

   The course does not replace the presentation of these topics within the required MATH courses but helps ensure that students have been exposed to specific applications of mathematical concepts that otherwise must be separately covered within intermediate and upper-level physics courses. This course should help alleviate the need to teach specific methods in these advanced courses, allowing more time for mastery and for exploration of topics with more direct connection to the students' future careers and/or graduate school education.

Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic/multimedia):

Riley, K.F., Hobson, M.P., and Bence, S.J., *Mathematical Methods for Physics and Engineering*, 3rd Edition, Cambridge University Press, 2006.

Course Content:

This course gives students the opportunity to solidify their understanding of intermediate and advanced mathematical techniques as they are applied in physics. Students will learn how to work with numbers in the complex plane, how to apply multi-variable calculus to problems in mechanics and electromagnetism, how special functions (sine and cosine but also Hermite, Legendre, and Laguerre polynomials; Bessel functions; and Airy functions) are used to solve important equations in physics, and the basics of matrices and linear operators. Other mathematical techniques may be introduced as appropriate. In all cases, students will gain experience not only with the analytical, "pencil-and-paper" application of these methods but with their use in scientific computing and numerical simulations.

PHYS 305 – Intermediate Applied Mathematical Methods

Course Syllabus

Course Description

An introduction to mathematical concepts and techniques useful in upper-level physics courses, with a focus on the application of these methods to physical behavior. Topics include complex numbers, matrix operations, partial derivatives, and special functions, as well as the implementation of their implementation in numerical packages such as scipy.

Required Materials

Riley, K.F., Hobson, M.P., and Bence, S.J., *Mathematical Methods for Physics and Engineering*, 3rd Edition, Cambridge University Press, 2006.

Access to software for developing Python code and/or Jupyter Notebooks (e.g., Visual Studio Code)

Learning Goals

By the end of this course, the student will be able to

- Identify important topics in physics research
- Locate, understand, and properly cite scientific journal articles
- Identify fields and/or careers in physics / applied physics that they might pursue

ADA Statement

If you have a disability that qualifies you for academic accommodations, I am happy to accommodate you. The Office of Counseling and Testing will provide me with a letter listing your needs, but please come talk to me about how we can implement them in the context of this class. More information can be found in the Student handbook.

Academic Integrity

All work must be the sole product of each student's brain and effort (in other words, all cheating or plagiarism will be reported and handled as detailed in the Student Handbook). **The use of language models or other "AI" tools (unless explicitly allowed or assigned) is Academic Dishonesty and will be reported.** For my part, I will not discriminate against any student for any reason and will make any reasonable accommodation necessary to meet a student's needs. No discriminatory or hostile behavior toward fellow students will be tolerated. If you experience or witness discriminatory, abusive, or other unwanted behavior, you should contact me, the Title IX Coordinator, the Vice President of Student Affairs, or other appropriate authorities.

List of topics (subject to change)

1. Complex Numbers and Hyperbolic Functions
2. Partial Derivatives
3. Multiple Integrals
4. Vector algebra
5. Vector calculus (gradient, divergence, curl)
6. Matrix algebra
7. Fourier Series
8. Special Functions and Partial Differential Equations

Grade Information

A	90+
B+	86 - 89
B	80 - 85
C+	76 - 79
C	70 - 75
D+	66 - 69
D	60 - 65
F	<60

Attendance and Participation	10%
Homework	10%
Homework "Defense"	20%
Exams	30%
Final	30%

Attendance and Participation: Attendance of all sessions is expected. If you must miss a class session, **you must contact me before 5:00 PM on the day of your absence to be excused.**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ____ New Course __☑__ Course Modification

Department/School Department of Physics and Engineering **Date** 09/28/2026

Course No. or Level PHYS 220 **Title** Computational and Mathematical Methods for Physics and Engineering

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites: PHYS 201

Enrollment expectation: 60 students

Indicate any course for which this course is a (an)

modification PHYS 220

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Larry Engelhardt

Department Chairperson's/Dean's Signature: _____

Provost's Signature: _____

Date of Implementation: Fall 2027

Date of School/Department approval: 9/24/26

Catalog description:

220 Computational and Mathematical Methods for Physics and Engineering (3) (Prerequisite: 201) F. An introduction to the applied mathematical and computational tools used in physics and engineering. Students will use both analytical ("pencil and paper") and numerical methods (e.g., Python) to obtain solutions to a wide variety of physics problems, including motion with air resistance, oscillations, nuclear decay, planetary motion, and circuit analysis. Methods used will include finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, analytical and numerical solutions for coupled algebraic equations, and the use of both symbolic packages and numerical methods for computing derivatives and integrals. Students will learn to debug code, to understand the effects of discretization on numerical precision and accuracy, and to recognize the limitations of different numerical techniques. Students will also learn basic data analysis, including visualization and modeling skills, and gain experience with code development tools (e.g., Visual Studio Code) and collaboration tools (e.g., GitHub).

Purpose: 1. For Whom (generally?)

Computational, Health Physics, Mechanical Engineering, and Industrial Engineering students and others with an interest in physics.

2. What should the course do for the student?

The course does not replace the presentation of these topics within the required MATH courses but helps ensure that students have been exposed to specific applications of mathematical concepts that otherwise must be separately covered within intermediate and upper-level physics courses. This course should help alleviate the need to teach specific methods in these advanced courses, allowing more time for mastery and for exploration of topics with more direct connection to the students' future careers and/or graduate school education.

Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic/multimedia):

No specific textbook is required, but reading assignments will come from an assortment of resources including:

- *Python Data Science Handbook*
- *Think Python – How to Think Like a Computer Scientist*
- *Introduction to Python Programming (OpenStax)*
- *Programming for Computations – Python: A Gentle Introduction to Numerical Simulations with Python 3.6*
- *A Primer on Scientific Programming with Python*
- *Getting Started with Python*
- *Python for Everyone*
- *A Visual Introduction to Python*

Course Content:

This course covers applied mathematical and computational tools used in physics and engineering such as finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, analytical and numerical solutions for coupled algebraic equations.

Syllabus:

Physics 220 – Computational and Mathematical Methods for Physics and Engineering, Fall 2027

Instructor: Dr. Larry Engelhardt · **Email:** lengelhardt@fmarion.edu
Office: 103B Leatherman Science Facility · **Phone:** 661-1452
Office Hours: [to be set for Fall 2027]

Additional office meeting times will ***happily*** be arranged by contacting me via phone or email (both given above), and if I'm free at other times, I will be happy to talk with you.

Course objectives

In this course you will:

- learn to use various computational tools and methods,
- learn – and practice – basic computer programming skills,
- apply these skills to the analysis of several physical phenomena,
- demonstrate your skills through brief quizzes, and
- generate code & results that you will describe and defend in brief oral defenses.

How you will show what you have learned

Every major topic in this course comes with an assignment, a quiz, and an oral defense. The reason is simple: the work you turn in cannot, by itself, show that you understand it or could do it again. So for each topic:

1. **Assignment.** You write code outside of class to obtain numerical results describing a physical phenomenon, and submit your code and results electronically.
2. **Quiz.** In class, you show that you can do the same kind of task by yourself, without outside help.
3. **Oral defense.** You meet with me and explain what your code does, how it works, why it works, and what your results mean. I will ask you about specific lines: what does this line do, and why did you write it that way? Each oral defense is a 5-minute meeting, and it must take place by the posted deadline: normally the Friday after the assignment is due. Sign up for a meeting through Microsoft Bookings (the link is on Blackboard); meetings must be booked by 5 PM the day before. **Your grade for an assignment is based on this meeting, not only on what you submit.**

Assignments and grading

- 5% – In-class programming activities (due at the end of the class period)
- 10% – Reading Assignments (due at 8 AM before class)
- 25% – Quizzes (approximately weekly, Pass / Not Pass)
- 25% – Assignments & Oral Defenses (due approximately every week)
- 5% – Assignment Progress Checks
- 10% – Midterm Exam
- 5% – Cumulative end-of-semester portfolio (includes all Assignments)
- 15% – Final Exam

Final grades

Your final grade will be based on your total score as described above. If you earn one of the percentages shown below, you will receive the grade written on its right.

90%: A · 85%: B+ · 80%: B · 75%: C+ · 70%: C · 65%: D+ · 60%: D

Course website

https://fmarion.blackboard.com. Assignments are posted on Blackboard and submitted electronically in your own OneDrive folder.

