Meeting of the College Assembly
College of Liberal Arts & Sciences
Kansas Room, Kansas Union
March 2, 2004
4:00 p.m.

AGENDA

I. APPROVAL OF FEBRUARY 3, 2004 MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Terry Slocum; submitted by Emily Eichler

For Approval by College Assembly

CGS recommends the approval of the following:

A. Change to the Ph.D. Program in Linguistics

B. Proposal for a Master’s Program in African and African-American Studies

III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA) Presented by Nancy Baym, CUSA Chair; submitted by Andrea Noltner


B. Reports of Action

1. Change to American Studies Major
2. Change to Human Biology Major
3. Change to Molecular Biosciences BS
4. Change to Atmospheric Science Major BS
5. Change to Geography Major
6. Change to Human Development and Family Life Major
7. Change to Math Major BS
8. Change to Astronomy Major
9. Change to Political Science Major
10. Change to Public Service & Civic Leadership Minor
11. Change to Religious Studies Major
12. Change to Religious Studies Minor
13. Change to Russian and East European Studies Major
14. Change to Sociology Major
15. Change to Spanish Retroactive Credit Policy
16. Change to Women’s Studies Major
17. Change to Women’s Studies Minor

C. For Approval
   1. Latin American Studies Minor
   2. Admission Requirements to Spanish Major

IV. OLD BUSINESS

Proposal to Create a College Academic Council to Act for College Assembly
I. MINUTES OF THE COLLEGE ASSEMBLY, FEBRUARY 3, 2004

The meeting was called to order by Dean Kim Wilcox.

The first order of business was the approval of the December 2, 2003 minutes. The minutes were approved as published.

The CGS report was presented by Terry Slocum. Professor Slocum moved for the approval of the proposed curricular changes. A vote was taken and the motion carried. Professor Slocum then moved for the approval of the proposed change to the Outstanding Research Skills/FLORS Requirement. A vote was taken and the motion carried.

The CUSA report was presented by Nancy Baym. Professor Baym moved for the approval of the proposed curricular changes. A vote was taken and the motion carried. Professor Baym then moved for the approval of the proposed degree requirements. A vote was taken and the motion carried. Professor Baym mentioned the Reports of Action.

Dean Wilcox asked Associate Dean Carl Strikwerda to explain the Proposal to Create a College Academic Council (CAC) to act for College Assembly. Dean Strikwerda said the intent is to have a group act on behalf of the College Assembly. Dean Wilcox mentioned that at every College Assembly there are a group of different people who attend, while at the CAC the same people will be there. The CAC members will not only be discussing curriculum proposals, but also financial issues, which currently are handled by the Committee on the Budget and not brought to the College Assembly. The group who prepared the proposal researched what other Liberal Arts & Sciences colleges use as their governing body. A motion was made to approve the changes in the Bylaws as listed on pages 17 – 20 of the agenda. The changes will be discussed at two consecutive meetings of College Assembly and then put to a mail ballot.

The following amendment by Professor Richard De George to the motion passed: Under item C.1. Curriculum. – delete the word “major” in the following sentence and add “College wide”:

After discussion by CAC, changes in College general education requirements and major changes in College wide degree requirements must go to College Assembly and then put to a mail ballot in order to be approved.

Professor James Carothers said he might bring a motion to the next meeting to amend the proposed changes to the Bylaws to increase the number of elected faculty from six to nine and to include the chairs of the five standing committees. Professor De George pointed out that unclassified staff are not members of the College Assembly, but the proposed changes state that one unclassified staff in the College will be a member of the CAC. He said he might also bring a motion to amend the proposed changes to the Bylaws.

It was decided that the proposed changes in the Bylaws will be brought up as Old Business at the next meeting.

Dean Wilcox adjourned the meeting at 5:00 p.m.

Respectfully Submitted

Emily Eichler
Recording Secretary
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Terry Slocum; submitted by Emily Eichler

FOR APPROVAL BY COLLEGE ASSEMBLY

CGS recommends for approval the following:

A. Change to the Ph.D. program in Linguistics

**Proposed PhD Degree Requirements**
The student will work with his/her academic advisor to devise a course of study that best suits the student’s research interests.

**Prerequisites**
MA in Linguistics with a thesis.
Requirements for M.A.: 30 credit hours, consisting of LING 794 (Proseminar), LING 705 (Phonetics I), LING 712 (Phonology I), LING 725 (Syntax I), a course in First or Second Language Acquisition, 4 electives, LING 899 (Master’s Thesis). Thesis and Thesis Defense.

Breadth in course requirements is addressed at the M.A. level. Students with an M.A. in Linguistics from another institution may be required to make up any deficiencies in breadth through additional course work.

**Minimum Course Requirements**
18 credit hours, consisting of

1. LING 750 (Comparative and Historical I)
2. Choice of two of the following second level courses:
   • LING 707 (Phonetics II)
   • LING 714 (Phonology II)
   • LING 726 (Syntax II)
   • LING 737 (Topics in Psycholinguistics)
   • LING 822 (Seminar on Acquisition of Language)
   • LING 850 (Advanced Comparative and Historical Linguistics)
   • LING 860 (Seminar in Second Language Acquisition)
3. 3 electives

**Additional Requirements**
1. **Language Requirement:**
   The MA language requirement: Reading ability in a foreign language (not English) with a significant linguistic literature.

2. **Research Skills Requirement:**
   Reading or research ability in a second language (not English or the language chosen to fulfill the Language Requirement).

   The research skills requirement can also be fulfilled by one of the following research skills:
   • A course in a computer programming language
   • Computational Linguistics (LING 783)
   • A course in Statistics
3. **Non-Indo-European Language Requirement:**

   This requirement may be fulfilled by taking one of the following courses on a non-Indo-European language:
   
   - Field Methods (LING 780)
   - Structure of _____ (LING 525)
   
   OR
   
   By writing a paper which demonstrates a general knowledge of both phonological and grammatical/syntactic aspects of a non-Indo-European language.

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**Written Preliminary Examination**

Aspirant writes two papers and a dissertation proposal; the papers should be written in accordance with the Graduate Student Guide:

Major paper in the area of specialization. The linguistics MA thesis may count as the major paper. This paper should be of publishable quality. Minimum page length: 25 pages.


Before completion of course work, the aspirant should meet with her/his advisory committee and obtain approval for the paper areas. The papers are developed in close consultation with the aspirant's committee and are only officially submitted after the committee has signed the approval form and placed a copy of the form in the student’s folder. These papers should typically be submitted no later than one semester after the aspirant has completed the 18 credit hours mentioned under 2. The papers should be of publishable quality. The committee will evaluate the adequacy of the aspirant’s literature review as well as the quality of the theoretical contribution or research integration. The quality of the papers will be judged on their content and on the basis of their logical coherence and organization. The aspirant’s advisory committee will sign a form that certifies when the aspirant’s paper meets these standards and place a copy in the aspirant’s folder.

**Oral Comprehensive**

Oral defense of the two papers and the dissertation proposal mentioned above. This exam must be taken no more than two months after the three papers have been turned in. The exam will typically last two to three hours.

**Dissertation**

Dissertation and oral defense.

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**NOTE:** All curricular decisions should be made in consultation with the student's advisory committee.

**Final Oral Examination**

A defense of the dissertation.

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B. **Proposal For a Master’s Program in African and African-American Studies**

Please see next page.
MASTER’S PROGRAM IN AFRICAN AND AFRICAN-AMERICAN STUDIES

BASIC PROGRAM INFORMATION

Proposing Institution: The University of Kansas
Title of Proposed Program: African and African-American Studies Master’s Program
Degree to be offered: M.A. Degree
Anticipated Date of Implementation: August 2004
Responsible Department: African and African-American Studies Department, University of Kansas
Center for Education Statistics Code: N/A

Table of Contents

Introduction
   A. Justification
      1. Relationship to the Mission of the University of Kansas
      2. Student Demand for African and African-American Studies
      3. Demand for Graduates of African and African-American Studies
      4. Locational and Comparative Advantages of the Program
      5. Characteristics of Students
         a. Anticipated Pool
         b. Admission Criteria
         c. Student Support
   B. Curriculum
      1. Description of Academic Objectives
      2. Course Work
      3. Required Internships and Practice
   C. Program Faculty
      1. Faculty
      2. Scholarly Specialization of Faculty
      3. Scholarly Accomplishments of Faculty
      4. Relationships to Other Programs
      5. Faculty Needs
   D. Academic Support
      1. Library Resources
      2. Computing Services
      3. Advisory Services
      4. General Resources
   E. Facilities and Equipment
      1. Space Requirements
      2. Normal Office Requirements
F. Program Effectiveness and Assessment
   1. Program Governance
   2. Periodic Program Review
   3. Annual Student Assessment

PROGRAM PROPOSAL NARRATIVE

MASTER’S PROGRAM IN AFRICAN AND AFRICAN-AMERICAN STUDIES

Introduction:

This document is a proposal submitted by the Department of African and African-American Studies to establish a new program—the M.A. program in African and African-American Studies—at the University of Kansas. We seek approval of this program to enable the admission of students to it by the 2004–2005 academic year. The proposed master’s program in African and African-American Studies will place the University of Kansas among the few but influential institutions offering advanced specialized education in African and African-American Studies. In response to a growing demand for such a program and the willingness of a large body of faculty to engage itself in the operation of the program, an ad hoc committee was formed by faculty associated with the Department of African and African-American Studies to develop this proposal to establish the M.A. program in African and African-American Studies. We want to state clearly that the proposed program will draw upon available resources to offer an M.A. degree in African and African-American Studies.

(A) Program Need and Student Characteristics

1. Program Centrality to the Mission of the University of Kansas

The mission of the University of Kansas establishes the broad context within which the proposed Master of Arts program in African and African-American Studies will carry out its educational programming.

As a major comprehensive research and teaching university that serves as a center for learning, scholarship and creative endeavor, the University of Kansas in its mission statement, approved by the board of Regents, commits itself to:

- Offering the highest quality of undergraduate, professional and graduate education.
- Attaining high levels of research productivity in such a way that research and teaching are mutually reinforced.
- Serving Kansas, the nation and the world through research, teaching, and the preservation and dissemination of knowledge.
- Preparing students for the challenges of an increasingly complex and diverse global community.
- Fostering a multicultural environment in which the dignity and rights of the individual are respected.

The mission of the Department of African and African-American Studies is precisely to educate students to function in a multicultural environment and a world that is an increasingly complex and diverse global community. In pursuing this goal, the department contributes in vital ways to the institution’s general education requirements, providing undergraduates throughout the College as well as in other schools with courses through which they can deepen their knowledge and enrich their understanding of the history, culture and experience of African people in Africa as well as the peoples of African descent in the
Americas. Its undergraduate major recognizes the centrality of Africans to the initial establishment of these United States and the continuing significance of their descendants to the nation’s social, cultural, political, economic and spiritual growth and vigor. These realities the department teaches as integral to the American experience. The major also seeks to impart a sound knowledge of Africa and its diaspora in the Americas as a necessary specialized preparation for effective leadership and service domestically and internationally. The Department of African and African-American Studies takes pride in this program that is designed and is appropriate for all students at KU without reference to race, ethnicity, gender or national origin.

The proposed Master of Arts program will take this preparation to a level that is at once deeper and more comprehensive, more complex and sophisticated, equipping qualified students to be effective in circumstances that may be culturally challenging domestically or abroad.

Concentrated training and education will expose students to African and African-American cultures and experiences from several perspectives. The program will thus provide a broad basis for understanding the variety of issues and concerns relating to the African continent and the diaspora, essential knowledge for all Americans who may aspire to work in any field with an international reach. It will be similarly instructive in respect of African Americans in the United States. This expanded and specialized basis for interpreting and understanding the historical, cultural and contemporary realities of African people in Africa and their descendants in the Americas, including their relatedness, gives this program a unique position in preparing KU students to function with dignity and effectiveness at the highest levels in our multicultural environment and the larger global community. It will also prepare students for more advanced studies, should they wish to pursue them.

The steady rise of the department over the past decade to regional and national prominence and international recognition has in part dictated this development. It also indicates the need for an amendment to the University Statement of Aspiration to include the program. Our rationale is as follows:

1. That the department’s mission to educate the highest caliber of graduate students within an international context is consistent with the university’s emphasis on advancing knowledge and skills which will support full participation in the global community.

2. That to serve the state, the region, the nation, and the international community adequately and fully, a graduate program in African and African-American Studies is essential and the Department of African and African-American Studies (the only department of its kind among Big 12 institutions) is uniquely situated to undertake it.

3. That a graduate program in African and African-American Studies will advance the university’s commitment to promoting an academic environment and a broader society that is truly multicultural.

4. That the central plains states, especially Kansas, have produced more than their share of nationally noted African Americans. For the most part, their contributions have gone unrecognized and under-reported. Thus, a Master of Arts degree program in the African and African-American Studies Department would reveal and promote these outstanding blacks while providing scholars and laypersons alike with a greater understanding of the factors within the region that have nurtured the development of these noteworthy people.
2. Student Demand for the Program

Along with the enhanced profile of African and African-American studies at KU over the past several years there has also been a gradual increase of interest in this field of study. This has been notably evident in the social sciences, particularly anthropology, linguistics, history and political science; and in the professional schools, particularly Education, Journalism, and Architecture & Urban Design. There are many indicators of this, but among the most readily available and reliable is the production of M.A. theses and Ph.D. dissertations on African and African-American topics. In the absence of a graduate program dedicated to these studies, students have had to be satisfied with the next best arrangement, namely, a degree in Special Studies, or a degree in another department with as much concentration as may be permitted and available on African and/or African-American subject matter. Between 1980 and 1995, 123 such M.A. theses and Ph.D. dissertations were successfully defended in twenty-three departments and two interdisciplinary programs.

Quite worthy as scholarly output in themselves, to which members of this department can attest having served on these committees, these outcomes were nonetheless (a) largely dependent on the level of specialized knowledge and the extent of faculty interest in the fields in which these students preferred to concentrate, and (b) forced to conform to program structures that may not from the student’s point of view always have focused adequately on the chosen area. Students have been wise to take advantage of such opportunities, even if they did not offer the kind of concentration they would prefer. In one or two programs/departments distinctive expertise existed, and gradually one or two departments began to recruit the odd faculty member with relevant interest and expertise, even if other interests in a given department might substantially restrict the attention they may be able to give to this their other specialization. It would be true to say, however, that adequate specialized coverage remains uneven over the range of units listed in the Appendices. Nonetheless, much has happened in the past few years to alter the situation to the point where KU can offer graduate students an authentic M.A. program in African and African-American studies. Colleagues recruited to other departments and units, others who have taken advantage of this department’s funded program of faculty and curriculum development, and our own enhanced complement of budgeted faculty constitute a resource that can replace KU’s hitherto “invisible” graduate program at the master’s level.

