

Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person John Newell Email address newellj@cofc.edu Phone 953-7154

1. Department: Honors College
2. Course number and title: HONS 381 Interdisciplinary Special Topics in the Humanities
Number of Credits: 3-6 Total hrs/week: 3 -6

Lecture: Lab: Recitation: Seminar:

For Independent study courses:

Research: Field experience:
Clinical Practice: Internship:
Practicum: Independent Course Work:

3. Semester and year when course will first be offered:
Fall 2011

4. Catalog Description (please limit to 50 words):
An Honors course on an interdisciplinary topic in the Humanities. Topics will be proposed by faculty based on their particular expertise and interests and approved by the Honors College Committee. Applies toward general education requirements in the Humanities. Prerequisite: Junior standing and HONS 120 or consent of instructor and Dean of the Honors College.
Repeatable up to 12 hours

5. CIP Code: 24 (This code must be determined for new courses. The codes can be found at <http://nces.ed.gov/ipeds/cipcode/>. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate:

This course will be cross listed with: NA

Rationale for cross listing: NA

Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
NA

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b) Please explain overlap with any existing courses.

With the change from SIS to Banner, the Registrar's Office is now able to automatically perform a degree audit to see whether or not a student has satisfied Honors College requirements. In the past with SIS, this verification and certification could only be done manually. With the automated process, it is essential to distinguish between an introductory level special topics course taught in the Honors College and an Honors upper level special topics course that is interdisciplinary. This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

8. Prerequisites (or other restrictions):

Prerequisite: Junior standing and HONS 120 or consent of instructor and Dean of the Honors College.

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?

All Honors students are required to complete at least one interdisciplinary Honors course beyond the twelve hours of Honors Western Civilization. Our objective is to build upon the interdisciplinary experience of HONS 120 and 130, with the belief that interdisciplinary courses lead students to think more broadly and outside purely disciplinary perspectives. This particular course allows faculty from across the campus to propose interdisciplinary courses in the Humanities.

b) How does the course support the mission statement of the department and the organizing principles of the major?

HONS 381 would be used for Interdisciplinary Special Topics courses in the Humanities, such as "The Great Hunger: Famine in Ireland," "Trans-Nationalism: England and Empire," or "Latin American Film and Literature." These courses are approved each year by the Honors Faculty committee from proposals submitted by faculty. All Honors students must take at least one such interdisciplinary Honors course to graduate from the Honors College. This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

NA

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

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All of these courses will by their very nature be interdisciplinary and provide linkages across two or more disciplines. For example, "The Great Hunger: Famine in Ireland," which will be taught next year, examines the Irish famine from a multitude of perspectives--historical, economic, sociological, artistic, etc. This draws on the disciplines of History, Economics, Sociology, English, and others.

11. Method of teaching:

While the specific range of teaching methods will vary greatly from one special topics course to another depending on the topic and professor, all will be by definition seminar style classes with a major focus on class discussion and active student participation.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:

NA

b) Address potential shifts in staffing of the department as it relates to the offering of this course:

NA

c) Frequency of offering:

each fall:

each spring:

every two years: every three years:

other (Explain):

13. Requirements for additional resources made necessary by this course:

a) Staff:

No additional resources required.

b) Budget:

No additional resources required.

c) Library:

No additional resources required.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) yes no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

15. Paste syllabus, reading lists, or any additional documentation that can help the committee

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evaluate this proposal (a syllabus is mandatory).