Course software

- **Python, in Trinket (Weeks 1–8).** Trinket is a free online programming environment. It has no AI tools, so the code you write there is your own. All quizzes are taken in Trinket.
- **Microsoft Excel (all semester).** Excel is not part of the assignments or quizzes, but we will use it regularly as a second way to see how computing works. A spreadsheet shows every step of an iterative calculation, one row per step, so you can watch the variables being updated. Excel is free to download for FMU students; installation instructions are on Blackboard.
- **VS Code, GitHub, and GitHub Copilot (from about Week 9).** In the second half of the semester you will write code in VS Code, a professional code editor, with GitHub Copilot's code completions, and you will start keeping your code on GitHub. Copilot is free for students through GitHub Education, but verification can take a few days, so you will sign up around Week 7.
- **OpenAI Codex (end of semester),** using OpenAI's limited free student access, for the final assignment.
- **Jupyter Notebooks (end of semester).** We will also look at Jupyter Notebooks, another widely used way to write and share Python code.

The following code libraries will be used throughout the semester: numpy, matplotlib, scipy, pandas, sympy, vpython, scikit-learn, and numba.

Additional resources

There is not a required textbook, but you will have several reading assignments throughout the semester that will be distributed through the online platform Perusall. There is a fee of $5 to use Perusall. This will need to be paid within 2 weeks from the start of the semester, either online or through the bookstore.

These books are available on Blackboard and through Perusall and will be used for Reading Assignments:

- *Python Data Science Handbook*
- *Think Python – How to Think Like a Computer Scientist*
- *Introduction to Python Programming (OpenStax)*
- *Programming for Computations – Python: A Gentle Introduction to Numerical Simulations with Python 3.6*
- *A Primer on Scientific Programming with Python*
- *Getting Started with Python*
- *Python for Everyone*
- *A Visual Introduction to Python*

You will also need:

- A notebook/binder to take notes.
- A way to back up your work. Use a "cloud" resource such as OneDrive, Google Drive, Dropbox, etc.

Ideas that run through the whole course

- **Algorithms that loop.** Many of the problems we solve use the same pattern: set up the starting state, then repeat a step that updates the variables. You will see it first in the Riemann sum, then in the space elevator, the simulation of falling objects, and the Monte Carlo simulation of nuclear decay.

- **Convergence.** Again and again we will ask: do the results converge? What happens as you use more rectangles, more blocks, a smaller time step, or more atomic nuclei?
- **Debugging.** Every program has errors at first. You will learn to read error messages and use the debugger to find and fix problems. This is a skill that is assessed on quizzes.

Course schedule

Weeks are approximate. Due dates will be posted on Blackboard.

Week	Assignment	Computer science	Physics	Also in class
1	1. Python as a calculator	Variables, the assignment operator, arithmetic, NumPy functions	Evaluating any physics equation	Excel
2	2. Computing, plotting & saving data	Arrays (linspace), computing with arrays, formatted plots; saving data to a file (savetxt) and loading it (loadtxt)	Any function y(x)	Excel
3	3. The Riemann sum	Loops and iteration: initializing, updating, summing; debugging	Integrals	quad (numerical integration); sympy (symbolic math)
4	4. Three ways to build an array	Array indices; timing code; formatted printing	Any function	Excel
5–6	5. The space elevator	An algorithm that loops, with arrays; saving results for several parameter values to files, then loading them to plot	Statics: free-body diagrams, universal gravitation, centrifugal force, stress	Convergence
7	6. Falling with air resistance	The Euler algorithm for coupled ODEs	Dynamics: net force, Newton's 2nd law, drag	Euler–Cromer; sign up for GitHub Education
8	7. Falling from the upper atmosphere	Writing and calling functions; if-statements	Air density that changes with altitude	2D motion & orbits, subplots, Runge–Kutta
9	**Midterm exam**			**Start using VS Code, GitHub & Copilot**
9–10	8. Curve fitting	Loading data (loadtxt, and from Excel with pandas); plotting data with a theory curve; curve_fit	Fitting nuclear decay data (half-life)	Least squares; contour plots
11	9. Monte Carlo nuclear decay	Random numbers & probabilities; if-statements; nested loops	Parent → daughter → granddaughter decay	Log plots; Numba
12	10. Fourier transforms	Fast Fourier Transform (FFT)	Frequencies in measured motion	Series expansions; animations

Week	Assignment	Computer science	Physics	Also in class
13–14	11. Root finding	Root finding with multiple solutions; if-statements; using Codex	Projectile motion over hilly terrain	
Last days	Portfolio, final quiz retakes, review			Machine learning; connecting to the HPC cluster; Jupyter Notebooks
Finals week	**Final exam**			

Topics in detail

1. Python as a calculator. You will store numbers in variables using the assignment operator, do arithmetic with those variables (including raising to a power), and use mathematical functions from NumPy. The physics can be any equation: the skill is evaluating a formula with variables.

2. Computing, plotting & saving data. You will create an array of evenly spaced values for the independent variable using NumPy's linspace function, compute an array for the dependent variable, and make a properly formatted plot, with the independent variable on the x-axis. You will also save the data to a file as columns of numbers with NumPy's savetxt function, and load it back with loadtxt. For any non-trivial computation, you want the actual numbers saved in a file, not just a picture of the plot.

3. The Riemann sum. Your first algorithm. Working in groups at whiteboards, we will sketch the rectangles of a Riemann sum and work out how to find each rectangle's x value, its height, and its area. Then you will write a loop that computes the sum. The key ideas are the state of the system at the start (a running sum that begins at zero; an x value that begins at its initial value), and how and when each variable is updated inside the loop. You will check your answer with SciPy's quad function. Afterwards we will look at sympy, a library for symbolic math (no assignment or quiz, but it may appear on exams).

4. Three ways to build an array. You will build the same array three ways: with NumPy and no loop; by appending values inside a loop; and by writing values into an array with an index inside a loop. Then you will time each method with Python's timeit module and report the results using formatted printing. Using an array index inside a loop combines Assignment 2 (arrays, no loop) with Assignment 3 (a loop, no arrays).

5. The space elevator. Could we build an elevator into space? You will model the elevator as a stack of blocks, find the height of the center of each block, and use free-body diagrams and Newton's second law to compute the force on every block. For a very tall elevator, you will need Newton's universal law of gravitation and the centrifugal force. You will compute the stress inside the elevator for concrete, steel, Kevlar, and carbon nanotubes. As the number of blocks grows, the stack becomes a continuous cable: this is how calculus works. You will run the computation for several different parameter values, save each set of results to a file, and then load all of the files at the end to plot them together.

6. Falling with air resistance. We will write a simulation together for a falling object with constant acceleration using the Euler algorithm. At each time step you compute the net force, the acceleration (Newton's second law), and then update the position and the velocity. You will then extend it to an object dropped from a cliff that falls fast enough for air resistance to matter. Afterwards, in class: the Euler–Cromer algorithm.

7. Falling from the upper atmosphere. You will extend Assignment 6 to an object falling from the upper atmosphere, where the density of the air changes as the object falls. The density comes from a function, so you will learn to write and call functions. You will also use if-statements. Afterwards, in class: motion in two dimensions and orbits (including subplots, which are needed to plot an orbit with the correct aspect ratio), and more accurate algorithms such as Runge–Kutta.

8. Curve fitting. You will load experimental nuclear decay data from files, both with loadtxt and from an Excel file with the pandas library, plot it with markers alongside a theory curve, and then fit a model to it with SciPy's curve_fit function to find the half-life. In class we will look at what curve fitting actually does: it finds the parameter values that minimize the sum of the squared residuals. You will not code that yourself, but you should understand it for the exams.

9. Monte Carlo nuclear decay. You will use random numbers to simulate radioactive decay, first from a parent to a daughter, then along a chain from parent to daughter to granddaughter. Deciding whether each nucleus decays uses an if-statement, and simulating many nuclei over many time steps uses nested loops (one loop inside another). With small numbers of atomic nuclei the results are ragged; with large numbers they become smooth. You can compare your simulation with the data from Assignment 8. Afterwards, in class: log plots, and Numba, a tool that can make Python code much faster.