While the department conducts ongoing informal studies of various aspects of the student experience within the program, a formal survey was conducted specifically to investigate student need for a graduate level program in African and African-American studies. Questionnaires were distributed very widely across campus among students who were either enrolled in African and African-American Studies courses or taking such courses cross-listed in other departments. Two hundred and eighty-eight questionnaires were returned, a response rate of 34%.

In addition to basic demographic data, which allow us to describe the sample, the questionnaires collected data in the following areas:

1. Affirmation of the need for a graduate program in African and African-American Studies.
2. Willingness to consider taking such a graduate degree at KU.
3. Perceived desirable graduate coursework areas.
**Description of the Sample Surveyed**
The 288 students who responded to questionnaires were equally divided between men and women and had an average age of 22 years. Although respondents were not asked to indicate their ethnicity, data profiling KU minority enrollment (2,444 out of a total enrollment of 28,046 at the time of the survey) suggest that the majority of the respondents were white.

Of the respondents, 79% were juniors of graduating seniors. Among these upper level undergraduates, 45% were majoring in psychology, social welfare, communications, business and education.

**Affirming the Need for a Graduate Program**
Of these respondents, 85% supported the establishment of such a graduate program, providing thoughtful, informed and clearly articulated reasons. Numerous students were mindful of the fact that the KU undergraduate program in African and African-American Studies is the only one of its kind in the State of Kansas and one of the leading undergraduate programs in the country. Some commented on the need to expand the current course offerings in the Department, one student remarking that available classes allow one to touch only the tip of the iceberg. Other typical responses follow:

- “[It is] an important and growing field of study.”
- “[I] believe that any major institution should provide a variety of majors with appropriate and effective opportunities to pursue the majors [further].”
- “I know of numerous older students who would come back to school to major in a Master of Arts Program in African and African-American Studies.”
- “[It will] bring a new perspective to knowledge building.”
- “The B.A. program is excellent and should be extended to a graduate program. Continuity would be maintained if students could do both undergraduate and graduate work on the same campus.”

It was also noted by 26% of the respondents that African culture and history were important factors in the evolution of cultures in the United States and beyond, and should therefore be an integral part of advanced study at KU.

**Willingness to Enroll in the Proposed Program**
Students were asked to indicate their readiness to enroll in a master’s degree program in African and African-American Studies at the University of Kansas. Seventy-nine students expressed an interest in pursuing such a master’s degree in KU’s Department of African and African-American Studies. Students who expressed such an interest felt that their personal and professional development would be enhanced.

- “It is important to educate students about all cultures.”
- “Provides opportunities for new growth and development of self and this area of study.”
- “Because current course offerings in African and African-American Studies are very diverse and interesting.”
- “I am looking for a comprehensive M.A. degree to encompass my interest in the languages and music of Africa.”
Some respondents felt that it would be an appropriate degree to pursue prior to entering law or medical schools. In all cases, students expressed an opinion that African and African-American issues had great bearing on many aspects of social work, of law and politics, and of human development. For example, one student who responded positively is specializing in communications and counseling, and intends to pursue African studies at the graduate level in the hope of better understanding the nature of U.S. racism, and of participating in the development of programs which promote racial reconciliation.

Other Considerations

The United States Army has for years now encouraged its personnel to include coursework in the Department of African and African-American Studies at the University of Kansas as a component of their pursuit of a graduate education. To accommodate such students our department has worked with other departments like Political Science, History, and Geography (assisting in the fulfillment of, among others, an African language requirement). There have also been international inquiries from students in Africa.

Our alumni/alumnae have constantly encouraged us to offer a graduate program in African and African-American Studies. They have inquired from us when such a program would start, and what other institutions to direct them to in the interim. A master’s program in African and African-American Studies will enable us to meet this demand and boost our national and international stature.

3. Demand for Graduates of this Program

Training in African and African-American studies would appear to appeal to students intending to enter a number of demanding and highly competitive career areas whether in teaching at the college level or outside the academy. Students surveyed indicated a range of such fields, from international law, for instance, to music and history, and felt that the greater specialization of the advanced degree is necessary to make them more competitive in these fields. The results of the survey point to an interest as much in a less research-oriented and a more applied degree for hands-on field-oriented disciplines as in pure research with a theoretical orientation preparatory to a Ph.D. It is also evident from the survey that there is a wide range of careers anticipated by those interested in the M.A. program at KU. One very perceptive response among them, indicative of a serious interest in the application of knowledge and training, was the potential of the proposed M.A. program to prepare them for mounting new and innovative assaults on social problems that have become institutionalized in both Africa and the United States—problems such as poverty, malnutrition, poor health, racial and economic discrimination, juvenile crime, and cultural intolerance. It was felt by students that education in general and the advanced degree in particular were indeed the first and perhaps the most important steps toward understanding and eventually solving such problems.

Our students’ views are correct and insightful. In an increasingly multicultural environment and workforce, it is becoming quite evident that an advanced degree in African and African-American Studies will put graduates at a great advantage. Available evidence suggests that graduates with advanced degrees from programs such as the one being proposed will be in great demand in the marketplace.

4. Locational and Comparative Advantages of the Program

The proposed M.A. degree in African and African-American Studies will be the first and only one of its kind in the Regents system. Moreover, the University of Kansas at Lawrence is the only Regents institution with an undergraduate degree curriculum in African and African-American Studies. An undergraduate degree helps to lay the foundation for a higher degree by providing for the latter a basic infrastructure, in terms of a student pool as well as a faculty population knowledgeable in the area of the program’s specialization and possessing teaching and research skills honed through continual practice. African and African-American Studies at the University of Kansas has these strengths and as a direct result enjoys regional, national and international recognition.
The only department with this focus and scope in the State of Kansas, it has since 1990 received four Title VI federal grants and hosted a federally funded African Studies National Resource Center in between 1995 and 1997 and again since 2000. The department has also benefited from relationships with important African and Caribbean universities, and was funded by USIA for a three-year faculty and staff exchange program with the Université de Saint-Louis in Senegal. Recently, KU Chancellor Robert Hemenway extended the grant for a fourth year and is currently reviewing it for another extension. A study-abroad program to Senegal began in the fall of 2001. Another successful grant application to the US Department of Education funded a group of teachers under Center leadership to spend five weeks in Ghana during the months of June and July 1997 for in-country experience and training in the curricular use of African material. This project was organized in conjunction with the University of Ghana. Similar projects are planned for the future. Since 2000 the Department has run a study-abroad program in North Africa. What began in Tunisia has now been consolidated in Morocco. There have been exchanges with Kenya, through these are yet to be formalized.

The Department has also led the coordination of activities of the Langston Hughes center (LHC). In 2002, the Langston Hughes Symposium was organized to celebrate the Poet’s centennial anniversary. The symposium brought distinguished national and international scholars and creative artists, such as Danny Glover, Amiri Baraka, and Alice Walker, to the University of Kansas. A national poetry presentation of Langston Hughes’ works, the publication of the poet’s rare works, and of papers presented at the symposium are on-going projects since the symposium. In 2001, the Department organized a LHC outreach for teachers in Nicodemus, Kansas, with the support of the Chancellor and the Office of Continuing Education. In 2000, the LHC and the Department collaboratively worked with the Lied Center of Kansas in the JazzTrain Project for a year-long artistic and educational activities on jazz that brought artists, educators, students, and civic leaders together. When fully established, the LHC could perform similar activities continuously, seek grants, and be a research center on African-American culture and a pedagogical outreach about African Americans in the Great Plains. A current Hall Center Ford grant allows the examination of the relationship between African Americans and Native Americans.

The University of Kansas is home to a chapter of the Association for the Study of African-American Life and History (ASALH), the nation’s oldest and one of the most prestigious organizations devoted to the examination and promotion of African American history. Founded by the eminent historian Carter G. Woodson (who, in 1926, launched a Negro History Week that has evolved into African American History Month), ASALH, through its conferences and publications, continues to promote African American history and to effect social and cultural change. KU faculty members Jacob Gordon (African and African-American Studies) and William Tuttle (American Studies and History) co-chaired the program committee for the 1999 ASALH national conference.

The department is also the permanent home of the Langston Hughes visiting professorship which, since 1977, has attracted national and international scholars, five of whom have become permanent members of the KU faculty. Further supporting the appropriateness and timeliness of the proposed M.A. program are the recent hirings of a sizeable number of Africanists and African-Americanists (see Program Faculty section).

The uniqueness of KU’s Department of African and African-American Studies also extends to its offerings in the history and culture of peoples of African descent in the Caribbean and Latin America. The department is home to the Institute of Haitian Studies, one of the most prestigious such institutes in the United States. Founded and headed by KU faculty member Bryant C. Freeman (African and African-American Studies, and French and Italian), not only does the Institute facilitate the teaching of Haitian Studies (Haitian Creole, Haitian history and culture), it is frequently consulted by the Haitian and U.S. governments on issues related to politics, including the matters of human rights and Haitian refugees.
The department’s success in attracting external funding made possible the enhancement of both human and material resources. And the department’s overall success has played a part in encouraging other departments to recruit a few specialists in our areas of teaching and research. But external funding is both competitive and its availability is subject to fiscal policies and the shifting interest of donor agencies. Recognizing these inescapable realities, the department continues to explore a variety of potential funding sources, and seeks to remain competitive in this regard. The College remains committed to assisting the department to maintain its high quality and profile even and especially in those periods when the flow of grants might be interrupted, as they always are for all institutions from time to time.

At the University of Kansas the proposed M.A. program will benefit from related experience in KU’s other area studies programs that, however, cover entirely different areas of the world. Occasionally one of the area programs has a faculty member with overlapping interests: for example, a faculty member in African and African-American Studies whose diaspora coverage is relevant to Latin American Studies, or a Latin Americanist with an interest in African historical and cultural elements in Latin America, or a scholar in Russian and east European diplomacy that necessarily includes the former Soviet-African relationships. In all such cases the convention of sharing will enrich the proposed M.A. even more than it presently enriches the undergraduate program. Earlier in this document, we discussed the “invisible” but valuable opportunities which the core disciplines have offered to students in the absence of a formal graduate program in African and African-American studies. As observed above, the successes of the Department of African and African-American Studies has helped in a small but meaningful way to strengthen and diversify the ethnic and international tracks in certain other departments. Colleagues in those departments are often and understandably compelled by territorial imperatives to curtail their activity in these recognized but peripheral areas in favor of the core interests of their department. Their contribution at the undergraduate level is therefore difficult to sustain. At the graduate level it will be more manageable for them, and their interest in being part of the M.A. program has encouraged us to proceed with this proposal. The students will benefit from the interaction between these scholars and those in African and African-American Studies who devote all their time to the pursuit and practice of scholarship in their area. The faculty will also benefit from this interaction, and as a result the M.A. program will offer more than is now possible within the departments of core disciplines. The coexistence in the department of the historically related experiences of Africa and the African diaspora will facilitate a more specialized examination of past and contemporary linkages than is possible at the undergraduate level. The existence of this focus in a discrete M.A. program will encourage a greater contribution than is presently available on the part of any colleagues in American Studies with related expertise and interests.

There are no programs offering the M.A. degree in African and African-American studies in Kansas, the former Big Eight universities, nor the present Big 12. There are also no such programs in other institutions in the states thus represented. The University of Denver, Colorado, has an “African Area Concentration” whose “general approach is political economy.” The University of Iowa, Iowa City, Iowa, has graduate degrees in “traditional disciplines with an Africa concentration.” Moreover, African studies is a separate entity from African-American studies at the University of Iowa.

KU’s claim to a master’s program in African and African-American studies rests in part on its uniqueness in the State and the region securely grounded in over 30 years of program building. The department’s status in the region has been further enhanced by its pioneering and leadership role in promoting a scholarly and institutional interest in African and related studies in our region. In 1992 the department began exploring the possibility of developing an alliance for promoting African studies in the general region. An exploratory conference was soon held at KU, and by 1995 the Mid-America Alliance for African Studies (MAAAS) was established and its inaugural conference held at Lawrence. The then chair of the department was elected to be the first and founding president. The second annual conference was held on schedule in 1996 at the University of Missouri at St. Louis, where the present chair of our department was elected vice president and president-elect. The third annual conference was held in
Norman, Oklahoma in September, 1997; the 1998 conference shifted to Wichita, Kansas. And, in 1999 and 2003, MAAAS returned to KU. A central objective of the Alliance is to assist lonely Africanists in developing interest and curricular activity in African studies at two-year and four-year institutions and universities in the region. The Alliance is aware that full-fledged programs and departments do not come into being that easily, but in encouraging this initial development across the region we are, without intending it, creating a potential pool of student interest from which our M.A. program is bound to benefit to some extent. On the international level, KU was selected to host the 26th annual conference of the prestigious African Literature Association. Dubbed as the Association’s “Millennial Conference,” it featured Nobel laureates Wole Soyinka and Derek Walcott, and other literary luminaries. It was broadcast worldwide by the Voice of America (VOA). Recently (2003), the Department received a $25,000 endowment to establish an Africana Lecture Series.

We have indicated above ways in which the proposed M.A. program, while being freestanding, will benefit from collaboration with other departments and units. It is in the very nature of ethnic and area studies as multi- and interdisciplinary units, to cooperate with several core disciplines. This relationship has the mutual advantage of making a larger pool of scholarly resources available to area studies and providing a focused, operational group of scholars for the colleagues(s) in the core discipline. Within the core department itself such colleagues usually have to concentrate on their department’s priorities, which are not those of the ethnic or area studies programs. Another aspect of both our undergraduate program and the M.A. program being proposed is, also as mentioned above, the attention paid to the relationship between the two historical and contemporary experiences of Africa and the diaspora. We are one of the few programs in the country that examine these linkages as part of the curriculum. The M.A. program will be particularly well placed to encourage further scholarship in this area, provided it protects its freedom to take this avenue of intellectual enquiry and others to their justifiable limits. This is best secured by avoiding shared jurisdiction, especially since there is no existing unit at KU inside which this M.A. program can expect undiluted attention necessary for its curricular, research and supporting activities. One advantage of a joint program is pooling and sharing resources, and this is what African and African-American Studies already carries to its academically productive limits. Beyond that, the objectives and mission of the M.A. program dictate that it be freestanding.