HONS 381.001

The Great Hunger: Famine in Ireland

TR 10:50-12:05

Maybank Hall Room 320

Instructor: Dr. Cara Delay

(843) 953-7597

delayc@cofc.edu

Office: Maybank 214

Office Hours:

M 10-12:30, T 1-3:00

Course Description and Goals

In this honors seminar, we will embark upon a detailed exploration of one of history's greatest catastrophes, the Great Irish Famine of the 1840s. We will begin with an analysis of the social, political, economic, and cultural contexts of nineteenth-century Ireland, covering not only the famine years but also life in Ireland before and after the famine. Next, we will turn to an examination of responses to and effects of the famine; here, we will assess debates about Britain's response to the famine and will look at how the famine transformed the society and culture of Ireland. We conclude our semester with a unit on famine memory and commemoration, famines worldwide and comparative famine theory, and how scholars and others have interpreted the famine. Throughout the semester, we will look at Ireland's famine from different perspectives and disciplines and through an analysis of many different sources, including first-hand accounts, newspaper reports, film, folklore and oral tradition, literature, imagery, and monuments.

In this course, students will:

- focus on analysis and interpretation, becoming familiar with and debating controversies and questions surrounding the famine, including how and why the famine occurred, how (or even if) we can assign responsibility for the famine, how historians and others have studied, remembered, and written about the famine, and how we should do so today.
- hone their skills in critical reading, writing, and analysis.
- work individually and in groups.
- complete original research projects.
- discover the value of exploring a seemingly unique or isolated historical event from an interdisciplinary perspective.

This course demands your commitment and active participation; here, learning is a collaborative process. Your presence in class, contribution to discussions, and thoughtful reading are essential for the course to be a rewarding experience. Please make sure that you are able to meet all of these requirements if you choose to take this course. Welcome to what promises to be a challenging and rewarding semester!

Course Requirements

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Formal requirements for this course include written analyses of the course readings, a group project, a reflective essay, attendance and participation (including an in-class debate and all in-class work), and a final research project (including a research proposal and bibliography, a draft, and a research presentation). See the Course Schedule for assignment and reading due dates, and see the attached assignment sheets for details.

Grading Breakdown

Reading Responses	20%
Group Project	10%
Research Proposal and Bibliography	10%
Research Project	30%
Reflective Essay	10%
Attendance, Participation, and In-Class Work	20%

I also consider improvement and effort when assessing final grades.

All assignments are due at the beginning of class. I may choose not to accept late papers and assignments; if I do, I will mark them down one grade per day (so a B becomes a C after one day). Papers or assignments handed in after the start of a class period will be considered one day late. I will not accept late final research projects. Assignments not handed in will receive a grade of zero or F. Any student who does not complete ALL required readings, assignments, essays, and exams may fail the course.

I will use the following scale when computing your final grade:

Letter Grade	Numerical Equivalent
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 and below

Attendance

Given the nature of this course, it will be impossible for you to do well if you do not come to class. I therefore expect all students to attend all classes, to arrive on time, and to turn

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off all electronic devices. If you do miss class, you are responsible for contacting me about missed work, for turning in any missed assignments, and for getting notes from another classmate. If emergency or illness prevents you from coming to class and you wish to have the absence excused, it is your responsibility to bring appropriate documentation to the Office of the Associate Dean of Students at 67 George Street. For more information, see www.cofc.edu/studentaffairs/general_info/absence/.

You may miss 3 classes without penalty (although I don't recommend it). After that, each undocumented absence will cost you 2 points off of your final grade. Arriving late to class counts as ½ an absence. Note also the cell phone policy below: if your cell phone rings or vibrates in class, you will earn an unexcused absence.

Readings and Class Participation

Students must complete readings in a timely fashion to make possible full participation in class discussions and exercises. Therefore, make sure that you read all readings carefully and critically by the beginning of the class period for which they are assigned.

Come to class with notes on the readings and be prepared to both answer and ask questions about the readings. Participation grades will be calculated based on both the frequency of your contributions in class and on the quality of your comments. In particular, I am looking for evidence that you have completed the readings and that you are connecting them to the themes we have discussed in class.

Classroom Conduct

The College's Classroom Code of Conduct is available at www.cofc.edu/studentaffairs/general_info/honor_system/classroom_disruption.html. Please note that conduct in class constitutes part of your attendance and participation grade; disruptions may result in further penalties. Do not talk with classmates, allow cell phones to ring, or text in class. Each time your cell phone or other electronic equipment disturbs our class, you will earn one unexcused absence.

