Distribution Proposal Examples

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Exploring Social Differences (ESD)
The main goal of the Exploring Social Differences requirement is to help students develop awareness and critical understanding of differences in human societies (such as class, environmental resources, ethnicity, gender, race, religion, and sexual orientation). ESD courses build the analytic skills to examine differences within a society and the ways they are reflected in and shaped by historical, cultural, social, political, economic, and other processes.

ESD Example #1:
HIST 2884, Competing Israeli and Palestinian Nationalisms

➢ What social differences will students explore?
  • Differences between the experience and self-representations of Israelis and Palestinians
  • Reading their representations alongside each other and in comparison, big historical milestones.
  • Class discussions and written assignments

➢ How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society?
  • Formation of historical narratives

ESD Example #2:
HIST 2641/ASNS 2881, Japanese American Incarceration: Removal, Redress, Remembrance

➢ What social differences will students explore?
  • Students will explore how and why the United States government targeted and singled out a specific group—Japanese Americans—based on their racial difference. Students will also examine social differences between Japanese Americans in the camps, whether by gender, generation, class, occupation, or political views. Through in-class discussions and debates and analytical papers, students will explore the various social differences produced and exacerbated by this historical episode.

➢ How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society?
  • Students will examine many Japanese Americans who challenged their incarceration because it was predicated on racial difference. Students will also examine how Japanese Americans tried to maintain cohesion and community in the midst of class and ideological differences. For instance, a huge rift emerged in many camps between those individuals who cooperated with the government and those who openly resisted. These differences persisted into the postwar years. Students will examine the implications and challenges of these differences through in-class discussions and debates and analytical papers.
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ESD Example #3:
GSWS 2468/ASNS 2841, Race, Masculinity, and State Power

➢ What social differences will students explore?
  • Students will examine the construction of masculinity not only as an embodied performance but also as an exercise of power linked to nation-states. Our course will take us through an examination of state policies of the US, Pakistan, Saudia Arabia, and Afghanistan (among other countries) where we will highlight how the state functions as a purveyor of male domination. In addition, we will also examine statist productions of iconic ideal types - such as the figure of the mother, the soldier, and the nation's daughter.

➢ How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society?
  • The course will examine the role of state's in securing racial and gender privilege. However, we will theorize the state as only one element public culture and include an examination of media archives as well to ascertain how status quo is reproduced and sustained. The course will thus call on students to analyze advertisements, songs, images, and films.

ESD Example #4:
ITAL 3008, Of Gods, Leopards, and ‘Picciotti’: Literary Representations of Sicily Between Reality and Metaphor

➢ What social differences will students explore?
  • The course examines the development of the imaginative construct of Sicily as the “internal other” in relationship with mainland Italy, and how Sicilian writers have responded to this essentializing view that rendered Sicily culturally, if not racially homogenous and unchanging. In the “moral geography” of Italy, the blame for the ills of the nation as a whole are often assigned their geographical origin: the southern half of Italy (south of Rome and including Sicily) is a place of difference and a repository for that which was deemed undesirable in the making of the nation. The South seems to be put, explicitly or otherwise, in a constant comparison with the North and is forced into a series of dualisms that place it on the bottom half, both literally and figuratively, of the duality. The students will examine how the North’s views of the South are constructions that respond to a relationship of dominance, and the way in which the dominant party views and creates the dominated one through a cluster of value judgments that make the South seem like an irredeemable victim of its cultural and political backwardness, the result of a ‘history’ that has been turned into an essential ‘nature’ that cannot be reformed or changed.

➢ How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society?
  • The course is organized around literary texts written by Sicilian writers and/or located in the Sicilian landscape, drawn from 19th, 20th, and 21st century authors; central themes of the course include issues of cultural identity long a part of Sicilian discourse (e.g., is Sicily “truly” Italian? is Sicily really part of Europe, or should it be considered fundamentally Other? etc.) as well as
major contemporary social and political issues (the economy; the Mafia; immigration and asylum; etc.). From Verga’s veristic works in the last quarter of the 19th century until today, the textual representation of the island and its people has transformed Sicily from a geographical space to an imaginative space, turning the island into what Edward Said described as an imaginative geography: a physical location which is transformed into an imaginative space with symbolic or metaphoric value founded upon both its historicity (events contextualized in a specific temporal moment) as well as upon its textual and visual representation. The power of representation can be seen in both the real world and in literature. In the real world, this imaginative geography comes to replace the physical space in the collective consciousness and can therefore have far-reaching implications on how the place and its people are viewed, judged, and ultimately treated. In the artistic realm, this imaginative space then becomes the object through which ideologies, whether political, historical, literary or even existential, are expressed, a means of representation which incorporates not only geography but external perceptions and cultural distance, as well. Thus, Sicily, and its past, becomes a poetic construct. The students will analyze the texts and the relationship/dualities between regional and national culture through the critical framework provided by Antonio Gramsci’s analysis of Italian internal differences and the ‘Southern Question,’ Edward Said’s “Orientalism,” and Franco Cassano’s Southern Thought.