10. Fourier transforms. You will load measured data and use the Fast Fourier Transform, a numerical method built into SciPy and NumPy, to find the frequencies present in the motion.

11. Root finding. A projectile is launched over hilly terrain described by a sine or cosine function. Where does it land? You will use root finding to solve for the landing point. The equation can have several solutions, only one of which is physical: the point where the projectile first enters the hillside. For this assignment you will use OpenAI Codex. The basic version has no air resistance; adding air resistance is optional.

Also covered in class (no assignment or quiz, but may appear on exams): quad, sympy, Euler–Cromer, 2D motion and orbits, subplots, Runge–Kutta, least squares, contour plots, log plots, Numba, series expansions, animations, machine learning, and Jupyter Notebooks. At the end of the semester we will also connect to the department's high-performance computing (HPC) cluster.

Quizzes

Quizzes will be given approximately weekly. Each quiz will be given in class, at the start of the class period. Each quiz will be brief – taking less than 15 minutes – so be sure not to be late for class!

Quizzes are taken in Trinket, inside the Respondus LockDown Browser, with no access to other resources and no AI. On a quiz you will often be given either a template program to complete or a complete program containing mistakes that you need to find and fix. The import statements will be provided, so you do not need to memorize them, and you may use Python's help() function to read the documentation for any function. **You are not expected to memorize the names of libraries or functions. You are expected to understand the algorithms and to be able to debug.**

Each quiz will be graded as "Pass" (P) or "Not Pass" (NP). A grade of P on an in-class quiz means that you receive 100% of the credit for that quiz. A grade of NP means that you receive 0% of the credit for that quiz, but you will have the opportunity to retake each quiz one time to receive up to 80% of the credit for that quiz. Quiz retakes must be completed within two weeks of the in-class quiz. (The detailed calendar and sign-up process will be posted on Blackboard.)

At the end of the semester, if there are quizzes that you have not passed, you will have the opportunity to do a final quiz retake to receive up to 60% of the credit for that quiz. You can do final quiz retakes for multiple quizzes, but you cannot do final retakes for more than half of the quizzes that were given throughout the semester.

Exams

The midterm exam is on paper. The final exam is half coding in Trinket (like the quizzes) and half on paper (like the midterm). Both exams can include the topics covered in class that had no assignment or quiz.

Academic ethics & steps for success

Every member of the FMU community is expected to maintain the highest standards of academic integrity. The University may initiate disciplinary proceedings against a student accused of academic dishonesty.

This is what is allowed – and what is not allowed – regarding the use of resources to help you complete your assignments, and this is the order in which you should proceed:

1. First, attempt to complete the assignment using only your brain and the relevant materials that were provided in class and through Blackboard for that assignment.
2. If there is a specific part of an assignment that is confusing to you, or that you don't understand, or just that you found difficult, be sure to ask about it in the Assignment Progress Check for that assignment. In your submission, be as specific as possible in describing your confusion, and begin each question with **Q:** so that it stands out.
3. Whenever you struggle with a part of an assignment, or any content from the class, be sure to ask about it in class! Even if you have already figured out the answer, you are encouraged to still bring it up in class because if one person is struggling with a particular topic/concept, it is likely that everyone would benefit from additional discussion of that topic.
4. Outside of class, you are also encouraged to make use of both your instructor and your classmates to discuss the class material in person. LSF L107 is available for you to study as a group. You are not allowed to take someone else's work or to give someone else your work! But you are encouraged to discuss the class content, including assignments, with your classmates. The purpose of the discussion should always be to increase the understanding of everyone involved in the conversation. Please do also come ask me (your instructor) questions. This can be done either individually or as a small group. When possible, an effective way to do this is to (1) first attempt the problem by yourself, then (2) discuss your problems with a classmate, and then (3) go to your instructor and say, "we have talked about this problem, and this is what we are thinking, but for this part, this doesn't seem to be working because…"
5. When working on your assignments, there will be times that you will get "stuck" and will need help to get unstuck. This is normal and to be expected. Always try to start every assignment early enough that you will have time to ask for help well before the assignment is due. If you do find yourself stuck at a time that you are not able to ask for help from your instructor or a classmate, you may use the internet to help you to better understand the problem.
6. **AI tools.** In the first half of the semester (Trinket), you will write your code yourself: this is where you build the skills that everything else depends on. From about Week 9, you will write code in VS Code with GitHub Copilot, and for the final assignment you will use OpenAI Codex. **Whatever tools you use, you must be able to explain and defend every line of the code you submit in your oral defense, and you must be able to do the same kinds of tasks yourself on the quizzes and exams, which are always taken without AI.**

Grading of progress checks

Progress Checks must be submitted by their due date, or no credit will be given for that Progress Check. No resubmissions are allowed for Progress Checks.

Grading of assignments

Assignments are graded based on your oral defense meeting, not only on your submission. In the meeting you need to show that you understand your code and your results, by explaining them and by answering my questions about them.

Late submissions are allowed, with a deduction. If your oral defense does not go well, you may redo it, also with a deduction.

Grading of in-class programming activities

In-class programming activities are due at the end of the class period in which the activities take place, and they will be graded based on the question, "Have you done what you have been asked to do?" No resubmissions are allowed for in-class programming activities.

ADA statement

If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing. If you would like to discuss your accommodations, please contact me as soon as possible. See the Student Handbook for more information.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ____ **New Course** __☑__ **Course Modification**

Department/School Department of Physics and Engineering **Date** 10/5/2026

Course No. or Level PHYS 406 **Title** Advanced Computational Physics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites: PHYS 305, 314, MATH 301, and a programming course [CS 190 or CS 226 or MATH 213], or permission of the department

Enrollment expectation: 10 students

Indicate any course for which this course is a (an)

modification PHYS 406

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Larry Engelhardt & Hunter Sims

Department Chairperson's/Dean's Signature: _____

Provost's Signature _____

Date of Implementation: Fall 2027

Date of School/Department approval: 9/24/26

Catalog description:

406 Advanced Computational Physics (3) (Prerequisites: 305, 314, MATH 301, and a programming course [CS 190 or CS 226 or MATH 213], or permission of the department) A survey of advanced topics in computational physics including chaotic motion, mechanical and electromagnetic waves, quantum mechanical systems, diffusion, and fluid dynamics. The numerical methods presented include integrating ordinary and partial differential equations, linear algebra, linear combinations of basis functions, and fast Fourier transforms. Students will use and implement both conventional parallel algorithms and GPU-aware code using CUDA.

Purpose: 1. For Whom (generally?)

Computational physics students as an elective option.

2. What should the course do for the student?

The course provides an in-depth study of advanced topics in computational physics. It will allow students to have a larger tool set in computational tools to tackle complex topics in physics.

Teaching method planned:

Lecture

Textbook and/or materials planned (including electronic/multimedia):

Computer Simulation Methods 3rd Ed. by Gould, Tobochnik, and Christian.

Course Content:

This course covers a range of advanced topics in computational physics including chaotic motion, mechanical and electromagnetic waves, quantum mechanical systems, diffusion, and fluid dynamics.

Syllabus:

Physics 406 – Advanced Computational Physics **Fall 2027**

Instructor: Dr. Larry Engelhardt *Email*: lengelhardt@fmarion.edu
Office: 103B Leatherman Science Facility *Phone*: 661-1452

Office Hours: [to be set for Fall 2027]

There is not a textbook that you are required to purchase for PHYS 406.
The primary textbook that will be used is freely available online and is linked in Blackboard: *Computer Simulation Methods* 3rd Ed. by Gould, Tobochnik, and Christian.

Tentative Schedule:
Unit 1: Chaotic Motion: Solving Non-linear ODEs
Unit 2: Mechanical and Electromagnetic Waves: Matrix formulations and Fourier analysis
Unit 3: The Schrödinger Equation: Direct solvers and linear combinations of basis functions
Unit 4: Diffusion and Fluid Dynamics: Iterative and algebraic solvers for PDEs
Unit 5: High-Performance Computing: Conventional and GPU-assisted parallelization

Assignments and grading:
5% – Class Participation
10% – Reading & Progress Checks
60% – Unit Assignments
25% – Final Exam (will include both a written & oral component)

Unit Assignments:
Each of the five units listed above will include two parts:

1. The submission of the written Code & Results.
2. An oral discussion of your submission that you must schedule (individually) with your instructor during the week of its submission.

