Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>David Ambuel</td>
<td>Date Prepared: 11/11/15</td>
<td></td>
<td></td>
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<tr>
<td>Department /Program:</td>
<td>Classics, Philosophy, and Religion</td>
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Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted.

**PROPOSAL TO CHANGE EXISTING PROGRAM** (check no than one of the following)

- Revise requirements for existing major
- Revise requirements for a concentration within an existing major
- Revise requirements for an existing degree program
- Revise requirements for existing certificate program
- Revise requirements for existing minor

**Implementation Date:** FALL semester, year: [ ]

**REQUIRED ATTACHMENTS FOR CHANGES TO EXISTING PROGRAMS:**
1. **Rationale statement** (Why is this program change needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of the program change are required.)
3. **Catalog Copy** (Provide the existing Catalog Description and the complete statement of the proposed new Catalog description that reflects the program changes)

**PROPOSAL TO CREATE NEW PROGRAM NOT REQUIRING STATE ACTION**
(check no more that one of the following)

- New concentration within existing major Name: [ ]
- New minor X Name: Contemplative Studies
- New Major but NOT a new degree* Name: [ ]

*Use ONLY for interdisciplinary majors that will be grouped as part of the “Special Majors/General Liberal Arts and Sciences” degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)

**Implementation Date (semester and year):** Fall 2016

**REQUIRED ATTACHMENTS FOR NEW PROGRAMS NOT REQUIRING STATE APPROVAL:**
1. **Rationale statement** (Why is this additional program needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)
3. **Catalog Copy** (Provide the complete Catalog Description for the proposed new program)
4. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**

**Department Chair Approval:** Craig Vasey Date: 11/11/15

**CCC Chair Approval:** Date: 12/8/15

**Dean Approval:** Richard Finkelstein Date: 11/11/15

**UCC Chair Approval:** Patricia Reynolds Date: January 21, 2016

**Provost Approval:** Date: [ ]

*Required only in cases of proposals for new concentrations, new minors, or new majors that do not involve a new degree
Minor in Contemplative Studies

Rationale
Contemplative Studies and the integration of contemplative practices into the higher education curriculum has become one of the fastest growing innovations in academia. The Contemplative Studies minor will give students a basic and interdisciplinary grounding in four broad areas: 1) study of contemplation across traditions and history, 2) study of the role of contemplation within various human endeavors, including philosophy, religion, art, performance, and science, 3) acquaintance with modern scientific studies in psychology and neuroscience of the effects of contemplation on the brain and well-being, and 4) practical experience and training in techniques of meditation and contemplative practice.

This approach to the discipline comprises both the traditional "third person" academic study of the subject, as well as what Hal Roth has termed "critical first person" inquiry, directed at cultivating first hand awareness of one's own mind, feelings, mental states, and reactions. Recent studies have repeatedly confirmed the benefits of this type of mental training for concentration, self-awareness and -control, attention, and reduction of anxieties and distractedness. At the same time, contemplative practice complements and enhances "third person" approaches. An adequate understanding of a text or a tradition can require us to "practice a kind of spiritual exercise or intellectual ascetics, in order to free ourselves from certain prejudices and rediscover what is, for us, almost another way of thinking"(as P. Hadot writes on interpreting the Meditations of Marcus Aurelius).

The impetus for the initiative that has led now to the minor proposal is rooted in our introductory course, CPRD 104, Contemplative Practice (http://meditation.umwbogs.org). This course was co-designed and initially co-taught by David Ambuel and Angela Pitts as a topics course fall semester 2013. At the time, we could hazard no guess about how the course might be received, but since the first offering, the course has filled two sections each semester, always filling within the first or second day of registration. For the current semester, fall 2015, a third section was opened the week before classes started, and quickly filled to capacity.

The Contemplative Studies initiative is evidently responding to a need. During the 2014-15 academic year, we collaborated with Miriam Liss and Mindy Erchull (both PSYC) to administer to the classes evaluations at the beginning and end of the semester to gather data using a number of standard mindfulness measures. The data, compiled and analyzed by Liss and Erchull, show marked positive effects: the students showed significantly higher scores on the five factors of mindfulness scale (observing, describing, non-judgment, acting with awareness, and non-reactivity) and the Southampton mindfulness questionnaire, and showed higher levels of self-compassion and lower levels of dissociation and anxiety. Miriam Liss is currently taking the
lead in writing a paper for publication based on the data, and we will continue to collaborate and collect data from the class and control groups in future semesters.

The two core courses for the minor are CPRD 104, Contemplative Practice, and CPRD 304, Contemplative Practice II, which is being offered for the first time as a topics course in spring 2016, and for which a concurrent course proposal is being submitted. While the advanced course does not have the track record of multiple previous offerings that is usually expected in a new course proposal, there are good grounds to consider the new course now: it is an integral part of the minor, and the student response to CPRD 104 over the past five semesters is an impressive indicator of the overwhelming student interest. The advanced course is being offered for the first time Spring semester 2016, and has already enrolled 8, despite a limited pool of students who have taken the prerequisite. (Since CPRD 104 regularly fills on the first or second day of registration, the majority of students who have taken it in past semesters have been seniors, who have gone on to graduate.)