5. Characteristics of the students who will participate in the proposed program

Characteristics of the Anticipated Pool

A diverse pool of potential student applicants is anticipated. The results of the student survey already referred to indicate a large number of students who will have completed an undergraduate degree at the University of Kansas. These applicants can be expected, as indicated by the survey, to come from a wide range of disciplines and professional studies programs across the undergraduate curriculum. Based on their responses regarding course work at the undergraduate level, most if not all of them will have taken at least one course in African studies or African-American studies associated with their area of academic concentration. There will also be students drawn from other Regents and other institutions in and from outside the state. Some will have substantial undergraduate preparation in the specific or cognate fields; others, as a consequence of the limited options available to them as undergraduate students, may not have this. As is accepted practice, applicants without sufficient preparation will be expected to demonstrate knowledge and competence in subjects and courses deemed to be prerequisites. The program will also extend a warm welcome to non-traditional students, whose greater maturity and in many cases related life experiences make such persons excellent graduate students. The international focus of the program’s African and Caribbean components will surely attract an additional pool of candidates who will have completed degrees from outside the region or nation. Overall, it is anticipated that the program will attract a cosmopolitan pool of students, including those who have ethnic ties with the program components, as well as those whose intellectual and professional interests alone will provide the basis of their interest and motivation.
Specific Procedures and Criteria for Admission

The Department of African and African-American Studies will establish a Graduate Studies Committee for the purpose of reviewing all application materials submitted by applicants for admission into the Master of Arts program. The Committee will make a recommendation to the Graduate School regarding the applicant’s overall desirability for admission to graduate study in the Department. The Department will require a bachelor’s degree and a grade-point average of at least a 3.0 or B, both overall and in the applicant’s major, whether from the University of Kansas or from another regionally accredited institution or from a foreign university, the latter to have substantially equivalent requirements for the bachelor’s degree. In exceptional cases persons not holding a bachelor’s degree may be admitted if they are academically well prepared.

Admission to the program will be limited to the Fall Semester and will be based on the following specific criteria:

- The applicant must have completed a bachelor’s degree, preferably in the social sciences or humanities, and have a demonstrated interest in African or African-American studies as expressed in a statement of purpose focusing on relevant experience and intellectual or professional goals.
- The applicant must provide an official transcript of all previous academic work.
- The applicant must provide three academic letters of recommendation from persons familiar with the applicant’s work.
- The applicant must submit the official scores of the Graduate Record Examination.
- The applicant may submit other evidence of promise such as exposure to language and culture, field experience, or other accomplishments relevant to the field.
- The applicant must be accepted by the Graduate Division of the College of Liberal Arts and Sciences.

The Department anticipates about 10 students entering the program the first two years and, after the first two years, four or five students per year finishing. At the end of the first five years, the maximum number of students we expect in residence would be from 25-30.

Specific Opportunities for Student Interaction

It is the aim of the proposed Master of Arts program to assure that students are exposed to the breadth and depth of teaching and research. The approach for involving students in the program will be implemented through graduate assistantships, research assistantships, and ongoing faculty/student colloquia. These program activities will, in part, evolve out of current and planned classroom activities and research projects that are a part of the Department’s ongoing activities. Several members of the core faculty have established national, and in some instances international, recognition as pre-eminent scholars in advancing new paradigms for conceptualizing emerging social and political issues related to Africa and the Americas. It is envisioned that student involvement will play a major part in advancing this critique. Beyond that level of involvement these exposures will provide a useful context for student graduate thesis, for advance studies and overall enhancement of their graduate education. There will be opportunity for involving students in outreach, in grant-related activities and in field work as deemed appropriate. All graduate students enrolled in the program will be encouraged to establish a “brown bag” discussion group to meet on a weekly basis for the purpose of academic and professional development. This meeting will also serve as a forum for discussing current issues of interest to students in the program. Forum topics would go beyond the traditional curriculum to include sources of research funding, how to write grant proposals and how to use various new computer software packages. Faculty Seminar series, visiting lectures and external evaluators also provide opportunities for student interaction.
(B) Curriculum of the Proposed Program

Academic Objectives and Range of Skills and Knowledge

The Department of African and African-American Studies proposes to offer an interdisciplinary substantive and language courses leading to the Master of Arts degree in two areas of concentration: (1) African, and (2) African-American studies.

The master’s degree in African and African-American Studies has two related objectives: (1) it fulfills the educational needs of persons who seek positions with organizations in both the public and private sectors, and (2) it prepares persons who desire to pursue the terminal degrees in their field. The program emphasizes the broader concepts in the humanities and the social sciences, but provides an option for concentration in either African or African-American Studies.

The integrative focus of the curriculum is an important characteristic of the interdisciplinary nature of this program. In this regard, the candidate should develop the capacity to continue as a self-educator throughout his/her career. Broad background study in this field enables the graduate to assimilate newly acquired skills and methodologies quickly. Graduates should be prepared to cope with the rapid changes in Africa and the African diaspora. The program places considerable emphasis on both the internal and external forces which affect African and African-American societies. The continuity and change in Africa and its impact on world civilization are emphasized in both the required courses and through electives.

Required courses emphasize basic tool areas, such as research methods and languages. Through elective courses the student may obtain a concentration in an area of African or African-American Studies. All students must prepare and defend an M.A. thesis.

Course Work Required

Students must take a minimum of 30 graduate-level credit hours in approved courses with African and/or African-American content in accordance with the concentration chosen.

15 credit hours shall be in required courses and 15 credit hours shall be in elective courses.

Students, regardless of concentration, will take 3 core courses (an introduction to Africana Studies, a research methods course, and a seminar).

Students will fulfill a language/research skills requirement in accordance with the concentration chosen. Language/research skills courses must be at the 500 level or above to be counted toward the 30 hours required for the degree.

Approved elective courses will normally be in the humanities and social sciences, but courses in the natural sciences and in the professional schools may be approved if the content is deemed appropriate and relevant and if the courses meet all other stipulations set forth in this section.

Draw up a list of elective courses for 1. The African concentration, 2. African-American concentration [see the one submitted for Business School.]

No more than 6 thesis hours may be applied toward the 30 credit hours.
African-American Studies Concentration Electives

AAAS 501  Regional History
AAAS 502  Directed Language Study
AAAS 503  Directed Language Study
AAAS 510  Comparative Racial and Ethnic Relations (Same as SOC 534/AMS 522)
AAAS 511  The Civil Rights Movement (Same as AMS 696)
AAAS 520  Studies In:
AAAS 523  African-American Culture
AAAS 522  African & African-American Religions
AAAS 525  Social History of Black Aging in America
AAAS 534  The Rhetoric of Black Americans (Same as COM 551)
AAAS 550  Seminar
AAAS 574  Slavery in the New World (Same as HIST 574)
AAAS 584  Black American Literature
AAAS 632  Comparative Black Literature (Same as ENGL 632)
AAAS 690  Investigation and Conference
ANTH 670  Contemporary American Culture
ANTH 775  Seminar in Cultural Anthropology
AM S 576  Cultural Geography of the United States (Same as GEOG 576)
AM S 579  Geography of American Foodways
AM S 580  American Art
AM S 629  Sociology of Sport (Same as SOC 629)
AM S 694  Directed Readings
AM S 696  Studies In:
AM S 737  Music in America
AM S 805  American Pluralism: Race, Ethnicity and Religion in American Life
COMS 534  Interpersonal Communications in Organizations
COMS 647  Issues in Intercultural Communication
ECON 515  Income Distribution and Inequality
ECON 530  American Economic Development
ECON 534  Economic History of the Caribbean Region
ECON 540  Recent American Economic History
ECON 595  Regional Economics
ECON 675  Introduction to Welfare Economics
ECON 761  Public Sector: Urban and Regional Finance
ECON 866  Selected Problems in American Economic History
ENGL 574  African-American Literature
ENGL 590  Studies In: Black Writing in Kansas (Same as AM S 696, AAAS 520)
ENGL 632  Comparative Black Literature
ENGL 679  American Poetry of the 20th Century
ENGL 971  Seminar in African-American Literature and Culture
ENGL 974  Seminar in Literatures of Africa & the African Diaspora
GEOG 571  Topics in Cultural Geography
GEOG 575  Geography of Population
GEOG 752  Topics in Urban/Economic Geography
GEOG 771  Topics in Cultural Geography
GEOG 772  Problems in Political Geography
GEOG 802  Urban Geographic Information Systems
POLS 513  Power in American Communities
POLS 519  Community Development
POLS 614  Urban Politics
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<td>POLS 616</td>
<td>Interest Group Politics</td>
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<td>Topics in American Politics:</td>
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<td>POLS 623</td>
<td>The Politics of Social Policy</td>
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<tr>
<td>HIST 510</td>
<td>Topics In:</td>
</tr>
<tr>
<td>HIST 531</td>
<td>History of American Women: 1879 to Present</td>
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<td>Contemporary American, 1841 to Present (Same as AAAS 520)</td>
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<td>HIST 631</td>
<td>The Contemporary Afro-American Experience</td>
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<td>History of American Business</td>
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<td>HIST 696</td>
<td>Seminar In:</td>
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<td>HA 707</td>
<td>Directed Readings</td>
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<td>HDFL 606</td>
<td>Special Projects in the Community</td>
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<td>Practicum in Community Leadership &amp; Development</td>
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<tr>
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<td>Community Psychology</td>
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<td>PHIL 595</td>
<td>Philosophy and Race</td>
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<td>REL 504</td>
<td>Millenarian Movements</td>
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<td>REL 531</td>
<td>Studies in Christianity</td>
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<td>REL 532</td>
<td>Studies in Islam</td>
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<td>REL 602</td>
<td>Special Topics in Religion</td>
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<tr>
<td>REL 771</td>
<td>Religious Movements and Social Change</td>
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<td>REL 875</td>
<td>Topics in Religion and Society</td>
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<tr>
<td>SOC 522</td>
<td>American Racial and Ethnic Relations</td>
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<td>SOC 570</td>
<td>Social Conflict</td>
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<td>Collective Behavior</td>
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<td>Religion and Society</td>
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<td>Social Movements</td>
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<td>TH&amp;F 702</td>
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<td>TH&amp;F 703</td>
<td>Readings in Dramatic Literature</td>
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<tr>
<td>TH&amp;F 529</td>
<td>Race and the American Theatre (Same as AAAS 585)</td>
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<tr>
<td>WS 560</td>
<td>Race, Gender and Post-Colonial Discourse (Same as AAAS 560)</td>
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**African Studies Concentration Electives**

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<tr>
<td>AAAS 501</td>
<td>Regional History</td>
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<td>Directed Language Study</td>
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<td>AAAS 503</td>
<td>Directed Language Study</td>
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<tr>
<td>AAAS 510</td>
<td>Comparative Racial and Ethnic Relations (Same as SOC 534/AMS 522)</td>
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<tr>
<td>AAAS 512</td>
<td>African &amp; Western Cosmologies</td>
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<tr>
<td>AAAS 520</td>
<td>Revivalism and Reform in Islam (Same as REL 775)</td>
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<tr>
<td>AAAS 520</td>
<td>Studies In:</td>
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<tr>
<td>AAAS 520</td>
<td>Popular Culture of Africa &amp; Latin America(Same as HIST 581)</td>
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<tr>
<td>AAAS 522</td>
<td>African &amp; African-American Religions</td>
</tr>
<tr>
<td>AAAS 527</td>
<td>Popular Culture in Africa</td>
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<tr>
<td>AAAS 532</td>
<td>Studies in Islam (Same as REL 532)</td>
</tr>
<tr>
<td>AAAS 542</td>
<td>The History of Islam in Africa (Same as REL 535)</td>
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<tr>
<td>AAAS 550</td>
<td>African Social and Political Development</td>
</tr>
<tr>
<td>AAAS 551</td>
<td>Africa’s arid and Semi-arid Lands (Same as GEOG 550)</td>
</tr>
<tr>
<td>AAAS 553</td>
<td>Geography of African Development (Same as GEOG 553)</td>
</tr>
</tbody>
</table>
AAAS 554  Contemporary Health Issues in Africa (Same as ANTH 545)  
AAAS 555  African Film and Video (Same as TH&F 530)  
AAAS 560  Race, Gender and Post-Colonial Discourses (Same as WS 560)  
AAAS 578  Central African Art (Same as HA 578)  
AAAS 590  The Rise & Fall of Apartheid (Same as HIST 599)  
AAAS 600  Politics in Africa (Same as POLS 665)  
AAAS 602  U.S. Foreign Policy toward the Third World (Same as POLS 670)  
AAAS 632  Comparative Black Literature (Same as ENGL 632)  
AAAS 676  West African Art (Same as HA 676)  
AAAS 677  African Design (Same as HA 677)  
AAAS 679  African Expressive Culture (Same as HA 679)  
AAAS 680  Introduction to Modern Africa  
AAAS 690  Investigation and Conference  
AAAS 700  Africa in World Politics  
AAAS 715  Seminar in African Art (Same as HA 715)  
ECON 582  Economic Growth and Development  
ECON 604  International Trade  
ENGL 526  African Literature  
ENGL 774  Topics in Literatures of Africa & The African Diaspora  
ENGL 974  Seminar in Literatures of Africa & the African Diaspora  
GEOG 771  Topics in Cultural Geography  
GEOG 726  Remote Sensing of Environment  
GEOG 990  Seminar in Regional Geography  
HIST 509  Multinational Corporations (Same as AAAS 520)  
HIST 510  Topics in African History  
HIST 561  World Natural Resources Use in the 19th and 20th Centuries  
HIST 574  Slavery in the New World (Same as AAAS 574)  
HIST 681  Topics in Third World History:  
HIST 582  Nationalism & Revolution in the Third World  
HIST 600  West African History  
HIST 800  Readings in: West African History  
JOUR 502  International Journalism  
LING 791  Topics in Linguistics  
PHIL 595  Philosophy and Race  
POLS 661  Politics of the Middle East (Same as AAAS 520)  
POLS 689  Topics in International Relations  
POLS 850  Comparative Politics  
REL 602  Ancient Egyptian Culture & Religion  
REL 775  Revivalism and Reform in Islam (Same as AAAS 520)  
SOC 522  American Racial and Ethnic Relations  
SOC 531  Third World Social Change  
SOC 533  Industrialization in Developing Nations  
SOC 535  Women of the Third World  
TH&F 702  Graduate Seminar in:  
TH&F 826  Seminar in African Theatre  

Common Requirements for the African and African-American Concentrations  
AAAS 801  Introduction to Africana Studies (3)  
AAAS 802  Research Methods in Africana Studies (3)  
AAAS 803  Seminar in Africana Studies (3)  
AAAS 899  Thesis (6)
Electives (15) [may include language courses taken at the advanced level]  
* A non-thesis option of 6 credit hours of course work and research papers in one’s area of concentration is also available.

