

**PRINCETON UNIVERSITY
COURSE OFFERINGS
NEW AAS UNDERGRADUATE COURSE PROPOSAL**

TERM:

COURSE TITLE:

TRANSCRIPT TITLE (max. 40 characters including spaces):

UNDERGRADUATE GRADING BASIS: (Check only one.)

- ☐ A-F, P, Aud (The course may be taken for a letter grade, Pass/D/Fail, or Audit)
- ☐ na, npdf (The course may only be taken for a letter grade. Pass/D/Fail and Audit are not available for this course)
- ☐ No Audit (The course may not be audited, but taken for a letter grade or Pass/D/Fail)
- ☐ No P/D/F (The course may not be taken as Pass/D/Fail, but may be taken for a letter grade or audit)
- ☐ P/D/F Only (The course may only be taken on a Pass/D/Fail basis)

PROFESSOR(S) NAME(S): (max. 3 instructors)

- 1.
- 2.
- 3.

REQUIREMENT GROUP: (Check only one box IF requirement group is applicable.)

- ☐ Not Open to Freshmen
- ☐ Open to Freshmen Only
- ☐ Open to Sophomores Only
- ☐ Open to Freshmen and Sophomores Only
- ☐ Open to Juniors Only
- ☐ Open to Seniors Only
- ☐ Open to Juniors and Seniors Only

COURSE DESCRIPTION: (max. 650 characters including spaces)

COURSE ATTRIBUTES:

	<u>CODE</u>	<u>DESCRIPTION</u>	<u>(Y/N)</u>
Will this course be open to students by application only?	APPL	By Application or Interview Only	_____
Is this course required for concentrators?	CONR	Required for Concentrators	_____
Will this course contain international content/be included in the Global Arc?	INTL	International Content	_____
Will this course have a service-orientation/community-engaged component?	LRNA	Learning Attribute (CBLO/CBLR)	_____
Will students use electronic media to create a project?	MMSP	Multimedia Student Project	_____
Will students need advanced software to complete work?	SAPR	Software Package Use Required	_____
Will this course have a US or International travel component?	TRVL	Travel Required (USTR/INTR)	_____

Course attributes are an optional characteristic that can be added to an undergraduate course listing to let students know a range of things: that the course is application only, limited to concentrators, or requires certain skills or assignments, such as statistical programming or multimedia projects. This is also the appropriate place to note whether or not a course will have required off-campus travel, either to a location within the United States or abroad. Course attributes also signify whether or not a course has international content or involves community-engaged learning.

TERM ASSESSMENTS: (The elements of Term Assessments and Final Assessments must total 100%; no one element may be more than 50%; Participation may not be more than 30% without an attached rationale.)

Exam(s) Given During Term	%	Lab Reports	%
Project(s)	%	Quizzes	%
Presentation or Performance	%	Problem Sets	%
Papers/Writing Assignments	%	Programming Assignments	%
Participation	%		

FINAL ASSESSMENTS: (At least one Final Assessment must be selected.)

Final Scheduled Exam	%	Will the scheduled exam be given in person or remotely?	_____ In Person _____ Remote
Final Paper or Project	%		
Final Presentation or Performance	%		
Final Take Home Exam	%		

SAMPLE READING LIST:

1. AUTHOR:
TITLE:
2. AUTHOR:
TITLE:
3. AUTHOR:
TITLE:
4. AUTHOR:
TITLE:
5. AUTHOR:
TITLE:
6. AUTHOR:
TITLE:

☐

See instructor for complete list.

READING/WRITING ASSIGNMENTS: (max. 490 characters including spaces)

PREREQUISITES/RESTRICTIONS: (max. 563 characters including spaces)

OTHER INFORMATION: (max. 490 characters including spaces)

COURSE COMPONENT DESCRIPTIONS

Components are used by the Registrar's office to arrange meeting patterns for courses, determine course evaluation questions, and to inform decisions about assigning graduate students to courses as Assistants in Instruction.

Class:

An instructional unit combining formal presentations, review, and interactional activities and problem-solving among the students and teacher or among the students themselves. A class component is sometimes a stand-alone component, and sometimes offered with a lecture. However, it is a primary component only if it is the only component type.

Film:

The component of a course in which films are presented for discussion or review in another component of the course. Film is never the primary component of a course.