**ESD Example #5:**

**MUS 3151, Advanced Concepts in Music and Culture: African American Music**

- **What social differences will students explore?**
  - Students will discuss and debate issues of racial construction in music, often using examples from their own lives and listening experiences. Emphasis is placed on listening to others’ viewpoints and to soliciting views of others, especially minoritarian viewpoints. Students will work in groups to analyze music as a cultural force and will create and defend an argument together. Students will give a final group presentation and will evaluate their own and their peers’ contribution, including evaluating how others listened and offered alternative views.

- **How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society?**
  - The course material focuses on how group differences are constructed (formed and maintained) through music. Various perspectives on how this happens are offered, predominantly through the readings. Students debate and discuss these readings, sharing their perspectives—both perspectives they may have had growing up and new perspectives they are developing based on information they acquire through their study. Students journal on these changing perspectives throughout the class in order to help them verbally articulate them in class.
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ESD Example #6:
HIST 2690, Fascism

➢ What social differences will students explore?

- The history of fascism is very much about the history of social differences. First, Fascism emerged out of the breakdown of traditional European society in the late 19th century. In fact, it was partly a reaction to the rise of social groups, like liberated women or communists, which some felt posed a threat to the fabric of social life in Europe. Second, unlike other movements at the time, fascism deliberately appealed to a wide variety of social groups, rather than basing itself in a single constituency: fascists tried to win the support of shopkeepers, intellectuals, workers, students, conservatives, radicals, business owners, aristocrats, and women, adjusting their message for each group. Lastly, fascism was a political project that aimed to accentuate social differences: between women and men, whites and non-whites, citizens and immigrants, etc. In fact, fascist ideology is very much about dividing society into antagonistic, socially-constructed social groups, pitting a mythical "Volk" against an often-imagined social grouping, like Judeo-Bolshevism. In this course, we will look at how fascism responded to the development of social differences in European society, we will explore how fascism tried to curry favor with distinct groups, and we will see how fascists worked to both erase and re-inscribe certain social differences in Europe. To do this, we will look at secondary sources, films, manifestos, and firsthand accounts from on participants on all sides.

➢ How will the course focus on examining the formation, maintenance, implications of or challenges to group differences within a society?

- The production and reproduction of social divisions is a central theme in this course. Fascists constantly re-imagined society as a struggle to the death between different social groups. Fascists accentuated, and remade, social differences between workers and bosses, men and women, citizens and immigrants, whites and non-whites, heterosexuals and queer folk. In this course, we will use different case studies to see how different fascisms created, and reproduced, different kinds of social divisions. In addition, fascists tried to erase social differences altogether. All societies have to face the challenge of diversity and difference. Fascism’s solution was to annihilate those who were different by forcing them to become part of a uniform mythic nation, physically moving them, or simply exterminating people from different backgrounds. Using memoirs, political tracts, films, and secondary sources, students will understand what motivated fascists to do this, how fascists went about it doing, and how others tried to stop them.
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INS Example #1:
EOS 2565, Coastal Oceanography

➢ Describe the exercises and experiences you will incorporate that help students understand the natural world and the ways in which scientists explore it