**Language Requirement for African Concentration**
A master’s degree in African and African-American Studies with an African Studies requires proficiency in an African language. Proficiency may be fulfilled by one of the following:

(a) Completing two years of college level study at KU, at an equivalent institution, or through an intensive course. Language courses offered on a regular basis at KU that count towards proficiency are Arabic, Hausa, Swahili and Wolof, and their concurrent culture courses. In addition, proficiency may be fulfilled by studying on a self-instructional basis any one of a number of African languages for which the African Studies Resource center has pedagogical materials.

(b) The equivalent of two years of an approved language

(c) Proving that the student is fluent in an African language.

**Language/Research Skills Requirement for African-American Concentration**
A master’s degree in African and African-American Studies with an African-American Studies concentration requires that a student:

(a) Fulfill the African language requirement as outlined above, or

(b) Fulfill a non-African language requirement employing standards comparable to those governing the African language requirement outlined above, or

(c) Demonstrate competence in a research skill relevant to the student’s specific concentration within African-American Studies. Competence in a research skill will be certified by the Department’s Graduate Studies Committee.

Students, in consultation with their advisors and to the satisfaction of the Department, must demonstrate that their choice of a language or research skill is appropriate for their specific research interest within the field of African-American Studies.

**Core Course Descriptions**

AAAS 801  Introduction to Africana Studies (3)
An introduction to, and overview of, the historical, intellectual, and professional foundations of African Studies and African-American Studies; a multidisciplinary examination of the key texts and issues in the fields.

AAAS 802  Research Methods in Africana Studies (3)
A multidisciplinary introduction to the range of research methods employed to examine African and African-American history, cultures, and societies.

AAAS 803  Seminar in Africana Studies (3)
An interdisciplinary, comparative exploration of the histories, cultures, and societies of Africans and peoples of African descent. Students will be required to utilize the skills gained in AAAS 801 and 802 to design and implement a project that will be critically assessed in the seminar.

AAAS 899  Thesis (1–6)
Investigation and research of a topic for a master’s thesis. A maximum of 6 thesis hours may be counted toward the 30 hours required for the degree.
Non-Thesis Option (6). For those who do not wish to write a master’s thesis, they would be required to take 6 graduate credit hours, 700 and above.
(C) Program Faculty

1. Quality of the Faculty

The program faculty consists of two categories: (1) Core Faculty, and (2) Adjunct Faculty. The core faculty consists of faculty whose academic specializations are most appropriate to the new degree program. The adjunct faculty are faculty members in related disciplines who are normally outside the department but devote a small proportion of their scholarship and teaching to the proposed program.

The quality of the core faculty in African and African-American Studies at the University of Kansas can be measured in several ways: academic preparation, research productivity, teaching effectiveness and public service. It is important to note that all members of the core faculty have earned terminal degrees in their field. On the average, teaching experience is estimated at 15 years. Their research activities have frequently taken them to Africa, the Caribbean and the African-American community in the United States. They hold memberships in national and international professional organizations in their respective fields. Many of them are internationally recognized scholars. They have mastery of several African and European languages.

In the area of public service, the work of the faculty is generally outstanding. They make invaluable contributions to the University community, the state of Kansas and the nation. The student evaluations of the faculty teaching effectiveness continues to be above average. The department’s record on teaching represents a faculty that is totally committed to excellence in teaching.

Adjunct faculty perform a range of valuable services to African and African-American Studies, both in their own departments and as adjuncts to our program. Because the interests of African and African-American studies per se must be served across any campus, adjuncts are advocates for this in their own department. They also commit to integrating African and/or African-American material in existing or new courses as appropriate. They help by team-teaching for us with other faculty, and also serving on an individual basis for one-on-one research oriented courses such as Investigation and Conference. Whenever possible, they teach a full course on African and/or African-American themes. They cross-list with us any of their courses with a substantial appeal to our students.

In 1995, 1997, and in the spring of 1999, selected faculty members at the University of Kansas were surveyed as to their willingness to participate in the proposed M.A. program in African and African-American Studies. The responses were overwhelmingly positive. Below is a list of the program core and courtesy faculty. Complete current curriculum vitae of the faculty are available on request; we have attached letters of support from core faculty in the appendices.

2. Core Faculty

Freeman, Bryant. Professor of African and African-American Studies (Ph.D. Yale University, 1961).
Herbison, C. C. Instructor of African and African-American Studies (ABD. University of Kansas).
MacGonagle, Elizabeth. Assistant Professor of African and African-American Studies and History (Ph.D. University of Michigan, 2001).
Myers, Garth. Associate Professor of African and African-American Studies and Geography (Ph.D. UCLA, 1993).
Omar, Naima. Assistant Professor of African and African-American Studies (Ph.D. University of Texas, 1999).
Pennington, Dorthy. Associate Professor of African and African-American Studies and Communications (Ph.D. University of Kansas, 1974).


Williams, Judith. Assistant Professor of African and African-American Studies and Humanities and Western Civilization (Ph.D. Stanford, 1997)

3. Scholarly Specialization of Core Faculty
Freeman: Haitian Creole, Haitian Religion, Haitian Literature and Culture.
Herbison: African-American History and Culture.
MacGonagle: African History
Omar: Arabic, Linguistics, Arab Culture

4. Adjunct Faculty

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<th>Name</th>
<th>Discipline</th>
<th>Related Specialty</th>
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<tr>
<td>Virgil Adams</td>
<td>Psychology/</td>
<td>Afr.-American Aging</td>
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<td>Gerontology</td>
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<td>Omofolabo Ajayi-Soyinka</td>
<td>Women’s Studies/</td>
<td>Afr. Women/Afr. Literature</td>
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<td>Theatre</td>
<td>Afr. Dance &amp; Theatre</td>
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<td>Elizabeth Asiedu</td>
<td>Economics</td>
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<td>Surendra Bhana</td>
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<td>Byron Caminero-</td>
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<td>Santangelo</td>
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<td>Jesus Duran</td>
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<td>Mohamed El-Hodiri</td>
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<td>Tom Erb</td>
<td>Education</td>
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<td>Johannes Feddema</td>
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<td>Jane Gibson</td>
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<td>Mary Emma Graham</td>
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<td>Sandra Gray</td>
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<td>John Janzen</td>
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<td>David Katzman</td>
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<td>Cheryl Lester</td>
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<td>Mehrangiz Najafizadeh</td>
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<td>Anton Rosenthal</td>
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<td>Edgar Tidwell</td>
<td>English</td>
<td>Afr.-American Literature</td>
<td>Assoc. Professor</td>
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</table>
5. Selected Scholarly and Professional Accomplishments of Core Faculty


HERBISON: H.O.P.E. nominee (2003); Interim Director, Multicultural Africana Scholars Program (MASP, 2002); Member, National Video Resources Advisory Board [Rockefeller Foundation] (1997–); University of Kansas Black Panhellenic Faculty Member of the Year Award (1994). Published/Published in: Introduction to Jazz: A Workbook and Syllabus (1999); The Encyclopedia of Parenting Theory and Research (1998); The Black Experience in the Americas: A Workbook and Syllabus (1996; rev. 2000); Quiet Passages: The Japanese American War Bride Experience [video documentary] (1990)

MacGONAGLE: CTE Faculty Fellowship (2003); Digital Library Initiative Development Grant (2003); New Faculty General Research Grant (2002); ASRC Travel Grant (2002); Arts and Letters Dissertation Completion Fellowship (Michigan State, 2000); Special College Research Abroad Moneys Fellowship (Michigan State, 1999); National Library of Lisbon Fellowship (1999); Fulbright-Hays Doctoral
Dissertation Research Award (1998); Social Science Research Council/American Council of Learned Societies (1994-95); Faculty Honors, Trinity College (1989-1990); Has done fieldwork in Mozambique, Zimbabwe, Kenya and Portugal. Fluent in Portuguese, Shona, Ndau, and French.

Published/Published in: Context for 21 Digitized Pamphlets of Nigerian Popular Literature from the 1960’s (2003); History in African (2001); H-Net Reviews (1997).

MACK: Language Coordinator (1998-2003); University Mentor (2002-03); Carnegie Fellow (2002-03); NEH Fellow (2001-02); Fulbright Fellow (2001-02) Interim Associate Dean, International Programs (1997-8); Mortar Board Award (1999); Board Member, University of Kansas Chapter of AAUP (1996–97); Mentor, University of Kansas Scholars Program (1995–96); Member, African Language Teachers Association (1994– ); Principal Consultant on Computerized-Adaptive Test of Listening Comprehension Proficiency in Hausa for Pennsylvania State University (1991).


OMAR: New Faculty Research Grant (2002); Big XII Faculty Fellowship (2002); Director, KU Arabic Language Summer Institute at Al Akhawan University in Ifrane, Morocco (since 2001); Visiting faculty, Cornell College, Mount Vernon, Iowa (1999-2000); Director, Department of English, University of Tunis (1990-94); Fulbright Student Research Award, University of Texas at Austin (1993-94); British Council Student Professional Development Award (1990); Member, American Association of Teachers of Arabic (1996– ); Member, Arabic Linguistics Society (1996– ); Member, Centre for Maghrebi Studies (1995– ); Language Coordinator, School of Commerce, University of Tunis (1989–1993).

Published/Published in: Perspectives on Arabic Linguistics XIII (forthcoming); Journal of Arabic Linguistics (2003); Bilingualism: Language and Cognition (2002).

PENNINGTON: Phi Beta Delta International Scholars Association inductee (2002); CTE Teaching Excellence Award (2002); Educational Consultant to the Department of Defense Race Relations Institute (1976–84); Educational Consultant to the Department of Defense Equal Opportunity Management Institute (1977–84); Nominee , Outstanding Young Teacher in the Central States Communication Association (1978); University of Kansas Women’s Hall of Fame (1993); Recipient, City of Lawrence Enhancement and Cultural Exchange Award (1994); Humanist Scholar for the Kansas Humanities Council; Member, Committee on Graduate Studies, University of Kansas (1993–96).

Published/Published in: African American Women Quitting the Workplace (1999); Journal of Afro-American Issues (1976); The Speech Communication Teacher (1996); Crossing Difference . . . Interracial Communication (1976); The Histories and Cultural Roles of Black Churches in Lawrence, Kansas


Directed/Produced: A Day of Absence (1997); Happy Ending (1997); The Island (1994); Sizwe Bansi is Dead (1993).

WILLIAMS: Adjunct Assistant Professor, George Mason University (2001–2002); Assistant Professor, Kutztown University (2001-02); Adjunct Assistant Professor, Howard University (2000-2001); Assistant Professor, Tufts University (1997-2000); Received the Arnott Junior Faculty Research Grant (1997 & 1998); Tufts University Summer Faculty Research Grant (1997), and Peninsula Children’s Theatre Award for Graduate Students (1993). Published/Published in: Footsteps Magazine (2001); African American Theatre and Performance History (2000). Directed/Produced: The Raw, The Cooked and the Rotten (1998); The Little Tommy Parker Celebrated Colored Minstrel Show (1993); The Moonshot Tape (1993); Othello (1991); The Trip (1990); Trouble in Mind (1990).

6. Graduate Assistants and Lecturers to Serve Program

List of Present GTAs and Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Concentration</th>
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</thead>
<tbody>
<tr>
<td>Mohammad Al-Masri</td>
<td>GTA</td>
<td>Arabic</td>
</tr>
<tr>
<td>Enel Estinfils</td>
<td>GTA</td>
<td>Haitian</td>
</tr>
<tr>
<td>Alassane Fall</td>
<td>GTA</td>
<td>Wolof</td>
</tr>
<tr>
<td>Melissa Filippi-Franz</td>
<td>GTA</td>
<td>Introduction to Africa</td>
</tr>
<tr>
<td>Aminu Gusau</td>
<td>Lecturer</td>
<td>Hausa</td>
</tr>
<tr>
<td>Mark Hersey</td>
<td>GTA</td>
<td>African History</td>
</tr>
<tr>
<td>Jane Irungu</td>
<td>Lecturer</td>
<td>KiSwahili</td>
</tr>
<tr>
<td>Mohamad Adam Mohamad</td>
<td>Lecturer</td>
<td>African Traditional Religion &amp; Thought</td>
</tr>
<tr>
<td>Joy Wrolson</td>
<td>GTA</td>
<td>African Theatre</td>
</tr>
<tr>
<td>Wael Zuraiq</td>
<td>GTA</td>
<td>Arabic</td>
</tr>
</tbody>
</table>

It is estimated that about ten more assistants will serve the program annually, ideally five from the African concentration, and five from the African-American concentration. The graduate assistants would serve as language teachers, and would teach some undergraduate courses. A graduate assistant in the program will have a .50 appointment per semester for one academic year, or as necessity arises. The salary and benefits will conform to KU-GTAC agreement.
(D) Academic Support

**Academic Support Services**
The following supportive services are currently in place and would be available for students in the program.

**Library Services:** To support African and African-American Studies at the University of Kansas, the library acquires materials from a broad range of subjects as appropriate for interdisciplinary research in area and ethnic studies programs. Materials that are collected encompass most of the scholarly disciplines in the social sciences and the humanities, as well as a few of the physical sciences. They include, but are not restricted to, languages and linguistics, art, literature, history, political science, religious studies, philosophy, economics, and human biology.

The holdings currently available pertaining to African and African-American Studies are not inconsiderable. Africana holdings alone are estimated to include 30,000 printed volumes; holdings of African-American Studies comprise a considerably larger collection of possibly 60,000 volumes. The traditional formats of monographs and journals have been the norm, although other formats such as maps and international documents have also been collected. Collection development efforts in the recent past have emphasized the procurement of monographs at the expense of serials. Slightly more than 1,000 volumes of Africana are currently being added to the collections annually. Materials collected are primarily in English and French, with some materials as needed for the teaching of Swahili and Hausa. Approximately 125 to 150 serial titles are currently received, including both periodicals and newspapers. Although statistics on the rate of collection growth for African-American Studies are not readily available, one can certainly say that the number would be larger than for the African field, with strong collections in history and literature.