Lecture:

A large class, a lecture may consist of formal presentations from the instructor as well as structured opportunities for interaction between the students and the instructor or among the students themselves. If a course has a lecture component, it is the primary, graded component, and includes all enrolled students.

Precept:

Small, interactive meetings, usually limited to about 15 students each. There are usually several precepts for each lecture. A precept is never the primary component of a course.

Practicum:

A hands-on, workshop component of a course, which may be held in a classroom or in the field. A practicum is never the primary component of a course. It may be offered with a lecture, in which case it may supplement a precept, or with a seminar or class.

The practicum component is appropriate for recurring, weekly meetings that involve group field work or data collection off campus, interactive presentations or discussions of works-in-progress, or other hands-on projects.

Seminar:

Highly interactive meetings that are usually several hours in duration, usually with no more than 18 students. Typically, the only component of a course, in which case it is the primary, graded component.

DISTRIBUTION AREA: (Check up to **two**. *****)



Culture and Difference (CD) **

The requirement in Culture and Difference begins with the premise that human beings experience the world through their respective cultures—the ideas, meanings, norms, and habituations—that are represented in the arts and literature, laws and institutions, and social practices of human societies whose histories and power relationships often differ from one another. Found across a wide range of disciplines, these courses use cultural analysis to trace the ways in which human beings construct meaning both within and across groups. Culture and Difference courses offer students a lens through which other forms of disciplinary inquiry are enhanced, critiqued, and clarified, often paying close attention to the experiences and perspectives of groups who have historically been excluded from dominant cultural narratives or structures of social power. The requirement in Culture and Difference is the only requirement that may be satisfied either independently or concurrently with another distribution area.



Epistemology and Cognition (EC)

Courses in Epistemology and Cognition address the nature and limits of human knowledge. The cognitive sciences and related fields study human reasoning as it is. Epistemology—the philosophical theory of knowledge—studies human reasoning as it ought to be. Both areas of inquiry focus simultaneously on the manifold sources of human knowledge and on the many ways in which human reasoning can be distorted or undermined. Courses in this group are offered in a number of departments, but share the common goal of encouraging students to reflect on the linguistic, psychological, and cultural structures that make knowledge possible. Individual departments may also offer courses in disciplinary “ways of knowing” that invite students to consider the epistemological assumptions and methodological principles that inform research in their fields.



Ethical Thought and Moral Values (EM)

Human beings often disagree about matters of right and wrong, and about how we ought to organize our lives together. The ethical and moral conclusions we reach, however, are not mere matters of opinion. Ethical decisions emerge from fundamental ideas about the nature and possibility of the “good,” our duties and obligations to one another, our aspirations for a virtuous and meaningful life, and the demands of justice. These ideas, often shaped by ancient traditions of religion and culture, guide the moral questions we ask and the conclusions we reach. Courses in Ethical Thought and Moral Values equip students to understand the basis of their own moral reasoning and ethical issues as they arise in social life, while also cultivating the possibility of a common ethical language among people whose traditions and values differ.



Historical Analysis (HA)

Historical analysis invites students to enter imaginatively into languages, institutions, and worldviews of the past. It grounds us in the awareness that human life and culture are thousands of years old, and that the world we experience in the present is only a fraction of all that it ever was. Fundamental to historical analysis is the study of change over time: why and how did cities rise and fall, technologies develop, the social roles of men and women transform? Because we can never directly experience the past, historical analysis depends on the subjective selection and interpretation of texts, artifacts, and other evidence, and from the same evidence many different stories can often be told. Historical analysis requires students to make critical judgments about the conclusions we can draw from the traces of the past to which we have access.



Literature and the Arts (LA)

Human beings have always used imagination to create reflections and representations of ourselves and our world, from cave paintings to symphonies to video games. In making these artistic or imaginative representations, we express ideas about our own nature and investigate the nature of the world around us, often in ways that push at the boundaries of what can be said in ordinary language. In courses in Literature and the Arts, students may produce creative, imaginative works or practice interpreting them. For example, they may choreograph dances or read Shakespeare plays or create performance pieces that use imaginative and interpretive skills critically and physically. The skill of “close reading” is especially important in this area of inquiry: what can we learn from careful attention to the precise words, colors, or tones that an artist has chosen?