Final Grades:
Your final grade will be based on your total score as described above. If you earn one of the percentages shown below, you will receive the grade written on its right.
90%: A 85%: B+ 80%: B 75%: C+ 70%: C 65%: D+ 60%: D

Course Website: Blackboard

Process to be used for Unit Assignments:
There will be a specific set of tools and processes that you will be expected to use for PHYS 406 to simulate the process of working as a professional scientist operating within a modern lab/research group. Specifically, you will use:

- Visual Studio Code (VS Code): A popular IDE (Integrated Development Environment) that can be used for programming in many languages including Python.
- Git & GitHub: Standard tools used for Version Control & collaboration within a development team.
- GitHub Copilot: Microsoft's AI tool that you can use to assist you in your programming. This is available for free for academic use. If Copilot is used to generate portions of the code, you need to document/comment on what lines were written by Copilot.
- For the later assignments, you will also be able to make use of a platform for agentic AI programming. For this, you can use OpenAI's Codex which provides some usage credits for

students, and the university is attempting to arrange for you to also have access to Anthropic's Claude Code.

For each of the unit assignments, you will be expected to use GitHub to track your work, and to share the repository with your instructor to maintain a record of your progress. For each assignment, you will also submit your results (plots and animations).

Whenever you struggle with a part of an assignment, or any content from the class, be sure to ask about it in class! Even if you have already figured out the answer, you are encouraged to still bring it up in class because if one person is struggling with a particular topic/concept, it is likely that everyone would benefit from additional discussion of that topic.

Outside of class, you are also encouraged to make use of both your instructor and your classmates to discuss the class material in person. LSF L107 is available for you to study as a group. You are not allowed take someone else's work or to give someone else your work, but you are encouraged to discuss the content with your classmates. The purpose of the discussion should always be to increase the understanding of everyone involved in the conversation. Please do also come ask me (your instructor) questions. This can be done either individually or as a group. When possible, an effective way to do this is to (1) first attempt the problem by yourself, then (2) discuss your problems with your classmates, and then (3) go to your instructor and say, "we have talked about this problem, and this is what we are thinking, but for this part, we aren't sure about..."

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

____New Course __X__Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 302 **Title** Social Science Research and Careers

Semester hours 3 Clock hours: Lecture 3 Laboratory

Prerequisites: 201 and declared sociology, criminal justice, or social work major, or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification SOCI 302 Social Research Methods

substitute

alternate

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature Jessica Daucat

Provost's Signature

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: Social science research and careers is a reading and writing intensive course. The goals are to (1) evaluate issues of sampling, measurement, and argumentation in original reports of research in academic journals (2) discuss standards regarding the appropriate versus inappropriate use of AI in social research, and (3) translate academic and work experiences into a unique professional identity through resume building and cover letters. By the end of the course, students will have conducted and written their own literature review that summarizes and synthesizes the key findings of multiple sources on a specific topic, completed a resume, and drafted a cover letter.

Purpose: 1. For Whom (generally?)

Students who want to read critically, write clear research papers, and translate academic skills into professional resumes and cover letters. This course also fulfills a requirement for students who major in sociology, criminal justice, or social work.

2. What should the course do for the student?

Students will learn to:

A. navigate, manage, and synthesize large volumes of social science research with proper assistance of large language models
B. execute clear, concise, and compelling prose tailored to social science styles
C. use the S.O.A.R. (Situation, Obstacle/Objective, Action, Result) framework to develop a customized resume and cover letter.

Teaching method planned: Lectures, Student Peer Revision Activities

Textbook and/or materials planned (including electronic/multimedia):

A. Galvan, Melisa C., and Jose L. Galvan. 2025. "Writing Literature Reviews." (8th edition). New York, NY: Routledge.
B. Kail, Ben L., and Robert V. Kail. 2023. Effective Writing for Sociology." New York, NY: Routledge.
C. "Creating a Resume – Writing and Content," https://www.fmarion.edu/wp-content/uploads/2016/07/ContentofYourResume.pdf
D. "Creating a Cover Letter – Before You Send," https://www.fmarion.edu/wp-content/uploads/2016/07/WritingYourCoverLetter.pdf
E. "Cover Letters," https://people.fmarion.edu/gpryor/cover%20letters.pdf

Course Content:

A. Exploring the literature: focuses on the systematic process of finding, analyzing, and organizing academic sources before writing begins
B. Writing Mechanics: targets the technical aspects of writing, focusing on eliminating bad habits and improving clarity at the sentence and paragraph levels
C. Evaluating the Components of Social Science Paper: critiques the methodological choices found in a research paper's abstract, introduction, methods, results, discussion/conclusion, and bibliography
D. Career Development: shift focus away from weaknesses and threats and instead amplify positive capabilities, future possibilities, and actionable goals.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

___New Course __X__Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 374 **Title** Work and Organizations in Society

Semester hours 3 Clock hours: Lecture 3 Laboratory ____

Prerequisites: 201 or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification SOCI 374 Work in Society

substitute ____

alternate ____

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature Jessica Daicat

Provost's Signature J. Lisa VA

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: This course examines the types of organizations and positions within organizations; the structure and function of organizations; important aspects of organizations and work performance such as teamwork and coordination, leadership and decision making, communication, workplace environments, and effectiveness; and the impacts of the larger economic, political, and social environments and institutions on organizations, employees, and employment.

Purpose: 1. For Whom (generally?)

Students with an interest in work experiences and different kinds of organizations.

2. What should the course do for the student?

Provide a broad understanding of what the world of workplaces is like, in terms of tasks, responsibilities, and experiences, and how the different types of organizations and their characteristics within which work is embedded shapes the experiences that workers have.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

Hodson, Randy and Teresa Sullivan. 2012. The Social Organization of Work. 5th edition. Wadsworth Cengage Learning.
Tolbert, Pamela and Richard Hall. 2009. Organizations: Structures, Processes, and Outcomes. 10th edition. Prentice Hall, Pearson.

Course Content:

1. Evolution of Work
2. Studying the World of Work
3. Satisfaction and Alienation
4. Work and Family
5. Collective Responses to
6. Technology and Organization
7. From Field, Mine and Factory
8. The High Tech Revolution
9. Services
10. Professions and Professionals
11. Managers
12. Administrative Support and Sales
13. Marginal Jobs
14. The World of the Large Corporation
15. Globalization
16. The Future of Work
17. Thinking About Organizations
18. Organizational Structure: Key Dimensions
19. Organizational Structure: Explanations
20. Power and Power Outcomes
21. Leadership
22. Decision-Making
23. Communication
24. Managing Organizational Environments: Conceptions of the Environment
25. Managing Organizational Environments: General Paradigms
26. Organizational Performance and Change

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

____New Course __X__ Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 384 **Title** Education and Workforce Development

Semester hours 3 Clock hours: Lecture 3 Laboratory ____

Prerequisites: 201 or permission of department

Enrollment expectation 15

Indicate any course for which this course is a (an)

Modification SOCI 384 Education in Society

substitute ____

alternate ____

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature Jessica Daiat

Provost's Signature J. Hilton Tt

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: This course examines the structure and operation of educational systems in the U.S.; the types of educational institutions and programs including Pre-K through 12th grade, vocational and technical programs, on the job trainings and apprenticeships, and higher education, as well as private and public institutions and homeschooling; how each of these programs contribute to the preparation of individuals for the labor market and workforce; how these systems are influenced by trends in the larger economy and political realm such as Return on Investment (ROI) and technological advances such as Artificial Intelligence (AI); how educational systems interact with other social institutions such as the family and religion; and the factors contributing to positive educational-employment outcomes are explored.

Purpose: 1. For Whom (generally?)

Students who are interested in how education operates in society and how learning is evolving.

2. What should the course do for the student?

   Expose them to how education has developed over time, the different ways of educating, environments that are conducive to learning, and how to develop workers for the modern workplace.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

Ballatine, Jeanne H., Jenny Stuber, and Judson G. Everitt. 2022. The Sociology of Education: A Systematic Analysis. 9th Edition. Routledge.
Malloch, Margaret, Len Cairns, Karen Evans, and Bridget N. O' Connor. 2022. The SAGE Handbook of Learning and Work. Sage.