There are a number of special collections and formats of material pertaining to Africa and African-American Studies that are worthy of note. Holdings in the Spencer Research Library include a small collection of market literature from Onitsha, Nigeria. The Kansas Collection, located in Spencer Research Library, has been actively collecting archival sources, photographs, and printed materials pertaining to the role of African Americans in history and everyday life in Kansas and throughout the region. The Wilcox Collection includes newsletters and ephemera issued by organizations concerned with the Black political and social milieu. Microform collections have also been added to the University's holdings in recent years, particularly for the support of African-American studies. These resources have included, for example, an important collection of African-American newspapers and files of the Federal Bureau of Investigation. Official publications of the US government and of various international organizations, available at the Documents Library, are known to be rich in materials pertaining to such broad topics as public health, education, development, and international relations. The Map Library, which ranks high nationally for its excellent collection of cartographic resources, includes a good collection of atlases and flat maps for the entire continent of Africa.

The availability of resources in electronic format greatly enhances the amount of material that is available to supplement materials from the University of Kansas collections. There are, for example, a growing number of electronic databases which render the collections of other university libraries more readily accessible. The entire holdings, in fact, of the Melville J. Herskovits Library of African Studies at the Northwestern University, reportedly the largest Africana collection in the US with 300,000 volumes, are searchable on the Internet, as are the online catalogs of other major Africana libraries. There are also more specialized databases available on the Internet, such as the Africana Conference Paper Index (APRC), a database of over 62,000 conference papers pertaining to Africa. The Black American Resources webpage also provides online access to many libraries which collect heavily in the African-American field.
Another important source of research materials available for graduate study on African and African-American studies is available at the Center for Research Libraries in Chicago. The research collections there include a large assemblage of Black American newspapers, as well as African newspapers, foreign dissertations, rare monographs and journals on microfilm, foreign government documents, researchers' field notes, manuscripts, and archival collections. All of these are available to researchers at the University of Kansas by virtue of the fact the University holds membership in the Center. The University of Kansas is a participant in a national consortium of libraries from institutions that have been designated as National Resource Centers for African studies. This consortium is currently pursuing two projects for the cooperative acquisition and access to Africana. One of these is the microfilming of archival records from Senegal, while the other seeks to collect dissertations and theses completed for higher degrees in African universities.

**Computing services:** are available at the University Computer Center and through academic programs. No additional computing resources will be required to support the proposed program.

**Financial assistance:** is available through the Office of Student Financial Aid, Student Employment Service, and assistantships from grants.

**Advisory services:** 1. The Graduate Studies Advisor (see section on Program Governance) will determine that each student fulfills graduate requirements. 2. A faculty mentor will be assigned to each student in the program. The faculty mentor will guide the student regarding the development of an integrated course of study, selection of courses, research topics, professional opportunities and further graduate studies. A student will retain the same faculty mentor throughout the duration of his/her study in the M.A. program.

**General resources:** Student Organizations and Leadership Development services will be available and an orientation will be provided to students.

The above services shall be of sufficient volume and quality to support the program effectively.

**New Library Materials and other Forms of Academic Support**

It is anticipated that an additional expenditure of library funding will be needed to support this degree program. The current level of funding annually for Africana is near $38,000. The figure for African-American materials can only be estimated, but is most likely somewhat above the figure for Africana. An added annual expenditure of no less than $10,000, and preferably of $15,000, will be needed to expand the collections in each of the two constituent areas pertaining to the proposed master's degree program. This will require, according to current estimates, a total annual expenditure of no less than $20,000, but the figure would be more adequate were it to be no less than $30,000 annually in addition to current expenditure levels.

**New Support Staff**

None is required beyond the normal addition of a half-time program assistant. The cost is about $15,000 - $18,000. (See fiscal summary.)

**(E) Facilities and Equipment**

**Anticipated Facilities Requirements (existing, renovated or new)**

Anticipated facilities required for the proposed M.A. program in African and African-American Studies already exist. The program does not require a new building; it will share classrooms, lecture halls, language laboratories, computer rooms and libraries as do other programs in the College and the University of Kansas. The Dean of the College has already allocated our Department generous space in Bailey Hall.
New Equipment Beyond Normal Additions
New equipment required would be restricted to normal office requirements such as file cabinets, tables and chairs, telephone, photocopier, typewriter, and computers.

i. Recurrent Expenditures:
   - Telephone
   - Fax estimated cost:
   - Photocopier $3,500
   - Stationery

ii. Non-Recurrent Expenditures:
   - File Cabinets $500.00
   - Computers/gh555 $3,000.00
   - Computer software $500.00

iii. Available Inventory:
   - Office telephones (6) Good
   - Fax machine (1) Good
   - Copier (shared with other depts.) (1) Good
   - Computers (4) Good
   - Typewriters (2) Good
   - Printers (3) Good
   - Scanner Good

(F) Program Review, Assessment and Accreditation

Program Governance

1. Graduate Studies Committee
The M.A. in African and African-American Studies will be under the supervision of a Graduate Studies Committee of the Department of African and African-American Studies. Admissions, graduate awards, petitions about degree requirements, consultation with the Graduate Advisor, curricular changes, and setting general policy for the master’s degree will be the responsibility of the Graduate Studies Committee.

2. Graduate Studies Advisor
Scheduling of courses, supervision of advising, supervision of master’s exams, and certification for graduation will be the responsibility of the Graduate Advisor of the African and African-American Studies Department, appointed by the Department Chair. The Graduate Advisor may be chosen either from the African and African-American Studies Department faculty, or from the affiliated African-American Studies faculty of the Langston Hughes African-American Studies Resource Center, or from the faculty in the African Studies Council of the African Studies Resource Center. If the Advisor is chosen from among faculty outside the Department, he or she will receive at least a .25 appointment from the College of Liberal Arts and Sciences in the Department during his or her tenure as Graduate Advisor. The Graduate Studies Advisor will have the responsibility to notify the Department, the affiliated faculty of the Hughes Center, and the African Studies Council of decisions by the Graduate Studies Committee and to bring concerns or questions about the degree program or graduate students from these bodies to the Committee. The Graduate Studies Advisor serves at the pleasure of the Department Chair. The Graduate Studies Advisor serves as Chair of the Graduate Studies Committee and may vote in the case of a tie.

3. Composition and Selection of Graduate Studies Committee
The Committee will be composed of nine members and one ex officio member. The nine members will be the Graduate Studies Advisor, three members chosen by the African and African-American Studies Department, two members chosen by the affiliate faculty of the Hughes Center, two members chosen by the African Studies Council, and a graduate student representative. The elected members may serve up to five one-year terms. The affiliated faculty of the Hughes Center and the faculty in the African Studies
Council may decide their own method of choosing members. That might be, for example, the African Studies Executive Committee nominating two or more members who would be voted upon by the African Studies Council.

Members chosen by the Department must hold at least partial appointments in the Department. Members chosen by the affiliated faculty of the Hughes Center and African Studies Council may or may not hold faculty appointments in the Department. The Chair of the Department serves as ex officio member of the Graduate Studies Committee.

4. **Graduate Student Representation**

An enrolled graduate students in the African and African-American Studies M.A. program will serve as a voting member of the Graduate Studies Committee. He or she will be chosen by the graduate students in the program. The Graduate Studies Committee may appoint a graduate student member who would serve until the graduate students are able to meet and choose their own representative. The graduate student member may serve up to two one-year terms. When graduate awards for currently enrolled graduate students are discussed, the graduate student will not be present.

5. **Election to Graduate Studies Committee**

Before the end of each academic year, the Department, the affiliated faculty of the Hughes Center, and the African Studies Council will choose their representatives to the Graduate Studies Committee for the following academic year. One-year terms will coincide with academic years. If members are not appointed by the end of the academic year, they must be appointed as soon as possible at the beginning of the next academic year. If a member resigns during the course of an academic year, the body which chose the member will select a replacement. That is, the Department, the affiliated faculty of the Hughes Center, the African Studies Council, or the graduate students in the program will choose a replacement to serve out the remainder of the member’s term. The partial term served by the replacement will count as one, one-year term.

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**Program Evaluation**

1. What program review process or evaluation methods will be used to review the program?
   a. Teaching evaluation will be predicated on two sets of materials: 1) Student evaluations submitted for all courses in the program; 2) Faculty portfolios, containing teaching plans, course materials, and peer evaluations, submitted at the conclusion of every academic year. The evaluation subcommittee in the Department of African & African-American Studies will examine student evaluations and faculty portfolios at the end of every academic year and work with individual faculty to assure the quality and effectiveness of courses in the program.
   b. Faculty scholarship will be evaluated not only by the regular processes of review established by the College and the University for tenure and promotion but also by the chair and the program’s evaluation subcommittee in considering salary promotion. In addition, tenured faculty will be subject to outside evaluations of their scholarship every seven years.
   d. The newly established Center for Teaching Excellence will be used to enhance the quality of our program.
   e. The Program will adhere to the College, University and Regents' review programs.

2. What student learning outcome measures will be used to assess the program’s effectiveness?

Two measures will be used to assess the program’s effectiveness: 1) All students completing the M.A. degree will be required to respond to a written questionnaire evaluating the program and to participate in an oral interview at the time of their graduation. The evaluation subcommittee will serve as the exit interviewers. 2) Every five years, alumni/alumnae of the program will be asked to respond to a written questionnaire evaluating the program.
APPENDICES

University of Kansas Theses and Dissertations:  African and/or African-American Topics

AAAS Graduate-Level Course Offerings by Concentration and Theme

Copy of 1995 Questionnaire/Survey
Tabulated Responses to 1995 Questionnaire/Survey

Letters of Support from KU Faculty
Letters of Support from non-KU Faculty
Letters of Inquiry about a Proposed M.A. Program
Special M.A. for James Flowers of Foreign Area Officers (FAO)
Letter from Major James Flowers on Relevance of our Program to FAO, and on Steady Supply of Students
On-line Service for Graduate Programs
Letter from Department of Army, Fort Leavenworth, Kansas
Letters to African and African-American Studies Programs in Big 12 Region
Responses from African and African-American Studies Programs in Big 12 Region
African and African-American Studies Programs in Kansas

III. COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING REPORT (CUSA) Presented by Nancy Baym, CUSA Chair; submitted by Andrea Noltner

A. CURRICULAR CHANGES

NEW COURSE

AMS 344 CASE STUDY IN AMERICAN STUDIES:  3  H
This course examines in depth a specific American studies topic or theme.

CHANGE: DELETION

AMS 450 THE AMERICAN EXPERIENCE:  3  H
An integrative course, examining selected issues, debates, and controversies concerning the nature of American life.

CHANGE: DELETION

AMS 451 RESEARCH PROJECT  3  U
Independent study of a selected issue in American studies, humanities, or social science designation depending on the nature of the project and instructor.
AMS 480  **HONORS IN AMERICAN STUDIES  3 H**  
An individual research project under the direction of a member of the committee who is a specialist in the area of the student's interest. May be taken twice for credit. Three hours of AMS 480 may be substituted for three hours of major credit in the student's field of concentration.

NEW COURSE

AMS 550  **INTRODUCTION TO CURRENT ISSUES AND RESEARCH IN AMERICAN STUDIES  3 H**  
A seminar exploring current issues, research methods, and theory in American studies. This course covers the history of the American studies movement, as well as current research methods and theories through which knowledge is produced about "America" and "American" peoples. (Normally to be taken in the junior year.) (Open to graduate students only with the consent of the American Studies Program.)

NEW COURSE

AMS 551  **RESEARCH PROJECT IN AMERICAN STUDIES  3 H**  
Independent research on a selected topic under the direction of a faculty member. Students write an original research paper or complete an equivalent project in another medium, grounded in primary as well as secondary sources.

NEW COURSE

AMS 552  **PUBLIC SERVICE IN AMERICAN STUDIES  3 H**  
Independent public service in a selected area undertaken in consultation with and under the direction of a faculty member. Students produce a final written project on the experience that integrates the public service experience and academic materials, or complete an equivalent project in another medium.

NEW COURSE

AMS 553  **HONORS IN AMERICAN STUDIES  3 H**  
Honor equivalent of AMS 551. May be taken twice for credit. Three hours of AMS 553 may be substituted for a course in an appropriate category in the American Studies major.

CHANGE:  **NUMBER, TITLE, PREREQUISITE, COURSE DESCRIPTION**

BIOL 300  **HUMAN ANATOMY LECTURE  3 N**  
This course deals with the gross anatomy of the human body. The major emphasis is on the structures of the extremities with minor emphasis on the structures of the thorax and abdomen. Open to all interested students. Prerequisite: BIOL 100, BIOL 101, BIOL 150, BIOL 151, or equivalent.

BIOL 240  **FUNDAMENTALS OF HUMAN ANATOMY  3 N**  
Introduction to the gross anatomy of the human body. Covers the spatial arrangement and appearance of structures throughout the body, including visual identification of these structures. Musculoskeletal relationships, and the anatomy of major organ systems, are emphasized. Not intended for biology majors. Prerequisite: BIOL 100, or equivalent.
BIOL 301  HUMAN ANATOMY OBSERVATION LABORATORY  2  U
Deals with the gross anatomy of the human body. The major emphasis is on the structures of the extremities with minor emphasis on the structures of the thorax and abdomen. Observation of dissected cadavers allows this group an excellent chance to study human anatomy without having to dissect. Note: Open only to physical education, occupational therapy, and pre-nursing majors. Prerequisite: BIOL 100, BIOL 101, BIOL 150, BIOL 151, or equivalent; concurrent or prior enrollment in BIOL 300 required.

BIOL 241  HUMAN ANATOMY OBSERVATION LABORATORY  2  U
One of the two laboratories in gross anatomy designed to complement BIOL 240. Emphasizes the three-dimensional appearance and spatial relationships of anatomical structures through supervised observations of pre-dissected human cadavers. Limited to students enrolled in, or seeking admission to, programs that require a human anatomy observation laboratory. Concurrent or prior enrollment in BIOL 240 is required.

BIOL 302  HUMAN ANATOMY DISSECTION LABORATORY  4  N
Deals with the gross anatomy of the human body. The major emphasis is on the structures of the extremities with minor emphasis on the structures of the thorax and abdomen. Cadaver dissection is performed by members of this group. Note: Open only to physical education, occupational therapy, and pre-nursing majors. Concurrent or prior enrollment in BIOL 300 required. Prerequisite: BIOL 100, BIOL 101, BIOL 150, BIOL 151, or equivalent.