The minor is a truly interdisciplinary minor. It includes not only courses from departments across campus, but also the minor requirements assure that every student must include both a humanities and a science component in their course selection for the minor.

The Contemplative Studies minor will be administered and overseen by a committee of interested faculty who teach courses within the minor. That committee will also be responsible for evaluating the appropriateness for inclusion in the minor of any topics course offerings or future new courses that are not included in the current list of electives. The inclusion of all required courses and electives listed below has been approved by the instructors and departments of those courses.

**Requirements for the Contemplative Studies Minor**

**required courses:**
CPRD 104  Contemplative Practice  
CPRD 304  Contemplative Practice II (concurrent course proposal)  
PSYC 100  General Psychology

**electives:**
5 additional classes, which must represent at least two different departments, and at least three of which must be at the 300-400 level.

ARTH 350  Neoclassicism to Impressionism  
ARTH 351  Post-Impressionism to Abstract Expressionism
Impact Statement
The Contemplative Studies minor requires no additional library or infrastructure resources. It will be covered by faculty across campus through existing courses or new courses already planned (Contemplative Practice II, Positive Psychology).

Catalog Copy

Contemplative Studies Minor

Requirements for the Minor in Contemplative Studies
Eighteen (18) credits. Three required courses: CPRD 104, CPRD 304, and PSYC 100. A minimum of three (3) electives from the following courses or any substitutes or topics courses approved by the committee, totaling a minimum of nine (9) credits, with at least six (6) credits at the 300- level.
Dear Dawn,

You reported after the last curriculum committee meeting that the committee desired further information on the rationale for inclusion of the art history courses in the Contemplative Studies minor. The inclusion of those courses was perhaps less self-evident to some than the inclusion of other courses. Courses in the minor are included either because of specific course content that pertains to Contemplative Studies, or, as in the case of the art history courses, for the method and approach through which the content is studied. I have included below some brief remarks concerning the courses in the minor. As a question arose in committee specifically about art history, Joe Dreiss has provided a somewhat expanded rationale explaining the relevance of those courses, which follows.

Best,

David

Courses in the minor:

CPRD 104   Contemplative Practice
CPRD 304   Contemplative Practice II (concurrent course proposal)
PSYC 100   General Psychology
The above three are the required core courses for the minor. While PSYC 100 is, of course, not specifically focused on Contemplative Studies, a general understanding of and grounding in psychology is directly relevant, and also provides a foundation for students who are interested in the relevant upper level science courses, namely,

BIOL 410   Neurobiology
PSYC 305   Cognitive Neuroscience
Neuroscientific studies of contemplative practices have blossomed over the past 20 years, and are now a major area of research. Both BIOL 410 and PSYC 305 help the student acquire enough understanding of brain structure and neuroscience to read and follow that research area.

PSYC 351   Positive Psychology
Among the documented scientific findings in contemporary studies of contemplative practices are positive effects on happiness and well-being. Coinciding with this is upsurge in interest in the study of the psychology of well-being, not just the psychological study of pathologies. Positive psychology has a direct connection to Contemplative Studies.

RELG 283   Hinduism
While contemplation has formed a part of virtually all spiritual traditions, it has been especially central to and developed in the Asian traditions, and therefore its theory, nature, and interpretation is a central component of all the above RELG courses.

GEOG 335 Sacred Spaces
This geography course focuses on the creation and meaning of sacred spaces, adding an important dimension to the courses available in the minor.

PHIL 201 History of Ancient Greek Philosophy
The contemplative life (which Aristotle asserts is the highest form of human life) had a central role in the intellectual life of the ancient Western world. For the ancient Greeks, philosophy involved more than rational discourse and argumentation, and was understood as a particular form of life, which included various contemplative and spiritual exercises. The history and theory of this is an intrinsic part of PHIL 201.

CLAS 202 Ancient Tragedy
As taught here at UMW, contemplative approaches inform and are included in the means by which ancient tragedy is studied. The rich characterizations and complex psychological motivations that are the fabric of Greek tragedy are both fruitfully understood through first person inquiry and can in turn provide an additional vehicle to reflect and study one's own motivations and dispositions.

ARTH 350 Neoclassicism to Impressionism
ARTH 351 Post-Impressionism to Abstract Expressionism
ARTH 352 American Art
ARTH 354 Pop Art to the Present
ARTH 355 Modern Architecture
ARTH 470 Contemporary Architecture since 1960

Rationale for the Inclusion of Art History Courses as Electives in the Contemplative Studies Minor

The Art History courses that are listed as electives in the Contemplative Studies Minor will serve to complement, extend and apply the contemplative approach that students will be introduced to in the core courses in the minor.
Art history courses are not only appropriate but ideally suited for inclusion in a Contemplative Studies Minor as works of art themselves traditionally have been and presently still are apprehended primarily through contemplation. One prime historical example of this is the case of Gothic art and architecture which was created in the mid 12th century by Abbot Suger of St. Denis who famously stated:

“The dull mind rises to truth through the contemplation of that which is material.“

Suger’s materialism, as it is sometimes called, was based on the idea that the contemplation of material works of art fosters intellectual and spiritual insight and development. As art historian Kenneth Clark, author of the pioneering PBS series Civilization has pointed out, Suger’s idea that the contemplation of works of art is a means toward the discovery of truth is a ubiquitous assumption that underlies our understanding of how even purely secular art is approached and experienced.