Course Content:

1. A Unique Perspective for Understanding Schools
2. Conflicting Functions and Processes in Education: What Makes the System Work
3. The School as an Organization
4. Conflict or Cooperation: Formal Roles Within the Educational System
5. Students: The Core of the
6. The Informal System and the Hidden Curriculum: How Invisible Forces Impact Educational
7. The Education System and the Environment: A Symbiotic
8. The System of Higher Education
9. Education Systems Around the World: A Comparative
10. Learning and Work: Theories and Developments
11. Co-occurrence of work, learning and innovation
12. Exploring the Potential of Contemplative Practices
13. Development of Flexible Expertise in Work-Based Settings
14. From Learning Organizations to a Landscape of Ecosystems
15. Liquid Learning: Re-conceiving the Lived in World
16. From Work-based Learning to Learning-Based Work
17. Trends in Organizational Human Capital Development
18. How Mentoring Can Help Motivate People to Learn and Thrive at Work
19. Executive Coaching as a Learning Strategy
20. Digitalization of Work
21. Use of Virtual Assistants
22. Social Media, Learning and Work
23. Vocational Education
24. Artificial Intelligence in Factories of the Future
25. Harmonizing Intelligences in Higher Education

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X New Course ____ Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 391 **Title** Community and Neighborhood Dynamics

Semester hours 3 Clock hours: Lecture 3 Laboratory ____

Prerequisites: 201 or permission of department

Enrollment expectation 20

Indicate any course for which this course is a (an)

Modification ____

substitute ____

alternate ____

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature Jessica Doucet

Provost's Signature J. Alisa NA

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: An overview into how communities and neighborhoods are created, structured, and function in society. Several topics are addressed including types of communities and neighborhoods; social, political, and economic challenges facing communities and neighborhoods; strategies to improve community and neighborhood strength and resilience, including asset building and development; how communities and neighborhoods interface with cities, counties, states and nations; public policies affecting communities and neighborhoods; and data sources and analyses used in community and neighborhood research.

Purpose: 1. For Whom (generally?)

Students who have an interest in community and neighborhood issues.

2. What should the course do for the student?

Inform them about important issues in community development, and how citizens can participate in the development process.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

A reader of articles and chapters to be compiled by the instructor (Dr. Eargle)

Course Content:

1. Defining community and neighborhood, and how they are related to each other
2. History of community and neighborhood studies
3. Different types of communities and neighborhoods
4. Natural and physical aspects of communities and neighborhoods
5. Different issues facing communities and neighborhoods in regards to employment, environment, housing stock, crime, finances, infrastructure, and so forth
6. What is a healthy and thriving community or neighborhood
7. Community and neighborhood development approaches
8. Community and neighborhood engagement approaches
9. How communities and neighborhoods interface with larger entities such as counties, states, nations, etc. through government, commerce, and other interactions
10. Approaches for studying communities and neighborhoods
11. Methods of data collection and analysis for communities and neighborhoods
12. Strategies to improve community and neighborhood cohesion and resilience
13. International communities and neighborhoods

SOCI 391: COMMUNITY AND NEIGHBORHOOD DYNAMICS
Spring 2029

Course time/location:	TTh 8:30 – 9:45 in FH 250A
Instructor:	Dr. Lisa A. Eargle, Professor of Sociology
Office Location:	FH 240
Office Hours:	M-F 11:30-1:30, by appointment, or if my office door is open.
Phone and e-mail:	(843) 661-1653 and leargle@fmarion.edu

MATERIALS REQUIRED

Textbooks -- A collection of articles and book chapters will be used as the readings for the course. These materials will be made available on Blackboard.
Flash Drive – For saving research paper and power point presentation

COURSE PREREQUISITES

A passing grade in SOCI 201.

COURSE DESCRIPTION

This course will provide an overview into how communities and neighborhoods are created, structured, and function in society. Several topics are addressed including types of communities and neighborhoods; social, political, and economic challenges facing communities and neighborhoods; strategies to improve community and neighborhood strength and resilience, including asset building and development; how communities and neighborhoods interface with cities, counties, states and nations; public policies affecting communities and neighborhoods; and data sources and analyses used in community and neighborhood research.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of **zero** for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a research paper, and a power point presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed

notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 6 essay questions. The short answer questions are worth 4 points each; essay questions are worth 10 points each. There will be a review sheet provided on Blackboard about a week in advance of the exam.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams**. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive.

Only students for whom the Office of Counseling and Testing has provided a request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period.

NO Make-up exams will be given in this course. Per University regulations, **ALL** students are REQUIRED to take the final exam. **NO EXCEPTIONS**. All final exams must be taken at the scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

PROFILE PAPER

You will select an important community or neighborhood person, organization, event, or issue to examine in your paper. If you select an individual to examine in your paper, you should describe the characteristics of that person, the type of position and responsibilities that person had in an organization, the kinds of activities he/she engaged in, reasons why he/she engaged in these activities (including any appropriate theories that might explain his/her behavior), and the consequences of his/her actions on society.

If you select an organization to examine in your paper, you should discuss how the organization is structured (positions, roles), the characteristics of people involved in this organization, the kinds of activities the organization participates in/sponsors, the impact this organization has on society, and how their activities have been facilitated by the government and other organizations in society. You should also apply the theories discussed in class to explaining why this organization exists and how it functions.

If you select an event to examine in your paper, you should discuss important aspects/characteristics of the event, who was involved in the event, explanations for why the event occurred, its impact on work organizations and society, and ways of promoting or impeding this type of event. You should also apply appropriate theories from the course to the event.

If you select an issue to examine in your paper, you should fully discuss all aspects of the issue, such as who the issue impacts and how (in terms of different social groups and social institutions), trends over time and changes taking place with the issue, and what is expected to occur with the issue in the future. You should apply appropriate theories from the course to the issue.

All paper topics must be submitted to me for approval by February 24. If I have not approved your paper topic, you will NOT receive any credit for your paper. Good places to look for potential topics are your textbooks, as well as media sites such as Huffington Post, New York Times, LA Times, etc. **Do NOT reuse a paper topic from another class**. **No double submissions of papers allowed** (must have different papers for this class and another class).

The paper grade will be worth 100 points in the final course grade. **The papers are due April 14** at the beginning of class. **NO LATE PAPERS WIILL BE ACCEPTED**. All papers MUST be submitted, in person, to the instructor as a paper copy; NO electronic submissions (email) will be accepted.

All references used in the writing of this paper, including the textbook, should be cited using the ASA or APA format. Papers that do NOT contain both citations AND reference page will be assigned a grade of ZERO. You are required to use and **cite 5 references in the paper**. Papers lacking 5 references cited in the body of the paper will automatically lose 4 points for each reference short of the required number of references. **The paper should be a minimum of 3 pages long single spaced** (NOT including reference and title/cover pages). 20 points will automatically be subtracted from the paper grade for every page it is short of the required 3 pages.

You should also use 10 or 12 point font type, with 1 inch margins and printed with black ink onto white paper. Papers having an unprofessional appearance will NOT be accepted. **Papers without cover pages (containing the title of the paper, student's name, and the course number) will NOT be accepted. Papers with pages that are not stapled, are poorly stapled, or are not somehow securely attached together will NOT be accepted.**

PAPER PRESENTATION

Each person will also give a 5 minute Power Point presentation to the class on his/her paper. Presentations will begin in late November. **THOSE WHO DID NOT SUBMIT A PAPER ON APRIL 14 WILL NOT BE ALLOWED TO GIVE A PRESENTATION**. Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation. This means a loss of 3 letter grades and a grade of D or F in the course.

A sign-up sheet of presentation dates will be circulated in class in early April. **THERE WILL BE NO MAKE-UPS FOR THE CLASS PRESENTATION. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points at all. Below are the criteria and allocation of points by presentation part/component.