BIOL 242  HUMAN ANATOMY DISSECTION LABORATORY  3  N
One of the two laboratories in gross anatomy designed to complement BIOL 240. Provides an opportunity to develop a comprehensive three-dimensional understanding of anatomical structures and spatial relationships while gaining substantial dissecting experience. Student perform supervised dissection of human cadavers. Limited to students enrolled in, or seeking admission to, programs that require a human anatomy laboratory. Concurrent or prior enrollment in BIOL 240 is required.

BIOL 305  PRINCIPLES OF HUMAN PHYSIOLOGY  3  N
Lectures. Intended for students majoring in allied health curricula which require a course in human physiology, as well as those students not majoring in a science who desire some knowledge of physiology as part of their general education. Prerequisite: BIOL 100, BIOL 100, BIOL 150, BIOL 151, or exemption.

BIOL 246  PRINCIPLES OF HUMAN PHYSIOLOGY  3  N
An introduction to the physiological and biochemical processes and general physiological principles necessary to sustain life. Organ and organ system processes are emphasized. Intended for students majoring in allied health or sports related curricula who require a course in human physiology. Not intended for biology majors. Prerequisite: BIOL 100 or equivalent.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tr>
<td>BIOL 306</td>
<td>PRINCIPLES OF HUMAN PHYSIOLOGY LABORATORY</td>
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<td></td>
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<td></td>
<td>Laboratory experiments in representative areas of human physiology.</td>
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<td>Designed to complement BIOL 305. Students who have completed BIOL</td>
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<td></td>
<td>647 cannot receive credit for BIOL 306. Prerequisite: BIOL 305 or</td>
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<td>concurrent enrollment.</td>
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<tr>
<td>BIOL 247</td>
<td>PRINCIPLES OF HUMAN PHYSIOLOGY LABORATORY</td>
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<td>Designed to complement BIOL 246. Uses experiments and simulations to</td>
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<td>demonstrate laboratory techniques and representative processes in</td>
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<td>areas of human physiology. Concurrent or prior enrollment in BIOL</td>
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<td>246 required.</td>
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<td>NEW COURSE</td>
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<td>BIOL 440</td>
<td>ADVANCED HUMAN ANATOMY</td>
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<td></td>
<td>Integrated lecture and laboratory course designed to provide students</td>
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<td>with a detailed understanding of the structure of the human body.</td>
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<td>Cadaver dissection will reinforce three-dimensional relationships</td>
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<td>discussed in lecture and each of the main organ systems will be</td>
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<td>considered using a regional approach to the body. Not open to</td>
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<td>students who have taken BIOL 240. Prerequisite: BIOL 152.</td>
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<td>CHANGE:</td>
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<td>TITLE, PREREQUISITE, COURSE DESCRIPTION</td>
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<tr>
<td>ENGL 362</td>
<td>PROFESSIONAL WRITING</td>
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<tr>
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<td></td>
<td>Principles of writing for specific professional contexts, which</td>
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<td>might include such areas as technical writing, business writing,</td>
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<td>legal writing, etc. Prerequisite: Completion of ENGL 102 or</td>
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<td>equivalent.</td>
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<tr>
<td>ENGL 362</td>
<td>FOUNDATIONS OF TECHNICAL WRITING</td>
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<td>Introduces students to the principles of technical communication.</td>
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<td>Students learn to organize, develop, write, and revise technical</td>
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<td>documentation (e.g., proposals, specification documents, technical</td>
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<td>reports, websites, oral presentations, manuals) for science and</td>
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<td>business. Includes an introduction to technical-writing software.</td>
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<td>Prerequisite: ENGL 101 and 102 or completed undergraduate degree.</td>
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<td>NEW COURSE</td>
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<tr>
<td>ENGL 562</td>
<td>ADVANCED TECHNICAL WRITING I</td>
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<td>Stresses research methods in technical communication and simulates</td>
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<td>on-the-job training through live interviews and other forms of</td>
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<td>research. Students master the relevant software tools and begin to</td>
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<td>develop a technical-writing portfolio. Prerequisite: ENGL 362.</td>
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<td>NEW COURSE</td>
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<tr>
<td>ENGL 563</td>
<td>ADVANCE TECHNICAL WRITING II</td>
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<td>H</td>
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<tr>
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<td></td>
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<td>Students apply the principles of communicating scientific and</td>
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<td>technical information to a variety of readers, ranging from the</td>
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<td>non-technical manager to the expert engineer. Concentration on the</td>
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<td>varying writing styles for proposals, reports, specifications,</td>
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<td>journal articles, online forms, and larger documents, based on their</td>
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<td>audience. The course also teaches effective oral presentations and</td>
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<td>simulates an internship or on-the-job training. Students develop</td>
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<td>their technical writing portfolio. Prerequisite: ENGL 562.</td>
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NEW COURSE

ENGL 564 ADVANCED TECHNICAL EDITING 3 H
Students work with writers in Advanced Technical Writing I and II, learning to work productively with other people's print and online documents. They learn to use specialized vocabulary and such editing tools as proofreaders' marks, style guides, and standard editorial reference material, and practice how to identify and correct common problems. Simulates an internship or on-the-job training. Students develop a technical-editing portfolio. Prerequisite: ENGL 562. Prerequisite: ENGL 562.

NEW COURSE

GEOG 158 GIS IN SCIENCE AND SOCIETY 3 N
An examination of the development of geographic information science (GISci) from its roots in traditional geography, cartography, and remote sensing to modern geographic information systems (GIS). GIS is explored as a new scientific instrument, a "macroscope," for representing and analyzing complex earth processes, both physical and cultural. The societal benefits and risks of GIS are demonstrated and discussed.

CHANGE: TITLE, COURSE DESCRIPTION

GEOG 658 APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS: 1-6
Implementation and adaptation of GIS software to environmental analysis and problem solving at different scales, from intermediate (e.g., neighborhood environments) to larger regions and sub-continentalsized areas.

GEOG 658 TOPICS IN GEOGRAPHIC INFORMATION SCIENCE: 1-6
An investigation of special topics in geographic information science. May include specific coursework under the headings of methodology, basic research, thematic or regional applications, geographic information systems (GIS), Global Positioning System (GPS), and geostatistics. May be repeated if topic differs.

CHANGE: COURSE DESCRIPTION

HA 100 INTRODUCTION TO ART HISTORY 3 H
An introduction to art and architecture in Western culture. Basic principles and problems of the visual arts are analyzed as are the major historical trends and periods. Style, content, and cultural backgrounds are discussed and illustrated by slides and original material in the Spencer Museum of Art. Not open to students with credit in HA 101, HA 102, HA 150, HA 151, or HA 300.

CHANGE: COURSE DESCRIPTION

HA 100 INTRODUCTION TO ART HISTORY 3 H
An introduction to art and architecture in Western culture. Basic principles and problems of the visual arts are analyzed as are the major historical trends and periods. Style, content, and cultural backgrounds are discussed and illustrated by slides and original material in the Spencer Museum of Art. Not open to students with credit in HA 150, HA 151, HA 160, HA 161, or HA 300.

CHANGE: COURSE DESCRIPTION

HA 300 INTRODUCTION TO ART HISTORY 3 H
An introduction to art and architecture in Western culture. Basic principles and problems of the visual arts are analyzed as are the major historical trends and periods. Style, content, and cultural backgrounds are discussed and illustrated by slides and original material in the Spencer Museum of Art. Not open to students with credit in HA 101, HA 102, HA 150, HA 151, or HA 300.
HA 300  INTRODUCTION TO ART HISTORY  3  H
An introduction to art and architecture in Western culture. Basic principles and problems of the visual arts are analyzed, as are the major historical trends and periods. Style, content, and cultural backgrounds are discussed and illustrated by slides and original material in the Spencer Museum of Art. Not open to students with credit in HA 100, HA 150, HA 151, HA 160, or HA 161.

NEW COURSE
LA&S 450  TOPICS AT HINU:  1-6
Special topics at the junior/senior undergraduate level. Taught at Haskell Indian Nations University. Special permission from the Provost's office required.

CHANGE:  NUMBER, PREREQUISITE, COURSE DESCRIPTION
PHSX 418  MATHEMATICAL PHYSICS  3  N
Applications of modern mathematical methods to problems in mechanics and modern physics. Techniques include application of partial differential equations and complex variables to classical field problems in continuous mechanics, electrodynamics, hydrodynamics, and heat flow. Applications of elementary transformation theory and group theory to selected problems in modern physics. Prerequisites: PHSX 313 and MATH 320. (Same as EPHX 418.)

PHSX 518  MATHEMATICAL PHYSICS  3  N
Applications of modern mathematical methods to problems in mechanics and modern physics. Techniques include application of partial differential equations and complex variables to classical field problems in continuous mechanics, unstable and chaotic systems, electrodynamics, hydrodynamics, and heat flow. Applications of elementary transformation theory and group theory, probability and statistics, and nonlinear analysis to selected problems in modern physics as well as to graphical representation of experimental data. Prerequisites: PHSX 313 and MATH 320 or permission of instructor. (Same as EPHX 518.)

NEW COURSE
POLS 653  GENDER, WAR, AND PEACE  3  S
This course explores ways in which militarization and warfare are gendered processes. We ask, what does war tell us about gender, and what does gender tell us about war? Though the majority of fighters are men, women are essential to war efforts. They also represent a high proportion of the casualties of war. Yet women are rarely examined in relation to war; thus we work to uncover women's experiences of war. We also look to women's contributions to the peace movement in terms of both theory and practice, asking: Is peace a feminist issue? Should feminists support women's access to combat positions or oppose the military? What if women ruled the world--would that end wars? Does militarized masculinity harm men more than benefit them? How do states mobilize citizens to war and how is the process gendered? Prerequisite: One of the following: POLS 150, POLS 151, POLS 170, POLS 171, WS 201, WS 202. (Same as WS 653.)

NEW COURSE
PSYC 555  EVOLUTIONARY PSYCHOLOGY  3  S
A review of evolutionary theory and its application to human personality, cognition, interpersonal relationships, family dynamics, and development. Prerequisite: PSYC 104 and at least 3 additional hours in Psychology, or consent of instructor.
CHANGE: PREREQUISITE

SPAN 340 TEXTUAL ANALYSIS AND CRITICAL READING 3 WH
Critical readings and interpretation of Hispanic literatures, with emphasis on acquiring the skills and vocabulary necessary for discussing and writing literary analyses. Prerequisite: SPAN 323, SPAN 324, or consent of instructor.

SPAN 340 TEXTUAL ANALYSIS AND CRITICAL READING 3 WH
Critical readings and interpretation of Hispanic literatures, with emphasis on acquiring the skills and vocabulary necessary for discussing and writing literary analyses. Prerequisite: SPAN 323 or SPAN 324 with grad of B or better, or consent of instructor.

CHANGE: PREREQUISITE

SPAN 440 HISPANIC STUDIES: 3 WH
A topics course dedicated to the study of special historical moments, topics, authors, or themes in literary and cultural history. Reading may include selections from both Spain and the countries of Spanish America. The course may cover multiple genres, authors, periods, or regions. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 440 HISPANIC STUDIES: 3 WH
A topics course dedicated to the study of special historical moments, topics, authors, or themes in literary and cultural history. Reading may include selections from both Spain and the countries of Spanish America. The course may cover multiple genres, authors, periods, or regions. Course conducted in Spanish and may be repeated for credit as the topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE

SPAN 446 SPANISH CULTURE: 3 WH
A study of the development of Spanish culture with particular emphasis on history, customs, and traditions, and literary trends and artistic tendencies that constitute Spain's specific contribution to Western civilization. Conducted in Spanish. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 446 SPANISH CULTURE: 3 WH
A study of the development of Spanish culture with particular emphasis on history, customs, and traditions, and literary trends and artistic tendencies that constitute Spain's specific contribution to Western civilization. Conducted in Spanish. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE

SPAN 447 LATIN AMERICAN CULTURES: 3 WH
The description and interpretation of Latin American cultures, with particular attention to history, ethnology, folklore and the arts. The course may focus on particular countries or geographical areas. Conducted in Spanish. May be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.
SPAN 447 LATIN AMERICAN CULTURES: 3 WH
The description and interpretation of Latin American cultures, with particular attention to history, ethnology, folklore and the arts. The course may focus on particular countries or geographical areas. Conducted in Spanish. May be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE
SPAN 450 MEDIEVAL SPANISH STUDIES: 3 H
Reading and analysis of Spanish literature and culture to 1500. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 450 MEDIEVAL SPANISH STUDIES: 3 H
Reading and analysis of Spanish literature and culture to 1500. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE
SPAN 451 EARLY MODERN SPANISH STUDIES: 3 H
Reading and analysis of Spanish literature and culture from 1500 to 1800. This course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 451 EARLY MODERN SPANISH STUDIES: 3 H
Reading and analysis of Spanish literature and culture from 1500 to 1800. This course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE
SPAN 452 NINETEENTH CENTURY SPANISH STUDIES: 3 H
Reading and analysis of the literature and culture of Spain of the 1800s. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 452 NINETEENTH CENTURY SPANISH STUDIES: 3 H
Reading and analysis of the literature and culture of Spain of the 1800s. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with grade of B or better; or consent of instructor.
CHANGE: PREREQUISITE

SPAN 453 TWENTIETH CENTURY SPANISH STUDIES: 3 H
Reading and analysis of the literature and culture of Spain from 1900 to the present. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 453 TWENTIETH CENTURY SPANISH STUDIES: 3 H
Reading and analysis of the literature and culture of Spain from 1900 to the present. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE

SPAN 460 COLONIAL SPANISH AMERICAN STUDIES: 3 H
Reading and analysis of Spanish-American literature and culture from the Conquest of Independence, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 460 COLONIAL SPANISH AMERICAN STUDIES: 3 H
Reading and analysis of Spanish-American literature and culture from the Conquest of Independence, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE

SPAN 461 NINETEENTH CENTURY SPANISH-AMERICAN STUDIES: 3 H
Reading and analysis of Spanish-American literature and culture from the Independence to 1900, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

SPAN 461 NINETEENTH CENTURY SPANISH-AMERICAN STUDIES: 3 H
Reading and analysis of Spanish-American literature and culture from the Independence to 1900, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with grade of B or better; or consent of instructor.