The contemplative approach to the study of art will, like the core courses of the minor, incorporate traditional third person academic study of the subject, as well as first person inquiry, which in this discipline specific case will be directed at cultivating first hand awareness of the works of art themselves. The sustained focus of attention that characterizes the contemplative approach will insure that students’ objective awareness of the art objects in all of their factual specificity will be enhanced. However, students will also come to understand that their personal, intuitive reactions to works of art are by no means irrelevant but are a necessarily part of the process of apprehending art.

The manner in which the contemplative approach will be incorporated into the courses will involve:
1) The presentation of historical material on the role of contemplation for the apprehension of art in religious and secular traditions alike.
2) A brief discussion acquainting students with the neuroscience of aesthetic experience that is the focus of much current research.
3) An introduction to the “how to” of the contemplative approach to art. This will involve defining what is meant by contemplation as applied to the visual arts and an introduction to various techniques for enhancing awareness of the art object through contemplative practice. A series of assignments throughout the semester involving the contemplation of art will be presented and a semester long art journal will serve as an important tool for the reporting of student contemplative experiences and for monitoring student progress in the application of the contemplative approach to art. Lastly, class discussions will be held periodically focusing on this topic.

Joseph Dreiss
Co-Chair for Art History
Department of Art and Art History
Art and Art History

Hi David
Since mid-september I have been Co-Chair for Art History, a new administrative arrangement within the Department of Art and Art History.

As Co-Chair of Art History, I approve of including the following courses (as listed in the proposal) as electives in the Contemplative Studies minor:

ARTh 350 Neoclassicism to Impressionism
ARTh 351 Post-Impressionism to Abstract Expressionism
ARTh 352 American Art
ARTh 354 Pop Art to the Present
ARTh 355 Modern Architecture
ARTh 470 Contemporary Architecture since 1960

Thanks

Joe

Dr. Joseph Dreiss
Professor of Art History
Co-Chair for Art History
Department of Art and Art History
University of Mary Washington
Fredericksburg, Va. 22401

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Geography

Dr. David Ambuel

Classics, Philosophy & Religion

November 5, 2015

Dear David,

The Department of Geography wholeheartedly supports the inclusion of Dr. Caitie Finlayson’s Sacred
Spaces course, GEOG 335, as an elective in the Contemplative Studies Minor. This course will be taught regularly and should have space for additional students who are taking the minor. It sounds like an excellent fit for students in the minor.

Sincerely,

Jacqueline Gallagher

Associate Professor and Chair

Department of Geography

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Biology

Hi David,

Let me run it by the Department at our meeting today. I think I would agree that only Biology majors and minor and those following the Neuroscience minor would take BIOL 410, so there should not be that much of a burden on the Department.

deb

Deborah A. O'Dell, Ph.D
Associate Professor
Department of Biological Sciences
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
540-654-1417 (Office)
540-654-1081 (FAX)
dodell@umw.edu

Hi David,
My Department wanted you to review the syllabus of the class to make sure that you were aware of the topics covered before including this as an elective, so I have attached a copy of the syllabus.

Please have a look at it to see if the topics are something which would be relevant. I would have done this earlier, but I was in the CCPD this morning.

Deborah A. O’Dell, Ph.D
Associate Professor
Department of Biological Sciences
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
540-654-1417 (Office)
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dodell@umw.edu

I have passed your reply around the Department, asking for any objections. I will let you know by the end of the day (I will be in lab until 4:45 so it will be after that).

deb

Deborah A. O’Dell, Ph.D
Associate Professor
Department of Biological Sciences
University of Mary Washington
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Fredericksburg, VA 22401
540-654-1417 (Office)
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dodell@umw.edu

Nov 10 (2 days ago)

Deborah O’Dell (dodell)

to Abbie, Alan,
April, Deborah,
Dianne, Joella,
Hi David,

I have not heard any objections since I sent out your reply, so I would say to go ahead and include it as an elective in your minor.

Deborah A. O’Dell, Ph.D
Associate Professor
Department of Biological Sciences
University of Mary Washington
1301 College Avenue
Fredericksburg, VA 22401
540-654-1417 (Office)
540-654-1081 (FAX)
dodell@umw.edu

Psycology

Dave Kolar (dkolar) Nov 10 (2 days ago)

That is fine. About 75% of students who graduate from Mary Washington take Psyc 100 so I don’t think the minor is going to place any additional burden on the course.

Dave