Academic Dishonesty

I will not tolerate academic dishonesty.

The College of Charleston has a clearly laid out policy on academic dishonesty. Students who commit honor code offenses will be required to appear before the Honor Board; if found guilty, students will receive a grade of "XF," which denotes failure due to plagiarism and will appear on your transcript. Please review this policy at www.cofc.edu/StudentAffairs/general_info/honor_system/.

If you have any questions about what constitutes academic dishonesty, please ask me.

Special Accommodations

If you have a documented disability, please see me within the first two weeks of class so

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that we may make a reasonable accommodation for you and make sure that you are registered with the Center of Disability Services/SNAP. Contact the Center of Disability Services at 953-1431 with any questions.

Getting in Touch With Me

The easiest way to get in touch with me is by email (delayc@cofc.edu), but please note that, during the week, it may take me up to 24 hours to return your email. On weekends, I check email more infrequently and may not get back to you until Monday. When you email me, you must use your CofC account, not a personal email account. You are welcome to try and reach me by phone, but I check my voicemail less frequently. I keep at least four office hours per week; please feel free to stop by during office hours or make an appointment to see me at other times.

If you are uncertain about any of these requirements, please see me immediately for clarification.

Required Texts (available for purchase at the bookstore)

Cormac Ó Gráda, *Black '47 and Beyond: The Irish Famine in History, Economy, and Memory*

Noel Kissane, *The Irish Famine: A Documentary History*

Robert Scally, *The End of Hidden Ireland: Rebellion, Famine, and Emigration*

Susan Campbell Bartoletti, *Black Potatoes: The Story of the Great Irish Famine, 1845-1850*

See also the course schedule for reading assignments online and on electronic reserve.

You will need to spend additional money printing or photocopying these readings. The ERES password for this course is HUNGER

Background Texts on Reserve at Addlestone Library (optional but recommended if you have little knowledge of Irish history)

John Ranelagh, *A Short History of Ireland*

Kevin Kenny, ed., *Ireland and the British Empire*

Jeremy Black, *A History of the British Isles*

Thomas Hachey, *The Irish Experience: A Short History*

Christine Kinealy, *This Great Calamity: The Irish Famine, 1845-52*

Course Schedule and Assignments (subject to change)

T 8/21: Introduction and Review of Syllabus

TH 8/23: The Pre-Famine World: Population, Land, and the Economy

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Browse the Government of Ireland website at <http://www.irgov.ie/> and look at what the following websites have to say about the famine:

<http://www.victorianweb.org/history/famine.html>

http://en.wikipedia.org/wiki/Irish_famine

Group Project Requests Due

T 8/28: The Pre-Famine World: Politics, Colonialism, and Power

Read:

- Noel Kissane, *The Irish Famine: A Documentary History*, 1-11.

Reading Analysis # 1 Due

TH 8/30: The Pre-Famine World: Daily Life

Read:

- Cathal Póirtéir, *Famine Echoes*, 20-33. (ERES)

Reading Analysis # 2 Due

T 9/4: Famine Facts and Chronology

Read:

- Ó Gráda, *Black '47*, Chapter 1
- *The Irish Famine: A Documentary History*, 12-25.

Reading Analysis # 3 Due

TH 9/6: Library Research Session: meet in room 122 of the library

T 9/11: Diet, Disease, and Demography: Famine Mortality Rates

Read:

- Ó Gráda, *Black '47*, Chapter 3

Group Project # 1: Health, Medicine, and the Famine

TH 9/13: Discussion of Research Topics

Preliminary Research Topics Due

T 9/18: Understanding a Government's Response

Read:

- Ó Gráda, *Black '47*, Chapter 2
- Selections, Thomas Malthus, *An Essay on the Principle of Population*, 1798, at <http://www.fordham.edu/halsall/mod/1798malthus.html>

Group Project # 2: Relief Programs: Workhouses and Public Works

TH 9/20: Debate: Was the Famine Genocide?