CHANGE: PREREQUISITE

SPAN 462 TWENTIETH CENTURY SPANISH-AMERICAN STUDIES: 3 H
Reading and analysis of Spanish-American literature and culture from 1900 to the present, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.
**SPAN 462**  
**TWENTIETH CENTURY SPANISH-AMERICAN STUDIES: 3 H**
Reading and analysis of Spanish-American literature and culture from 1900 to the present, organized by topic. The course may cover multiple genres, authors, periods, regions, or topics. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340 with a grade of B or better; or consent of instructor.

**CHANGE: PREREQUISITE**

**SPAN 463**  
**NATIONAL TRADITIONS IN SPANISH AMERICA: 3 H**
Reading and analysis of Spanish-American literature and cultural history from the perspective of a selected nation or nations. The course explores the role of literature and cultural expression in constructing the modern nation and local traditions. Readings may cover selections from multiple genres, authors, and periods. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor. Prerequisite: Reading and analysis of Spanish-American literature and cultural history from the perspective of a selected nation or nations. The course explores the role of literature and cultural expression in constructing the modern nation and local traditions. Readings may cover selections from multiple genres, authors, and periods. Course conducted in Spanish and may be repeated for credit as topic varies. Prerequisite: SPAN 323 or SPAN 324; SPAN 340; or consent of instructor.

**CHANGE: NUMBER, CREDIT, COURSE DESCRIPTION**

**TH&F 202**  
**STUDY ABROAD TOPICS IN: 3 U**
This course is designed for the study of special topics in Theatre and Film. Credit for coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if content varies.

**TH&F 204**  
**STUDY ABROAD TOPICS IN: 1-6 U**
This course is designed for the study of special topics in Theatre and Film at the freshman/sophomore level. Credit for coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if content varies.

**NEW COURSE**

**TH&F 304**  
**STUDY ABROAD TOPICS IN: 1-6 U**
This course is designed for the study of special topics in Theatre and Film at the junior/senior level. Credit for coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if content varies.
NEW COURSE

WS 653  GENDER, WAR, AND PEACE  3 S
This course explores ways in which militarization and warfare are gendered processes. We ask, what does war tell us about gender, and what does gender tell us about war? Though the majority of fighters are men, women are essential to war efforts. They also represent a high proportion of the casualties of war. Yet women are rarely examined in relation to war; thus we work to uncover women's experiences of war. We also look to women's contributions to the peace movement in terms of both theory and practice, asking: Is peace a feminist issue? Should feminists support women's access to combat positions or oppose the military? What if women ruled the world--would that end wars? Does militarized masculinity harm men more than benefit them? How do states mobilize citizens to war and how is the process gendered? Prerequisite: One of the following: POLS 150, POLS 151, POLS 170, POLS 171, WS 201, WS 202. (Same as POLS 653.)

B. REPORTS OF ACTION

1. Change to American Studies Major

FORMER REQUIREMENTS: 36 hours total

I. American Studies Courses (12 credit hours - 6 from category A, and 6 from category B)

Choose two of the following:
A. AMS 100 - Understanding America (3)
   AMS 110 - The American People (3)
   AMS 330 - American Society (same as SOC 330) (3) OR
   SOC 132 - American Society, Honors (3)

B. AMS 450 - The American Experience (3)
   And choose one of the following:
   AMS 451 - Tutorial Research Project OR (3)
   AMS 480 - Honors in American Studies (3)

II. Distribution Courses on the United States (24 hours, at least 12 of which must be upper division courses)

A. Historical Perspectives: Three courses from at least two disciplines (e.g., history, government, American studies, English, economics, etc.) that deal with the United States in historical perspective.

B. Comparative American Cultural Perspectives: One course focusing on Latin American, Caribbean, or Native American (Indian) history, culture or society (does not include language learning courses).

C. Special Interest Emphasis: Four courses focusing on a selected aspect of American life. At least two of these courses should be above the 299 level.
Special Emphasis Concentrations. Special interest emphasis concentrations include the following: race, ethnic groups, gender, community, religion, political culture, family life, great plains culture, sex roles, social and cultural theory, business, the economy and work, social organization. Other concentrations may be approved in consultation with an American studies faculty advisor.

REVISED REQUIREMENTS:

I. American Studies Core Courses (9 hours)
   A. AMS 100 Understanding America (3) OR AMS 101 Understanding America, Honors (3)
   B. AMS 110 The American Peoples (same as SOC 110) (3) OR AMS 112 The American Peoples, Honors (same as SOC 112) (3)
   C. AMS 330 American Society (same as SOC 330) (3) OR SOC 132 American Society, Honors (3) OR AMS 332 The United States in Global Context (same as SOC 332) (3) OR AMS 344: Case Studies in American Studies:________ (3)

II. Approaches to Understanding Society and Culture (6 hours). Two courses that explore, in whole or in part, methodological or theoretical approaches and/or issues used in disciplines relevant to the field of American Studies. The two courses used to fulfill this requirement would normally be from two different disciplines or departments. Examples of courses that will fulfill this requirement include:
   ANTH 108, 109, 160, 162, 308, 320
   HDFL 308, 309
   SOC 500, 510
   HA 100, 103, 300
   HIST 396, 696
   TH&F 283
   WS 201, 202
   GEOG 102, 103
   ENGL 308, 508
   EURS 148, 149
   POLS 301, 302
   LING 320
   PHIL 180, 181
   PSYC 310, 490
   ECON 104, 105

III. Special Emphasis Concentration. Nine hours of coursework that focuses on or coheres around a common theme, interest, or subject area; at least six hours must be at the junior/senior level. Students must consult with an American Studies advisor in constructing a concentration, some examples of which are listed below, along with suggested courses to be taken within them. Students are not restricted to these examples or suggestions but are welcome to propose others in consultation with an advisor.

American Studies Concentrations (in addition to those in a traditional discipline [history, political science, literature]):
Race and ethnicity
  AMS 110, 340, 522, 529, 650
  ENGL 337, 338, 340, 571, 574
  HIST 348, 572, 613, 631
  ANTH 563
  POLS 562
Religion
  AMS 290
  REL 171, 339, 373, 504, 585, 586, 671
  SOC 626
  POLS 504, 604
Gender
  AMS 510, 511, 512
  ANTH 389
  WS 201, 333, 381, 389, 600
  PSYC 468
  SOC 273, 352, 450
  HIST 319
Popular Culture
  WS 513
  AMS 310, 312, 650
  HIST 310, 312
  SOC 364, 629, 634
  TH&F 327, 380, 381, 382, 384
Visual Culture
  TH&F 381, 382
  HA 370, 380, 570, 580, 581, 582, 583
  ARCH 645, 646
  ANTH 586
Contemporary America
  AMS 330
  ANTH 670
  SOC 330, 540
  HIST 129, 312, 614, 615, 616, 617, 666
Indigenous Peoples
  HIST 326, 353, 544, 611, 612, 619, 622
  ENGL 571
  ANTH 376, 378, 505
  INS 601
  GEOG 570
Rural/Urban America
  AMS 390
  POLS 614
  SOC 340, 341
  GEOG 377, 379, 390, 522, 557
Communities
  AMS 501
  SOC 340, 341, 371
  GEOG 552, 557, 576
  POLS 513
Family and Childhood
SOC 220, 628
HIST 606, 607, 609, 627
HDFL 160, 222, 288, 480

Work, Labor, and the Economy
SOC 524, 525, 526
HIST 651
ECON 530, 540, 603

Law and Legal Institutions
HIST 653, 654
SOC 562
POLS 511, 610, 611
REL 373
BUS 656

Politics
WS 562
SOC 619
POLS 110, 310, 410, 412, 513, 515, 516, 517, 602, 613, 615, 616, 617, 619

IV. Advanced courses (at least 6 hours)
A. AMS 550 Introduction to Current Issues and Research in American Studies (3)

B. One of the following courses in which students produce either a thesis based on independent research, a paper based on public service, or an equivalent project in another medium.
AMS 551 Research Project in American Studies (3) OR
AMS 552 Public Service in American Studies (3) OR
AMS 553 Honors in American Studies (3)

2. Change to Human Biology Major (bold=addition)

One course from each area is required (minimum of 24 hours).
1. Populations/Evolution
   • ANTH 340 Human Variation and Evolution (3)
   • ANTH 341 Human Evolution (3)
   • ANTH 350 Human Adaptation (3)
   • ANTH 359 Anthropology of Sex (3)
   • ANTH 549 Human Paleobiology: Fossil Apes to Australopithecus Origins (3)
   • ANTH 652 Population Dynamics (3)
   • BIOL 412 Evolutionary Biology (3)
   • Recommended electives: BIOL 432/PSYC 432/SPLH 432/HDFL 432, ANTH 447 Human Behavioral Genetics, ANTH 450 Diseases and Adaptation, or additional course from Core.

2. Molecular Biology/Microbiology
   • BIOL 400 Fundamentals of Microbiology (lab BIOL 402) (3)
   • BIOL 416 Cell Structure and Function (lab BIOL 426) (3)
   • BIOL 600 Introductory Biochemistry, Lectures (lab BIOL 601) (4)
   • Recommended electives: BIOL 450 Cancer Biology, BIOL 595 Human Genetics, BIOL 688 The Molecular Biology of Cancer, BIOL 503 Immunology (lab BIOL 504), BIOL 506 Pathogenic Microbiology (lab BIOL 507), BIOL 595 Human Genetics, BIOL 688 Molecular Biology of Cancer, or additional course from Core.
3. Systemic Physiology
   - ANTH 342/ANTH 542 Intro. Human Nutrition (3)
   - BIOL 644 Comparative Animal Physiology (lab BIOL 645) (3)
   - BIOL 646 Mammalian Physiology (lab BIOL 647) (4)
   - Recommended electives: ANTH 342 Introduction to Human Nutrition, BIOL 435 Introduction to Neurobiology, BIOL 673 Cellular and Molecular Neurophysiology, BIOL 778 Respiratory Physiology, PSYC 370 Brain and Behavior, PSYC 380 Clinical Neuroscience, or additional courses from core.

4. Developmental Biology and Anatomy
   - BIOL 300 Human Anatomy (labs BIOL 301, BIOL 302) (3)
   - BIOL 440 Advanced Human Anatomy (6)
   - BIOL 510 Comparative Anatomy (lab included)
   - Recommended electives: ANTH 648 Human Osteology (lab included), ANTH 762 Human Growth and Development, BIOL 776 Mammalian Neuroanatomy (lab included), SPLH 764 Seminar in: Neural Bases of Speech and Vocalization, or additional course from core.

5. Behavioral Science
   - PSYC 318 Cognitive Psychology (3)
   - PSYC 333 Child Psychology (3)
   - PSYC 350 Abnormal Psychology (3)
   - PSYC 430/HDFL 430 Cognitive Development (3)

6. Human Biology General Science Requirements (42 hours)
   - BIOL 150 (or BIOL 151) Principles of Molecular & Cellular Biology (4) or approved equivalent.

3. Change to Molecular Biosciences BS
   **CHANGE:** MATH 121—Calculus I (5 hours) or its equivalent should be allowed to fulfill the MATH 115—Calculus I (3 hours) requirement for the major.

   **JUSTIFICATION:** MATH 121 is not only acceptable it is preferable (but MATH 115 for the MB degree works fine). The department has changed several of its biology degrees to require MATH 121 or MATH 115/116. Having MATH 121 automatically plug in for MATH 115 makes perfect sense.

4. Change to Atmospheric Science Major BS
   **CHANGE:** DSCI 301 replacing BUS 368 as requirement.

   **JUSTIFICATION:** Business school has changed course designation and number.
5. Change to Geography Major

Add GEOG 572 to the list of human studies courses.

6. Change to Human Development and Family Life Major

**CHANGE:** Change a current required course from HDFL 430/PSYC 430 to HDFL 430/PSYC 430 OR HDFL 535/PSYC 535.

JUSTIFICATION: HDFL 430 is only taught in the Fall, and the department would like required core courses offered each semester.

7. Change to Math Major BS

**CHANGE:** DSCI 301 replacing BUS 368 as requirement.

JUSTIFICATION: Business school has changed course designation and number.

8. Change to Astronomy Major BS

Previous list of possible courses to fulfill math elective requirement: MATH 558, MATH 590, MATH 646, MATH 647, MATH 661, PHSX 418

Current list of courses: MATH 465, MATH 526, MATH 530, MATH 558, MATH 581, MATH 590, MATH 628, MATH 646, MATH 647, MATH 648, MATH 660, MATH 661, Any 700-level MATH course except 701 & 715, PHSX 518, PHSX 718

9. Change to Political Science Major

FORMER REQUIREMENTS: “Of the remaining 18 required credit hours, 15 hours must be at the junior/senior level (300 and above).”

**CHANGE:** “Of the remaining 18 required credit hours, 15 hours must be at the **400 level or above**.”

10. Change to Public Service & Civic Leadership Minor

**CHANGE:** The Department of Public Administration proposes to change the language describing the minor to reflect course changes previously approved. The existing description lists PSCL courses to be taken to fulfill requirements for the minor. The new description should list the same courses but with a PUAD prefix for each. The actual changes in courses from PSCL to PUAD have been formally approved. The relevant courses are PUAD 330, 639, 640, 641, and 695.

JUSTIFICATION: PSCL courses no longer exist; they have been formally replaced with PUAD courses.

11. Change to Religious Studies Major

Add the following courses to the “Overview of Judaism, Christianity, or Muslim Traditions” area: REL 304, REL 307, REL 324

Add the following to the “Overview of a religious tradition other than Judaism, Christianity, or Islam” area: REL 306, REL 330, REL 372
12. Change to Religious Studies Minor

Add the following to the requirements in the “Overview of Judaism, Christianity, or Muslim traditions” area: REL 304, REL 306, REL 307, REL 324, REL 330.

Remove the following requirement: REL 601

Change the following requirement: Three Six additional religious studies hours at the 300-level or above.

13. Change to Russian and East European Studies Major

Add REES 110 Understanding Russia and Eastern Europe as a required course. Reduce the number of hours required in groups A to E from 18 to 15.

14. Change to Sociology Major

FORMER REQUIREMENTS: “Fifteen of the remaining 21 credit hours must be in courses numbered 300 or above. SOC 490, SOC 499, SOC 598 and SOC 698 cannot be used to satisfy this 15 credit hour requirement.”

CHANGES: “Fifteen of the remaining 21 credit hours must be in courses numbered 300 or above. Up to three hours chosen from SOC 490, SOC 499, SOC 598, and SOC 698 may be counted toward this requirement.”