- The course is focused on (1) the collection of data and observations from research cruises, observational platforms (e.g., the Bowdoin Buoy), and laboratory experiments, (2) the analysis of samples and data sets, (3) the interpretation of the analysis results and (4) the synthesis of the interpretation in the context of published work. Students will read one or more scientific papers on a topic, write a short analysis that consists of an overview of the state of knowledge on the topic and the identification of knowledge gaps. The research review will form the basis for constructing the approach for collecting and analyzing a data set that will address one or more knowledge gaps. The final product will be a short paper which incorporates the literature analysis (now in its second written iteration), a summary of the approach, presentation of results (including graphs and tables), and interpretation of the results. Towards the end of the semester, synthesis will be introduced to link the weekly activities together. For example, one laboratory session will focus on the collection of water samples in different parts of an estuary for analysis of the nutrient concentrations. The analysis will focus on contextualizing the location of water sample collection with respect to estuary circulation. A second lab will focus on learning lab-based auto-analysis for quantifying the concentration and composition of nutrients in the water samples. The write up will include a description of the method, the propagation of error and the results of the analysis. A third lab will focus on accessing an online data set of nutrients in the Gulf of Maine collected over the last 50 years. Students will analyze how their data fit within the large scale, long term nutrient patterns in the Gulf with an eye towards understanding how nutrient concentrations vary over time and space. With these three labs, students learn how to design and implement a field sampling program, how to run a robust laboratory analysis, and how to place their results into a larger oceanographic context. Later in the semester, they will return to these results when they analyze the time and space variations in the phytoplankton communities that depend on these nutrients for growth and reproduction.
Distribution Proposal Examples

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INS Example #2:
BIOL 1060/ENVS 1060, Prove it!: The Power of Data to Address Questions You Care About

➢ Describe the exercises and experiences you will incorporate that help students understand the natural world and the ways in which scientists explore it
  • In this course we will explore topics at the intersection of ecology and environmental studies: issues such as climate change, biodiversity loss, and pollution impact on ecosystems and human health. This exploration will involve reading about these issues both in primary and secondary literature articles as well as class discussion and writing exercises to delve deeper into these analyses. In particular, students will explore how issues are presented in the media and also examine primary literature articles upon which media articles are based, to determine whether the media is fairly representing the scientific evidence. Through lecture, class discussion, and hands on experience, students will learn about how data is collected on these topics, including the limitations of what we can measure about the natural world and what data is available publicly. In small groups (described more below) students will explore an environmental issue of interest in greater depth, through a combination of background reading and data analysis and interpretation. Students will present their projects to the class at the end of the course, giving students an opportunity to learn about a wider variety of environmental issues and the ways data can be used to ask and answer questions on these topics.

International Perspectives (IP)
The main goal of the International Perspectives requirement is to assist students in developing a critical understanding of the world beyond the United States. IP courses provide students with the tools necessary to analyze non-U.S. cultures, societies, and states (including indigenous societies and sovereign nations within the United States and its territories), either modern or historical.

IP Example #1:
HIST 2884, Competing Israeli and Palestinian Nationalisms

➢ Which non-U.S. perspective(s) will be developed in this course?
  • History of Israeli and Palestinian Nationalism
  • Formation of narrative and the role in conflicts
  • History of the Middle East
  • Primary sources include novels, movies, arts.
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➢ How will students learn to analyze or engage critically with social, cultural, institutional, or political dimensions of societies beyond the U.S.?
  • Historical accounts
  • Reading of primary sources
  • Class discussions of interpretations
  • Written assignments
  • First person essays

IP Example #2:
GSWS 2468/ASNS 2841, Race, Masculinity, and State Power

➢ Which non-U.S. perspective(s) will be developed in this course?
  • To examine state power as masculine, students will read books that examine Saudi Arabia, Afghanistan, United States, and Pakistan as case studies. The course will center include a historical component in order to trace the genealogy of the present. This will include examining the articulation of black and brown masculinities as hypersexual, violent, and backward. Materials in that context will emerge from how the ‘East’ is imagined by the ‘West.’ Students will complete a final assignment, which will include an analysis of the state practices of any country they choose.

➢ How will students learn to analyze or engage critically with social, cultural, institutional, or political dimensions of societies beyond the U.S.?
  • Students will read detailed case studies (books) about state practices in Saudi Arabia, Afghanistan, and Pakistan. Moreover, since we are concerned about how War on Terror has both transnational and local manifestations in relation to racializing particular populations, we will also consider how the ‘Taliban’ are imagined in Pakistani discourse. This will include a critique of political statements and advertisements. Students will thus learn how to analyze state self-articulations. Students can then take these skills and apply it to other contexts of their choice for their final papers