T 9/25: The Famine in Film

In-class viewing of Simon Schama's *History of Britain and The Irish in America*

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TH 9/27: Family, Gender, and Sexuality

Read:

- Cormac Ó Gráda, "Inheritance, Emigration and Fertility after the Famine," in *Ireland Before and After the Famine, 180-220*. (ERES)
- Liam Kennedy, "Bastardy and the Great Famine: Ireland, 1845-50," in *Famine, Land and Culture in Ireland*, ed. Carla King, 6-28. (ERES)

Reading Analysis # 4 Due

T 10/2: Cultural Legacies

Read:

- Angela Bourke, "The Baby and the Bathwater: Cultural Loss in Nineteenth-Century Ireland," in *Ideology and Ireland in the Nineteenth Century*, ed. Tadhg Foley and Seán Ryder, 79-92. (ERES)
- Nuala Ní Dhomnaill, "A Ghostly Alhambra," in Tom Hayden, *Irish Hunger: Personal Reflections on the Legacy of the Famine*, 68-78. (ERES)

Reading Analysis # 5 Due

TH 10/4: Emigration

In-class Project: Analyzing Famine Emigrant Letters

Group Project # 3: Irish Women Emigrants

T 10/9: Microhistory: The Case of Ballykilcline

Read:

- Robert Scally, *The End of Hidden Ireland*

Reading Analysis # 6 Due

TH 10/11: Teaching and Writing About the Famine: The Famine in School

Curricula

Read:

- Thomas J. Archdeacon, "The Irish Famine in American School Curricula," *Eire-Ireland: A Journal of Irish Studies* (Spring-Summer, 2002): 130-154. (full text available online through the library's webpage)
- Browse through New Jersey's famine curriculum at http://www.nde.state.nj.us/SS/irish_famine.html

Reading Analysis # 7 Due

T 10/16: No class—fall break

TH 10/18: Teaching and Writing About the Famine: Children's Literature

Read:

- Susan Campbell Bartoletti, *Black Potatoes: The Story of the Great Irish Famine, 1845-1850*

Reading Analysis # 8 Due

T 10/23: Famine Memory: Oral Traditions; Personal Perspectives

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Read:

- Ó Gráda, Black '47, Chapter 6
- Carmel Quinlan, "A Punishment from God: The Famine in the Centenary Folklore Questionnaire," Irish Review 19 (1996), 68-86. (ERES)
- John Waters, "Confronting the Ghosts of Our Past," in Hayden, Irish Hunger, 27-31. (ERES)

Reading Analysis # 9 Due

TH 10/25: Research Proposal and Bibliography Due

Group Project # 4: "Hungry Words": The Famine in Literature

T 10/30: Famine Memory: Anthropological and Historical Perspectives

Read:

- E. Moore Quinn, "Entextualizing Famine, Reconstituting Self: Testimonial Narratives from Ireland." Anthropological Quarterly, Vol. 74, No. 2 (Apr., 2001): 72-88. (full text available online through the library's webpage)
- Peter Gray, "Memory and the Commemoration of the Great Irish Famine," in The Memory of Catastrophe, 46-64. (ERES)

Reading Analysis # 10 Due

TH 11/1: In-class Project: The Famine in History Textbooks

Group Project # 5: The Famine in Imagery: Then and Now

T 11/6: Commemoration and Monuments

Read:

- Margaret Kelleher, "Hunger and History: Monuments to the Great Irish Famine," Textual Practice 16, 2 (2002): 249-276. (full text available online through the library's webpage)
- Tom Hayden, "All Our Silences Begin to Make Sense: Interview with Luke Dodd, The Famine Museum, Strokestown Park," in Hayden, Irish Hunger, 50-55. (ERES)