15. Change to Spanish Retroactive Credit Policy

CHANGE:
Former description: Nine hours of retroactive credit are awarded to a student who enrolls initially at KU in a Spanish course with a fourth-level course as a prerequisite and receives a grade of C or better.

Revised description: Nine hours of retroactive credit are awarded to a student who enrolls initially at KU in a three-credit Spanish course with a fourth-level course as a prerequisite and receives a grade of C or better.

JUSTIFICATION: The change makes the paragraph more descriptive and limited.

16. Change to Women’s Studies Major

CHANGES (in bold):

SIX CORE COURSES (18 hours):
1. WS 201 Women's Studies
2. One Core Social Science Course:
   WS 389/ANTH 389 Anthropology of Gender: Female, Male and Beyond (3) (Int)
   WS 468/PSYC 468 Psychology of Women (3) S
   WS 562/POLS 562 Women and Politics (3) S (Int)
   WS 600/POLS 600 Contemporary Feminist Political Theory (3) S
   WS 651/POLS 651 Women and Politics in Latin America (3) S (Int)
   **WS 653 Gender, War, and Peace (Int)**
   WS 660/ANTH 660 Human Reproduction: Culture, Power, and Politics (3) S (Int)
3. One Core Humanities Course:
   WS 310/AAAS 310 Women of Africa Today (3) (Int)
   WS 320/HIST 320 From Goddesses to Witches: Women in Premodern Europe (3) (Int)
   WS 321/HIST 321 Women's History in Europe 1600 to the Present: From Spinners to Executives (3) (Int)
   WS 330/AAAS 340 Women in Contemporary African Literature (3) (Int)
   WS 510/AMS 510/HIST 530 History of American Women: Colonial Times to 1870 (3)
   WS 511/AMS 511/HIST 531 History of U.S. Women 1870 to Present (3)
4. One core course with International Content Any course above designated with "Int" not already used.
5. WS 601 Seminar in Women's Studies (3) To be taken in the spring of the senior year.
6. One Theory Course selected from the following:
   WS 549/Hist 649 History of Feminist Theory (3)
   WS 560/AAAS 560 Race, Gender, and Post-Colonial Discourse (3) (Int)
   WS 580/ANTH 580 Feminism and Anthropology
   WS 600/POLS 600 Contemporary Feminist Political Theory (3) S.
   SOC 601 Introduction to Feminist Social Theory (3)
   WS 381/Phil 381 Feminism and Philosophy (3)

ONE SOCIAL SCIENCE ELECTIVE (6 hours 3 hours)

ONE HUMANITIES ELECTIVE (6 hours 3 hours)

OTHER ELECTIVE (3 hours 6 hours)
The remaining 6 credit hours may be taken in any women’s studies course.
No more than three credits may be taken in any course, including the following: WS 493 Independent Study, WS 650 Service Learning, WS 797 Directed Reading.

ALSO:
• Add the following to the list of Social Science Core Courses: ANTH 389/WS 389, ANTH 660/WS 660.
• Add the following to the list of Social Science electives: WS 333, ANTH 580/WS 580, ANTH 665/LAA 665/WS 665.
• Change the designation for the following course listed under the Social Science electives: HP&M 620/SOC 617 to HSCA 620/SOC 617.
• Add the following courses to the list of “Other Electives, if relevant, by petition”: ENGL 203, HA 505, HIST 319, SOC 628.

17. Change to Women’s Studies Minor (18 hours)

CHANGES (in bold):
1. WS 201 Women’s Studies: An Interdisciplinary Introduction (3 hours)
2. ONE WOMEN’S STUDIES THEORY COURSE (3 hours)
   WS 549/Hist 649 History of Feminist Theory (3)
   WS 560/AAAS 560 Race, Gender, and Post-Colonial Discourse (3) (Int)
   WS 580/ANTH 580 Feminism and Anthropology
   WS 600/POLS 600 Contemporary Feminist Political Theory (3) S.
   SOC 601 Introduction to Feminist Social Theory (3)
   WS 381/Phil 381 Feminism and Philosophy (3)
3. **ONE CORE COURSE (3 hours):**
   - WS 389/ANTH 389 Anthropology of Gender: Female, Male and Beyond (3) (Int)
   - WS 468/PSYC 468 Psychology of Women (3)
   - WS 562/POLS 562 Women and Politics (3) (Int)
   - WS 600/POLS 600 Contemporary Feminist Political Theory (3)
   - WS 651/POLS 651 Women and Politics in Latin America (3) (Int)
   - **WS 653 Gender, War, and Peace (Int)**
   - WS 660/ANTH 660 Human Reproduction: Culture, Power, and Politics (3) (Int)
   - WS 310/AAAS 310 Women of Africa Today (3) (Int)
   - WS 320/HIST 320 From Goddesses to Witches: Women in Premodern Europe (3) (Int)
   - WS 321/HIST 321 Women’s History in Europe 1600 to the Present: From Spinners to Executives (3) (Int)
   - WS 330/AAAS 340 Women in Contemporary African Literature (3) (Int)
   - WS 510/AMS 510/HIST 530 History of American Women: Colonial Times to 1870 (3)
   - WS 511/AMS 511/HIST 531 History of American Women: 1870 to Present (3)

4. **ONE SOCIAL SCIENCE ELECTIVE (6 hours 3 hours)**

5. **ONE HUMANITIES ELECTIVE (6 hours 3 hours)**

6. **OTHER ELECTIVE (3 hours)**
   The remaining three credit hours may be taken in any WS course.
   At least 12 hours must be at the Jr/Sr (300+) level.

   **ALSO:** WS allows the following course to be substituted for the above social science or humanities electives, if relevant, by petition: HIST 319 History, Women, and Diversity in the U.S.

   **JUSTIFICATION:** Proposed changes to the major and minor requirements represent changes in faculty areas of expertise and interest, new additions to women’s studies course offerings, and student interest. The addition of a theory requirement in women’s studies will better provide majors and minors with a common base of knowledge on the core debates within the field and better prepare them for graduate coursework.

C. FOR APPROVAL

1. New Latin American Studies Minor
   - Eighteen total hours are required.
   - Two of the following courses are required:
     - LAA 100 Latin American Culture and Society
     - LAA 332 Language and Society in Latin America
     - LAA 302 Indigenous Traditions of Latin America
     - LAA 334 Politics of Language in Latin America
   - 12 hours (4 classes) at the junior/senior level are required; they can be chosen from the list of courses approved for Latin American Studies.
JUSTIFICATION:
The minor would attract students from several departments and schools who do not wish to concentrate in language studies but who are interested in aspects such as the history, culture, geography, anthropology, art history, or politics in Latin America, to complement degrees in Business or Architecture, for instance. There is a wealth of opportunities for students to create their own program and get a good cross section of knowledge in various subjects. Students would have to be advised by the Center’s adviser who would supervise their enrollment in acceptable courses.

The list of courses utilized for the major and minor are compiled every semester based on a series of criteria. Instructors are asked to submit syllabi and comment on the proportion of the course substance and assignments that focus on Latin America. New courses that appear are monitored to see if they should be included in the list, based on course content. Instructors whose area of research is Latin America are especially likely to include Latin American content even if the subject of the course is more general, such as economic development or women and politics. Courses are also removed from the list each semester if they no longer have sufficient content. A course must have a minimum of 25% course content on Latin America to qualify. Required courses have 100% Latin American content.

2. Requirements to Declare a Spanish Major

The current requirements only specify 28 credit hours in the major and how they are to be distributed. The department would like to add to the requirements for the major the following: In order to declare a major in Spanish, a student (1) must have completed 30 hours of college level coursework; (2) must have a 2.0 overall KU GPA at the time of declaration, exclusive of transfer hours; (3) must have completed Spanish 324 and Spanish 340 with a grade of B or better in both; and (4) must consult with an advisor in the Department of Spanish and Portuguese before being admitted.

JUSTIFICATION: The department has found that many students declare a major in Spanish without a clear idea of the kinds of classes that are taught (the emphasis in literatures and cultures rather than solely on language) and points one and two in the additions speak to this issue. The department has formulated a more precise Spanish major checklist and having more experience with college-level classes and seeing an advisor before declaring will make the requirements clear to students. Point three defines a level of achievement the department would like students to meet before declaring their major, and point four points out two new requirements which have recently passed through CUSA that specify minimal levels of accomplishment in two classes that are gateways to upper-division classes. These minimum grades will help to ensure that graduates have an acceptable competence in reading, writing, and speaking the language before they move on to upper-division classes.
IV. OLD BUSINESS

Proposal to Create a College Academic Council to Act for College Assembly

Changes in By-Laws to Effect the Creation of a College Academic Council

[New] Article II. College Academic Council

A. The College Academic Council (CAC) will act in the name of College Assembly. It will meet at least four times a semester, normally in September, October, November, December, February, March, April, and May and more frequently as the business of the College justifies.

B. Membership of the CAC will be as follows:

Two faculty members from each division of the College—Humanities, Natural Sciences, and Social Sciences—elected by the faculty in the regular elections in the spring semester to standing committees. These elected faculty may not be Chairs or Directors.

Three Department Chairs or Program Directors, one from each division, chosen by the Chairs and Directors in the previous spring semester.

Two students, one undergraduate, one graduate, chosen by the student members of the College Assembly in a mail ballot.

One representative of the Unclassified staff in the College, chosen by the Unclassified Staff in a mail ballot at the regular College elections in the spring semester.

Elected CAC faculty and chair members and the Unclassified staff representative will serve three year terms. Student members will serve one year terms, and may serve up to three terms. After the initial elections, elected faculty members will rotate so that two new members will be elected each year, from two of the three divisions each year. New Chair and Director members will be elected, one new member from one division each year. Faculty members who resign will have their replacements elected by a mail ballot. Chairs who resign will have replacements chosen to fill out their terms by the Chair and Directors of the appropriate division at the next Brownbag of the divisions. Student members who resign will have replacements chosen by the student members of College Assembly in a mail ballot. The Unclassified staff representative, should he or she resign, will be replaced by a mail ballot.

Members of CAC who do not attend two consecutive meetings may be declared no longer members of the Council by decision of the Council. The Dean will direct that they be replaced according to the procedures above.

The Dean of the College will serve as the non-voting Chair of the CAC. The Dean may designate an Associate Dean to serve in his or her place.
One of the College staff will be designated by the Dean to serve as the Secretary of the CAC. He or she will serve as the elections officer for the CAC and will notify members of the College Assembly or the Unclassified staff of elections, take nominations, and oversee all ballots.

C. Activities of the College Academic Council.

1. Curriculum. The CAC will consider all curricular and degree changes proposed by the Committee on Undergraduate Studies and Advising and the Committee on Graduate Studies. CAC approval is necessary for such changes to be official unless the CAC refers the issue to College Assembly or a mail ballot. Actions by CAC will be announced to the College Assembly members via email within 72 hours after a decision by CAC. After discussion by CAC, changes in College general education requirements and changes in College wide degree requirements must go to College Assembly and then put to a mail ballot in order to be approved.

2. Consultation on the Budget. At least once each semester, the Dean of the College will review the state of the College budget with the CAC. The CAC may also request information about the budget from the Dean.

3. Petitions to the CAC. The CAC may consider petitions from Departments, Programs, and individual and groups of College staff, students, and faculty members for the CAC to discuss issues with the Dean of the College.

4. Request for Reconsideration by College Assembly. College Assembly members have ten business days after an action by the CAC to request reconsideration by means of a petition signed by ten members of the Assembly. Forms for such petitions shall be available from the College office. Reconsideration may take one of the following forms:

   a. Request that the CAC reconsider its action at its next meeting.

   b. Request that the action be voted upon in a mail ballot of College Assembly members.

   c. Request that a meeting of College Assembly be called to consider the issue.

5. Requests for Information by CAC. The CAC has the right to request that Chairs and Directors or other representatives of departments and programs attend its meetings to discuss issues with the CAC.

6. CAC and College Assembly. The CAC may request that College Assembly meet to discuss an issue or that a mail ballot of College Assembly consider an issue. Notice via email of at least ten business days must be given before the College Assembly will meet or before the mail ballot is sent out.

7. Meetings of CAC. Meetings of the CAC will be open to all members of the College Assembly. Any member of the Assembly may request to address the CAC. The Dean or the designated Chair may limit the time allowed to speak if necessary to conduct orderly business.
8. **Agenda.** The Agenda of the CAC will be sent out at least five business days in advance to all members of the College Assembly via electronic mail.

9. **Minutes.** Minutes of the CAC will be sent to the College Assembly members within 72 hours after the CAC meets.

10. Six elected members of the CAC, plus the Dean or his designate as Chair, need to be present to constitute a quorum to do official business.

[Change] Article II becomes Article III.

A. [New Wording] The College Assembly will meet whenever ten members of the Assembly request such a meeting by means of a signed petition. Forms for such petitions shall be available from the College office. The Assembly may also be called to meet at the request of the CAC. Notice via email of at least ten business days must be given before the College Assembly will meet. The Dean, in consultation with the CAC, will determine the date for the meeting of College Assembly, but in any case it must take place within at least 30 days of the submission of a petition for a meeting. [Strike old wording]

Delete Article II. B.

[Change] Article II. C. becomes Article II. B.

[Change] Article II. D. becomes Article II. C.

[Change] Article III becomes Article IV

[Change] Article IV becomes Article V

[Change] Article V becomes Article VI

[Delete old Article V. 5. A Committee on the Budget (CBUD).]

[Change] old Article V. 6. becomes Article V. 5.]

[Delete old Article V. B. 5. on the Committee on the Budget]

[Change] old Article V. B. 6. becomes VI. B. 5.


[Delete old Article VI. B. 5.]

[Change] old Article VI. B. 6. becomes VII. B. 5.
[Change] old Article VII becomes Article VIII

[Change] old Article VII. B. 2.: replace “the Director of the College Graduate Division” with “the Associate Dean of the College serving as the liaison to the Committee on Graduate Studies will ensure that the College staff....”

[Change] old Article VII. B. 5. replace “the Director of the College Graduate Division” with “the Associate Dean of the College serving as the liaison to the Committee on Graduate Studies.”

[Change] old Article VII. C. 6. replace “the Director of the College Graduate Division” with “the Associate Dean of the College serving as the liaison to the Committee on Graduate Studies.”

[Change] old Article VIII becomes Article IX.

[Change] old Article IX becomes Article X.

[Change] old Article IX. A. B. And C. Replace “Assembly” with “College Academic Council”.

53