IP Example #3:
HIST 2690, Fascism

➢ Which non-U.S. perspective(s) will be developed in this course?
  • This course focuses on the history of fascism in Europe. We will look at Italy and Germany in particular, since this was where fascism actually came to power. But this course will also spend considerable time exploring other national fascisms, in France, Spain, Norway, Hungary, and
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Romania, for example. Fascism, the course shows, was an international phenomenon, though fascism often looked differently in each national context. In this course, we will try to understand why. In addition, fascist movements, and later states, did occasionally form alliances with one another, seeing themselves as part of a wave. In this course, we therefore think about the possibility of fascist internationalism. If fascism is in large part about advancing the interests of an allegedly superior racial or national group, is fascist internationalism actually a contradiction in terms? Were these cross-border alliances purely pragmatic, or were they backed by genuine ideological unity? Lastly, this course will also explore a few cases of non-European fascism, looking briefly at South America, Japan, and Iran. How did non-European fascism compare? Was this actually fascism, or something else? Using primary sources, we will see what fascists themselves thought about fascism elsewhere. Using secondary sources, we will see what subsequent scholars have argued. One major writing assignment for this course will be to think about the translatability of fascism across borders. To what degree does fascism change in different places? At what point does fascism become something else entirely?

➢ How will students learn to analyze or engage critically with social, cultural, institutional, or political dimensions of societies beyond the U.S.?

• The primary way that students can engage with non-U.S. perspectives is by reading texts produced by those living outside the United States. While language is always an issue, thankfully many key texts have been translated. In this course, students will read texts from fascists in Italy, Germany, France, Spain, and elsewhere. They will read accounts from those who suffered from fascism, like Jews, Communists, and non-whites. They will read important anti-fascist writers, like Georgi Dimitrov. Students will also read European scholarly reflections on Europe’s fascist past. Lastly, given the new wave of far right activity, students will examine texts from the right-wing movements cropping up across Europe today. We will end by comparing this new wave to earlier moments of fascist resurgence.
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Mathematical, Computational, or Statistical Reasoning (MCSR)

The main goal of the Mathematical, Computational, or Statistical Reasoning requirement is to enable students to use mathematics, statistics, or quantitative methods, models, and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area.

MCSR Example #1:
CSCI 2340, In situ D4: Real-world Database Design, Development, and Deployment

➢ How will students interpret and draw appropriate inferences from mathematical, computational, or statistical constructs such as formulas, graphs, tables, and schematics?
   • ER diagrams, maps, graphs, tables, concept maps, and persona diagrams all visualize different types of data collected about people (e.g., behaviors, relationships, environments, etc.). Students will be required to model, collect, analyze, synthesize, and interpret a variety of data sources collected as a part of course activities and team assignments.

➢ How will students represent information, relationships, or data graphically, numerically, or symbolically?
   • No answer was provided for this question because faculty members requesting an MCSR distribution designation are only asked to answer two of the three questions.

➢ How will students model and analyze real-world questions through the use of mathematical, algorithmic, or statistical methods?
   • Students will be required to answer real-world questions while exploring a variety of database types (relational and non-relational) and programming/query languages. This will include developing and analyzing what type of data models are most efficient for different types of data. The data used for this course will be collected from a real-world setting (airport), therefore, design and implementation issues around data storage, transactions, extraction, and retrieval, user accessibility, and security of the information, will be built into the project parameters. Culminating projects will contribute to the demonstration of a user-tested information system that represents the student-collected data from the test bed site.
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Visual and Performing Arts (VPA)
The main goal of the Visual and Performing Arts requirement is to help students expand their understanding of artistic expression and judgment through creation, performance, and analysis of artistic work in the areas of dance, film, music, theater, and visual art.

VPA Example #1:
HISP 3110/THTR 3503/LAS 3210, Hispanic Theater and Performance

➢ How will students be involved in the performance or creation of a work of art? Describe specific assignments, activities, or projects.
   - No answer was provided for this question because faculty members requesting a VPA distribution designation are only asked to answer two of the three questions.

➢ How will students be engaged in extended and detailed analysis of artistic work? Please provide an example.
   - Students will read the full text of eight 3-act Spanish plays over the course of the semester, all written in the 16th and 17th centuries. They will produce weekly short commentary about these class readings, and will be required to write two extended essays, each one focusing on a particular play.

➢ How will students explore the cultural, social, historical, or economic context surrounding artistic expression? Please provide an example.
   - In addition to reading play texts, students will be required to read transcripts of interviews with directors/ set designers/ costume designers for 4-5 contemporary productions and conduct an in-class interview (via Skype) with theater artists working on the plays we examine in class. We also partner with special collections to view and analyze 18th century editions of these plays; the class visits culminating in a short, descriptive essay about one of the manuscripts as a way to better understand the material culture from the period.