Criteria for Power Point Show	Points Worth
Title page	2
Font (right size and type for audience to easily see)	2
Slide background color (clear contrast with type)	2
Slides uncluttered	2
No audio clips allowed (often fail to work, speech avoidance technique)	0
No cascading sentences/titles (they are a distraction)	2
Slides address major points from each part of paper	16
Right number of slides (8 slides minimum and 12 slides maximum)	2
Any photos or diagrams used are easy to see	2
Sub-total:	30 points
Criteria for Speaker Delivery	
Ability to explain paper parts correctly	20
Covered **all parts** of the paper in the presentation	20
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (5 minutes)**	0
Sub-total:	70 points
Maximum Total Points Possible = 100	

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 5 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

ATTENDANCE

Attendance will be taken during each class meeting, for University reporting purposes, not to determine your grade. However, students who do come to class and take notes will usually perform better on exams than those who skip class. **If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office by the appropriate date to automatically receive a W.**

COURSE GRADES

Final course grades will be determined by the summation of your exam, paper, and presentation grades.
Final course letter grades will be assigned as follows:

A = 630 to 700 points B+ = 602 to 629 points B = 560 to 601 points C+ = 532 to 559 points
C = 490 to 531 points D+ = 462 to 489 points D = 420 to 461 points **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned. **Grades are nonnegotiable** – you will receive what you have **earned**.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

__X__ New Course _____ Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 392 **Title** Community Development

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: 201 or permission of department

Enrollment expectation 20

Indicate any course for which this course is a (an)

Modification _____

substitute _____

alternate _____

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature Jessica Daicat

Provost's Signature J. Lisa MA

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: An in-depth examination of the strategies and assessment tools used, as well as the outcomes from community development practices. Topics covered include creating and mobilizing community assets, promoting social capital and networking capabilities, vision casting and horizon scanning. Application of data from surveys, focus groups, population and industry censuses, and other sources to inform decision-making is emphasized. Community outcomes considered include workforce development, business recruitment, retention, and entrepreneurship, expanding healthcare, housing, transportation, and other services, infrastructure and recreational facilities.

Purpose: 1. For Whom (generally?)

Students who have an interest in community issues.

2. What should the course do for the student?

   Inform them about important issues in community development, and how citizens can participate in the development process.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

Main textbook: Phillips, Rhonda and Robert H. Pittman (Editors). 2009. An Introduction to Community Development. New York: Routledge

Supplemental material: The Community Toolbox website https://ctb.ku.edu/en

Course Content:

1. Community development as a process and outcome
2. Asset-based community development
3. Social capital and community building
4. Steps in community development practice
5. Community visioning and strategic planning
6. Establishing community-based organizations
7. Developing community leadership skills
8. Community development assessments
9. Community asset mapping and surveys
10. Workforce training for 21st century
11. Marketing the community
12. Retaining and expanding existing business
13. Entrepreneurship as community development strategy
14. Tourism-based development
15. Housing and community planning
16. Neighborhood planning and renewal
17. Measuring progress
18. Community development finance
19. Securing grants for community development projects
20. Global economy and community development
21. Sustainable development

SOCI 392: COMMUNITY DEVELOPMENT
Spring 2028

Course time/location:	TTh 8:30 – 9:45 in FH 250A
Instructor:	Dr. Lisa A. Eargle, Professor of Sociology
Office Location:	FH 240
Office Hours:	M-F 11:30-1:30, by appointment, or if my office door is open.
Phone and e-mail:	(843) 661-1653 and leargle@fmarion.edu

MATERIALS REQUIRED

Textbooks -- Phillips, Rhonda and Robert H. Pittman (Editors). 2009. An Introduction to Community Development. The Community Toolbox website https://ctb.ku.edu/en

Flash Drive – For saving research paper and power point presentation

COURSE PREREQUISITES

A passing grade in SOCI 201.

COURSE DESCRIPTION

This course is an in-depth examination of the strategies and assessment tools used, as well as the outcomes from community development practices. Topics covered include creating and mobilizing community assets, promoting social capital and networking capabilities, vision casting and horizon scanning. Application of data from surveys, focus groups, population and industry censuses, and other sources to inform decision-making is emphasized. Community outcomes considered include workforce development, business recruitment, retention, and entrepreneurship, expanding healthcare, housing, transportation, and other services, infrastructure and recreational facilities.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of **zero** for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a research paper, and a power point presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 6 essay questions. The short answer questions are worth 4 points each; essay questions are worth 10 points each. There will be a review sheet provided on Blackboard about a week in advance of the exam.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams**. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive.

Only students for whom the Office of Counseling and Testing has provided a request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period.

NO Make-up exams will be given in this course. Per University regulations, **ALL** students are REQUIRED to take the final exam. **NO EXCEPTIONS**. All final exams must be taken at the scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

RESEARCH PAPER

You will select a community within SC as the focus of your study. You will create a profile of the community's characteristics using the US Census, County Business Patterns, and other sources. You will also read and summarize newspaper articles on what kinds of issues are facing the community and the solutions to these issues that have been proposed or used. From this news reporting, you will then select one issue to address. Next, you will construct a proposal about how you would go about conducting research to craft additional or alternative solutions to the community's problems. For this proposal, you will use the theories, concepts, approaches, methods, etc. discussed in class.

The paper should be a minimum of 6 pages long, single spaced with 1-inch margins and using 10 or 12 point font. Citations and references should be used where appropriate. The paper should contain a title page, with the paper's title, course name, number, and your name on it. The paper is due April 15 in class and must be submitted in hardcopy form in person to the instructor. No late papers will be accepted. The paper is worth 100 points.

All paper topics must be submitted to me for approval by February 24. If I have not approved your paper topic, you will NOT receive any credit for your paper.

The paper grade will be worth 100 points in the final course grade. **The papers are due April 14** at the beginning of class. **NO LATE PAPERS WIILL BE ACCEPTED**. All papers MUST be submitted, in person, to the instructor as a paper copy; NO electronic submissions (email) will be accepted.

PAPER PRESENTATION

Each person will also give a 5 minute Power Point presentation to the class on his/her paper. Presentations will begin in late November. **THOSE WHO DID NOT SUBMIT A PAPER ON APRIL 14 WILL NOT BE ALLOWED TO GIVE A PRESENTATION**. Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation. This means a loss of 3 letter grades and a grade of D or F in the course.

A sign-up sheet of presentation dates will be circulated in class in early April. **THERE WILL BE NO MAKE-UPS FOR THE CLASS PRESENTATION. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points at all. Below are the criteria and allocation of points by presentation part/component.

Criteria for Power Point Show	Points Worth
Title page	2
Font (right size and type for audience to easily see)	2
Slide background color (clear contrast with type)	2

Slides uncluttered	2
No audio clips allowed (often fail to work, speech avoidance technique)	0
No cascading sentences/titles (they are a distraction)	2
Slides address major points from <u>each</u> part of paper	16
Right number of slides (8 slides minimum and 12 slides maximum)	2
Any photos or diagrams used are easy to see	2
Sub-total:	30 points

<u>Criteria for Speaker Delivery</u>

Ability to explain paper parts correctly	20
Covered **all parts** of the paper in the presentation	20
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (5 minutes)**	0
Sub-total:	70 points

Maximum Total Points Possible = 100

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 5 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

ATTENDANCE

Attendance will be taken during each class meeting, for University reporting purposes, not to determine your grade. However, students who do come to class and take notes will usually perform better on exams than those who skip class. **<u>If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office by the appropriate date to automatically receive a W.</u>**

COURSE GRADES

Final course grades will be determined by the summation of your exam, paper, and presentation grades.
Final course letter grades will be assigned as follows:

A = 630 to 700 points B+ = 602 to 629 points B = 560 to 601 points C+ = 532 to 559 points
C = 490 to 531 points D+ = 462 to 489 points D = 420 to 461 points **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned. **Grades are nonnegotiable** – you will receive what you have **<u>earned</u>.**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

_X_ New Course ____ Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 393 **Title** Community Formation and Engagement

Semester hours 3 Clock hours: Lecture 3 Laboratory ____

Prerequisites: 201 or permission of department

Enrollment expectation 20

Indicate any course for which this course is a (an)

Modification ____

substitute ____

alternate ____

Name of person preparing course description Lisa Eargle and Jessica Burke

Department Chairperson's/Dean's Signature Jessica Daiat

Provost's Signature J. Lisa NA

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: An examination of how communities are created through different kinds of social groups and their relationships. Important aspects of these groups (including communication, trust, identity, roles and expectations, leadership and power dynamics, and cohesion and continuity) and their impacts on community outcomes are investigated. External factors that affect the internal dynamics of communities such as interactions with governments, corporations, and others are also examined.

Purpose: 1. For Whom (generally?)

Students who have an interest in how communities are created and how individuals can engage in/with community members and institutions.