Reading Analysis # 11 Due

TH 11/8: The Irish Famine in Comparative Perspective

Read:

- Ó Gráda, Black 47, chapter 7
- Selections, Amartya Sen, Poverty and Famines: An Essay on Entitlement and Deprivation. (ERES)
- Patrick O'Sullivan and Richard Lucking, "The Famine World Wide: the Irish Famine and the Development of Famine Policy and Famine Theory," in The Meaning of the Famine, ed. Patrick Sullivan, 195-232. (ERES)

Reading Analysis # 12 Due

T 11/13: Research Presentations

Research Project Draft Due

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TH 11/15: Research Presentations

T 11/20: Research Presentations

TH 11/22: No class—Thanksgiving

T 11/27: Research Presentations

TH 11/29: Conclusions
Reflective Essay in Class

RESEARCH PROJECTS DUE Thursday, 12/6 by 11:00 am
READING ANALYSES

There are twelve reading analyses scheduled on the syllabus; you need to complete SIX by the end of the semester (which six you complete is entirely up to you). If you wish to complete more than six reading analyses, go ahead: at the end of the semester, I'll consider only your best six for the final grade.

GUIDELINES

For each analysis, students should prepare a 2-3 page (typed, double-spaced, 12-point font) summary and analysis of the reading.

For secondary sources, you should do the following:

- Summarize the reading(s) in a few paragraphs. State the author's thesis, argument, and evidence. What's most important here is that you are able to find the main argument.
- Discuss the value and usefulness of the reading(s). Do you agree with the author's argument(s)? Why or why not?
- Do you approve of his/her sources, style and organization? Is there anything you don't understand or want to learn more about?

For primary sources, consider the following:

- Why was this source written? For what audience was it written? What biases does it reflect?
- How typical or representative is this particular source? How useful is it?
- What does this document tell us about the topic in question? What can it not tell us? How does it contribute to our knowledge of history?

For weeks in which you are reading more than one piece, you should also compare and contrast the readings. Pay particular attention to competing or differing arguments or evidence.

GRADING

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Each analysis will be graded on a scale of 1 to 10 (one being poor, 10 being excellent). At the end of the semester, I will average the points from the six best analyses and assess a final grade for the analyses by multiplying the average by 10. So, for example, if your average is a 7.5, then you would receive a 75 (or C).

The reading responses comprise 20% of your final grade for this course. These assignments give me an opportunity to assess how carefully and critically you are reading the material and how concisely and clearly you can summarize an author's argument and/or pull themes out of primary sources. Writing counts here: make sure your writing is clear and concise, and pay attention to grammatical issues. If you encounter any problems or difficulties with this assignment, see me as soon as possible.

GROUP PROJECTS

Working in groups of 3-4, students will select one primary source to present to the class. The primary source should relate to the topic of the day that you are presenting (see topics below), and it should help lead the class into a discussion about some of the most important themes of the topic or a particular question or problem that the topic encourages us to think about.

In class, introduce the source to the rest of the students, explain how you found it and why you selected it, and analyze why you think it is a useful or valuable source. Then give the students some time to read/analyze the source and lead a short discussion about the source. You may also ask the class questions about the source. Feel free to bring in handouts, visuals, etc.

Overall, groups should spend 30-35 minutes in front of the class.

You should meet with your group once or twice outside of class to plan, and each group must meet with me before its presentation. If you have any questions, see me as soon as possible.

Here are your options:

1. Health, Medicine, and the Famine
2. Relief Programs: Workhouses and Public Works
3. Irish Women Emigrants in the Nineteenth Century
4. "Hungry Words": Literature and the Famine
5. The Famine in Imagery: Then and Now

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16. Signature of Department Chair or Program Director:

Date: _____

17. Signature of Dean of School:

Date: _____

18. Signature of Provost:

Date: _____

19. Signature of Curriculum Committee Chair

Date: _____

20. Signature of Faculty Senate Secretary:

Date Approved by Senate: _____

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.