Social Analysis (SA)

Social analysis involves the study of the structures, processes, and meanings human beings create through our interactions with one another, and the networks and institutions through which human behavior develops and evolves. The codes and narratives we share with others, often unspoken, produce our sense of “the normal” and structure our thought and behavior. These components of social life are accessible through both quantitative methods, which involve the statistical analysis of data, and qualitative methods, which rely on the interpretation of data gathered through observation and interaction. Social analysis enables us to make sense of the social structures and processes that shape individual lives, to understand the role of institutions—such as the family, government, schools, and labor markets—in society, and to define and respond to social problems, such as inequality and violence.



Quantitative and Computational Reasoning (QCR)

Quantitative and computational reasoning engages students in the logic of mathematics and the manipulation of numerical and categorical information. Quantitative reasoning asks us to describe and predict things that can be measured or counted such as population, speed, or cost. Computational thinking informs the underlying structures of the codes and algorithms created in computer science. Quantitative and computational reasoning is used to some degree in almost every area of learning. A strong foundation in quantitative reasoning helps students think clearly and apply quantitative methods to a wide range of projects, and equips them to critically evaluate statistical claims.



Science and Engineering (SEN/SEL)

Science and engineering encompass the study of the natural and constructed worlds, their impact on humanity, and the human impact on them. These disciplines teach principles, methods, and systematic thinking, how to innovate theories and methodologies, how to test hypotheses and prototypes by analyzing data while managing uncertainty, and how to enhance the built world through creativity and design. Fundamental to science and engineering are the methods and habits of mind in which models are developed, critiqued, and refined, thereby enriching and expanding our ways of understanding—and fascination with—the natural and constructed environments, and our own positions within them.

***FOR A DUAL DESIGNATION AREA:** (Please note the reason why a dual designation is warranted here.)

****CULTURE & DIFFERENCE JUSTIFICATION:** (Briefly describe why this course should receive the CD distribution.)

COURSE SUB-FIELD: (Check all that apply)

☐ **AFRICAN AMERICAN CULTURE & LIFE**

In this track, students encounter the theoretical canon and keywords, which shape the contemporary discipline of African American Studies. Accessing a range of interdisciplinary areas, situated primarily in the United States, students will learn to take a critical posture in examining the patterns and practices that order and transform black subjects and black life.

☐ **GLOBAL RACE & ETHNICITY**

In the Global Race and Ethnicity subfield students use the prevailing analytical tools and critical perspectives of African American Studies to consider comparative approaches to groups, broadly defined. Students will examine the intellectual traditions, socio-political contexts, expressive forms, and modes of belonging of people who are understood to share common boundaries/experiences as either:

- (1) Africans and the African Diaspora outside of the United States and/or
- (2) non-African-descended people of color within the United States.

☐ **RACE & PUBLIC POLICY**

In the Race and Public Policy subfield students use and interrogate social science methodologies in examining the condition of the American state and American institutions and practices. With an analysis of race and ethnicity at the center, students will examine the development of institutions and practices, with the growth and formation of racial and ethnic identities, including changing perceptions, measures, and reproduction of inequality.

Course Level	
<input type="checkbox"/> 100 – 199	= Freshmen Level Course
<input type="checkbox"/> 200 – 299	= Sophomore Level Course
<input type="checkbox"/> 300 – 399	= Junior Level Course
<input type="checkbox"/> 400 – 499	= Senior Level Course

Reserve Capacity: (Complete all that apply.)

Department Graduate Students Only
Open to Concentrators
Graduate Students
Seniors
Juniors
Sophomores
Freshmen
Juniors and Seniors
Freshmen and Sophomores

COURSE JUSTIFICATION: (Briefly describe how this course will benefit AAS and the students.)

CLASS SCHEDULE:

All courses must designate each meeting as a Lecture, Seminar, Class, Precept, Practicum, Lab, Drill, Studio, Film, or Ear Training. With the exception of a three, four, or five-hour class, classes should be scheduled MW or TTh. No courses may be scheduled between 4:30 and 7:30 p.m. because of student dining and extracurricular activities. All courses end at ten minutes before the hour (e.g., 10-10:50 MW) or twenty minutes after the hour (e.g., 1:30 - 2:20 TTh). A course may not begin at 12 noon. **Please provide two scheduling options.**

START TIME	END TIME	DAY(S)	Enrollment Capacity (REQUIRED)

Submitted By: _____ **Date:** _____

PLEASE SUBMIT A SYLLABUS WITH THIS COMPLETED FORM!