2. What should the course do for the student?

Students will come away from the course with an understanding of the importance of building trust among groups, how social identities are tied to one's community, the roles leaders play, important roles that enable a community to thrive, how a community becomes cohesive and continues to be over time.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

Main textbook: Forsyth, Donelson R. 2019. Group Dynamics, 7th edition. Cengage.
Supplement: Christianson, Diana. 2003. Creating a Life Together. New Society Publications.

Course Content:

1. Introduction to group dynamics
2. Studying groups
3. Inclusion and identity
4. Formation, cohesion and development
5. Structure
6. Influence, power, and leadership
7. Performance
8. Teams
9. Decision making and handling conflict
10. Intergroup relations
11. Groups in context
12. Growth and change
13. Crowds and collectives
14. The successful 10%
15. Getting off to a good start
16. Community vision
17. Creating documents
18. Decision-making and governance
19. Agreements and policies
20. Establishing identity
21. Finding right location
22. Financing
23. Sustainability
24. Communication processes
25. Getting people to join the community

SOCI 393: COMMUNITY FORMATION AND ENGAGEMENT
Fall 2028

Course time/location:	TTh 12:45 – 2:00 in FH 250A
Instructor:	Dr. Jessica L. Burke, Professor of Sociology
Office Location:	FH 246
Office Hours:	M-F 3:30-5:30, by appointment, or if my office door is open.
Phone and e-mail:	843-661-1656 and jburke@fmarion.edu

MATERIALS REQUIRED

Textbooks -- Forsyth, Donelson R. 2019. Group Dynamics, 7th edition. Cengage.
Christianson, Diana. 2003. Creating a Life Together. New Society Publications.
Flash Drive – For saving research paper and power point presentation

COURSE PREREQUISITES

A passing grade in SOCI 201.

COURSE DESCRIPTION

This course is an examination of how communities are created through different kinds of social groups and their relationships. Important aspects of these groups include communication, trust, identity, roles and expectations, leadership and power dynamics, cohesion and continuity, and their impacts on community outcomes are investigated. External factors that affect the internal dynamics of communities such as interactions with governments, corporations, and others are also examined.

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of **zero** for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, 2 research papers, and a power point presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 6 essay

questions. The short answer questions are worth 4 points each; essay questions are worth 10 points each. There will be a review sheet provided on Blackboard about a week in advance of the exam.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams**. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive.

Only students for whom the Office of Counseling and Testing has provided a request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period.

NO Make-up exams will be given in this course. Per University regulations, **ALL** students are REQUIRED to take the final exam. **NO EXCEPTIONS**. All final exams must be taken at the scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

RESEARCH PAPER

Paper 1: You will interview a stakeholder in the community about their involvement and experiences in community building. You will use the course content to inform the set of questions that you will ask the person. You will then use their responses, along with the relevant course information to write a paper.

Paper 2: You will write a paper describing how you would build trust and other key components of community building in your own community. You will use relevant course information to write a paper. Your paper should consist of, at a minimum, 4 concepts and 2 theories that you use.

The papers should be a minimum of 5 pages long, single spaced with 1-inch margins and using 10 or 12 point font. Citations and references should be used where appropriate. The paper should contain a title page, with the paper's title, course name, number, and your name on it. The papers are due November 15 in class and must be submitted in hardcopy form in person to the instructor. No late papers will be accepted. Each paper is worth 100 points.

All paper topics must be submitted to me for approval by September 20. If I have not approved your paper topic, you will NOT receive any credit for your paper.

The two papers combined will be worth 200 points in the final course grade. **The papers are due November 15** at the beginning of class. **NO LATE PAPERS WIILL BE ACCEPTED**. All papers MUST be submitted, in person, to the instructor as a paper copy; NO electronic submissions (email) will be accepted.

PAPER PRESENTATION

Each person will also give a 5 minute Power Point presentation to the class on his/her paper. Presentations will begin in late November. **THOSE WHO DID NOT SUBMIT A PAPER ON APRIL 14 WILL NOT BE ALLOWED TO GIVE A PRESENTATION**. Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation. This means a loss of 3 letter grades and a grade of D or F in the course.

A sign-up sheet of presentation dates will be circulated in class in early April. **THERE WILL BE NO MAKE-UPS FOR THE CLASS PRESENTATION. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points at all. Below are the criteria and allocation of points by presentation part/component.

Criteria for Power Point Show	Points Worth
Title page	2
Font (right size and type for audience to easily see)	2
Slide background color (clear contrast with type)	2
Slides uncluttered	2
No audio clips allowed (often fail to work, speech avoidance technique)	0

No cascading sentences/titles (they are a distraction)	2
Slides address major points from <u>each</u> part of paper	16
Right number of slides (8 slides minimum and 12 slides maximum)	2
Any photos or diagrams used are easy to see	2
Sub-total:	30 points

<u>Criteria for Speaker Delivery</u>

Ability to explain paper parts correctly	20
Covered **all parts** of the paper in the presentation	20
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (5 minutes)**	0
Sub-total:	70 points
Maximum Total Points Possible = 100	

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 5 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

ATTENDANCE

Attendance will be taken during each class meeting, for University reporting purposes, not to determine your grade. However, students who do come to class and take notes will usually perform better on exams than those who skip class. **<u>If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office by the appropriate date to automatically receive a W.</u>**

COURSE GRADES

Final course grades will be determined by the summation of your exam, paper, and presentation grades.
Final course letter grades will be assigned as follows:

A = 630 to 700 points B+ = 602 to 629 points B = 560 to 601 points C+ = 532 to 559 points
C = 490 to 531 points D+ = 462 to 489 points D = 420 to 461 points **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned. **Grades are nonnegotiable** – you will receive what you have **<u>earned</u>.**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

_X_ New Course ____ Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 394 **Title** Food Resources, Systems and Community

Semester hours 3 Clock hours: Lecture 3 Laboratory ____

Prerequisites: 201 or permission of department

Enrollment expectation 20

Indicate any course for which this course is a (an)

Modification ____

substitute ____

alternate ____

Name of person preparing course description Lisa Eargle

Department Chairperson's/Dean's Signature Jessica Doucet

Provost's Signature J. Lisa DA

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog Description: This course examines the historical and current means of food production – from hunting and gathering, fishing, horticulture to corporate models and niche producers; the roles of food production in communities and society (employment, sustenance, entertainment, and special events), the distribution system (from farm to plate, abundance and insecurity), and the consequences for communities and society; how individuals use food (comfort, celebration, legacy, sustenance) in everyday life and order their days around meals and snacks; sources and kinds of food (row crops, aquaculture, animal husbandry, and wildlife); and food related legislation and policy (SNAP benefits, farm subsidies, product price floors, tariffs, and food quality inspections).

Purpose: 1. For Whom (generally?)

Students who are interested in where their food comes from, the significance of food in everyday life (beyond sustenance) and food systems as an important component of community development.

2. What should the course do for the student?

   This course will inform students about the different roles that food resources and systems play in society (sustenance, culture, identity, employment, etc.) and how they contribute to the development and well-being of communities.

Teaching method planned: Lectures

Textbook and/or materials planned (including electronic/multimedia):

Chase, Lisa and Vern Grubinger. 2014. Food, Farms, and Community: Exploring Food Systems. Amherst, MA: University of New Hampshire Press.

Guptill, Amy, Denise Copelton, and Betsy Local. 2022. Food and Society: Paradoxes and Principles, 3rd edition. Cambridge: Polity Press.

Course Content:

1. Introduction to food systems
2. Local food systems
3. The business of food and farming
4. Values in food systems
5. Agricultural workforce; Farming and the environment
6. Climate change and agriculture; Energy, food and farms
7. Access to healthy food
8. Farm to school
9. Agritourism and on-farm marketing
10. Food safety from farm to fork
11. The next generation of farmers; Maintaining farms and farmland for the future
12. Improving food systems
13. Principles and paradoxes in the study of food
14. Food and identity: fitting in and standing out, food as spectacle, nutrition and health
15. Branding and marketing
16. Industrialization: high cost of cheap food
17. Global food that's from everywhere and nowhere
18. Food access, surplus and scarcity
19. Food and social change

SOCI 394: FOOD RESOURCES, SYSTEMS AND COMMUNITY
Spring 2029

Course time/location:	TTh 9:55 – 11:10 in FH 250A
Instructor:	Dr. Lisa A. Eargle, Professor of Sociology
Office Location:	FH 240
Office Hours:	M-F 11:30-1:30, by appointment, or if my office door is open.
Phone and e-mail:	(843) 661-1653 and leargle@fmarion.edu

MATERIALS REQUIRED

Textbooks -- Chase, Lisa and Vern Grubinger. 2014. Food, Farms, and Community: Exploring Food Systems. Amherst, MA: University of New Hampshire Press.

Guptill, Amy, Denise Copelton, and Betsy Local. 2022. Food and Society: Paradoxes and Principles, 3rd edition. Cambridge: Polity Press.

Flash Drive – For saving research paper and power point presentation

COURSE PREREQUISITES

A passing grade in SOCI 201.

COURSE DESCRIPTION

This course examines the historical and current means of food production – from hunting and gathering, fishing, horticulture to corporate models and niche producers; the roles of food production in communities and society (employment, sustenance, entertainment, and special events), the distribution system (from farm to plate, abundance and insecurity), and the consequences for communities and society; how individuals use food (comfort, celebration, legacy, sustenance) in everyday life and order their days around meals and snacks; sources and kinds of food (row crops, aquaculture, animal husbandry, and wildlife); and food related legislation and policy (SNAP benefits, farm subsidies, product price floors, tariffs, and food quality inspections).

CLASSROOM CIVILITY

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

CIVILITY AT and IN THE PROFESSOR'S OFFICE

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office **only** after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

ACADEMIC INTEGRITY

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of **zero** for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

COURSE ASSIGNMENTS

During the semester, 5 exams, a research paper, and a power point presentation will be assigned. Attendance will also be

taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

EXAMS

There will be 5 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be closed notes and closed textbook. All exams will be noncumulative. Each exam will consist of 10 short answer and 6 essay questions. The short answer questions are worth 4 points each; essay questions are worth 10 points each. There will be a review sheet provided on Blackboard about a week in advance of the exam.

You will NOT be allowed to choose which questions you will have to answer on the exam. **There will be NO substitution of questions with other questions on the exams**. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive.

Only students for whom the Office of Counseling and Testing has provided a request for accommodations will be allowed extra time to take exams, an alternate testing environment, etc. All other students will be required to complete examinations during the regular class time period in the regular classroom.

Do **NOT** wait until the night before the exam to begin studying. You are likely to fail the exam if this is the strategy that you adopt. There is far too much material to be consumed in such a short period.

NO Make-up exams will be given in this course. Per University regulations, **ALL** students are REQUIRED to take the final exam. **NO EXCEPTIONS**. All final exams must be taken at the scheduled time and date for the class. Those showing up late, after the class has finished the exam, will NOT be allowed to take the final exam.

RESEARCH PAPER

You will conduct an interview with someone who is involved in food resources and systems in the community in some way. The person could be a farmer, a grocery store manager, a vendor at the farmer's market, a person who manages a food bank, a manager of a restaurant, or similar type of position. You will ask questions regarding what their job entails, how did they get involved in food systems, what impact they have on the local community, and other relevant questions. Your questions should be informed by the theories, concepts, and other content covered in the course. You will use their answers, along with the content of the course that you used to write the questions, to write a paper about the person's position and the organization that employs them. You will discuss how what they do is relevant for community wellbeing.

The paper should be a minimum of 5 pages long, single spaced with 1-inch margins and using 10 or 12 point font. Citations and references should be used where appropriate. The paper should contain a title page, with the paper's title, course name, number, and your name on it. The paper is due April 15 in class and must be submitted in hardcopy form in person to the instructor. No late papers will be accepted. The paper is worth 100 points.

All paper topics must be submitted to me for approval by February 24. If I have not approved your paper topic, you will NOT receive any credit for your paper.

The paper grade will be worth 100 points in the final course grade. **The papers are due April 14** at the beginning of class. **NO LATE PAPERS WIILL BE ACCEPTED**. All papers MUST be submitted, in person, to the instructor as a paper copy; NO electronic submissions (email) will be accepted.

PAPER PRESENTATION

Each person will also give a 5 minute Power Point presentation to the class on his/her paper. Presentations will begin in late November. **THOSE WHO DID NOT SUBMIT A PAPER ON APRIL 14 WILL NOT BE ALLOWED TO GIVE A PRESENTATION**. Not producing a paper on time will result in a zero for a total of 200 points of your final grade – 100 for the paper and 100 for the presentation. This means a loss of 3 letter grades and a grade of D or F in the course.

A sign-up sheet of presentation dates will be circulated in class in early April. **THERE WILL BE NO MAKE-UPS FOR THE CLASS PRESENTATION. The presentation is worth 100 points of your final grade.** Your presentation will be graded according to the quality of the Power Point show and your delivery of the presentation. Turning in a copy of your Power Point show alone will **NOT** suffice; you must orally deliver the presentation in front of the class to receive **any** presentation points at all. Below are the criteria and allocation of points by presentation part/component.

Criteria for Power Point Show	Points Worth
Title page	2
Font (right size and type for audience to easily see)	2
Slide background color (clear contrast with type)	2
Slides uncluttered	2
No audio clips allowed (often fail to work, speech avoidance technique)	0
No cascading sentences/titles (they are a distraction)	2
Slides address major points from each part of paper	16
Right number of slides (8 slides minimum and 12 slides maximum)	2
Any photos or diagrams used are easy to see	2
Sub-total:	30 points

Criteria for Speaker Delivery	
Ability to explain paper parts correctly	20
Covered **all parts** of the paper in the presentation	20
Spoke clearly and loud enough for the audience to hear	5
Looked at audience occasionally	5
Did not read the presentation notes verbatim (spoke freely)	5
Came appropriately dressed (i.e. business attire) for the presentation	5
Exhibited an appropriate attitude (i.e. pleasant but serious) about the presentation	5
Addressed any audience questions about paper	5
Spoke the required length of time (5 minutes)**	0
Sub-total:	70 points
Maximum Total Points Possible = 100	

** I will deduct 10 points from your presentation grade for each minute that your presentation is shy of 5 minutes. I will also deduct points if your presentation exceeds 8 minutes. Practice the presentation at home until you get it the right length**

ATTENDANCE

Attendance will be taken during each class meeting, for University reporting purposes, not to determine your grade. However, students who do come to class and take notes will usually perform better on exams than those who skip class. **If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office by the appropriate date to automatically receive a W.**

COURSE GRADES

Final course grades will be determined by the summation of your exam, paper, and presentation grades.
Final course letter grades will be assigned as follows:

A = 630 to 700 points B+ = 602 to 629 points B = 560 to 601 points C+ = 532 to 559 points
C = 490 to 531 points D+ = 462 to 489 points D = 420 to 461 points **F = 419 and fewer points**

Final course grades will not be curved. Grades of Incomplete will not be assigned. **Grades are nonnegotiable** – you will receive what you have **earned.**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

____New Course __X__Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SOWK 371 **Title** Social Work Intervention I: Working with Individuals and Families

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, junior standing, and admission to the BSW Program; or permission of department

Enrollment expectation 30

Indicate any course for which this course is a (an)

Modification SOWK 371 Social Work Intervention I: Working with Individuals and Families

Substitute_____

Alternate_____

Name of person preparing course description Kertrina Graham

Department Chairperson's/Dean's Signature_____

Provost's Signature K. Graham NA

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

Catalog description:

Purpose:

1. For Whom (generally?)

2. What should the course do for the student?

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

____New Course __X__ Modification

Department/School Sociology **Date** 9/8/26

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SOWK 372 **Title** Social Work Intervention II: Large Groups and Community Organizations

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, junior standing, and admission to the BSW Program; or permission of department

Enrollment expectation 30

Indicate any course for which this course is a (an)

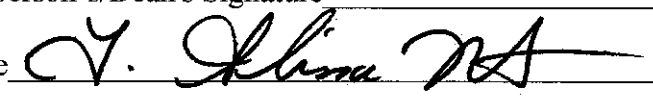
Modification SOWK 371 Social Work Intervention II: Large Groups and Community Organizations

Substitute_____

Alternate_____

Name of person preparing course description Kertrina Graham

Department Chairperson's/Dean's Signature_____

Provost's Signature 

Date of Implementation Fall 2027

Date of School/Department approval 8/24/26

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