Meeting of the College Academic Council
College of Liberal Arts & Sciences
210 Strong Hall
February 13, 2007 – 4:00 p.m.

AGENDA

I. APPROVAL OF THE DECEMBER 12, 2006 CAC MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
   Presented by Danny Anderson, submitted by Lindsey McCombs
   A. Curricular Changes for Approval:
      ABSC 900, ABSC 989, ANTH 834, ANTH 879, BIOL 712, ENGL 998, HIST 856, HIST 857, HIST 858,
      HIST 859, HIST 900, HIST 901, INS 803, INS 875, LING 737, PSYC 737, PUAD 852
   B. Degree Requirements/Policy Changes For Approval:
      - Kansas African Studies Center Graduate Certificate Program in African Studies

III. REPORT OF COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)
    Presented by Anthony Walton, CUSA Chair, submitted by Carol Miner
    A. Curricular Changes for Approval:
       ANTH 619, ANTH 696, COMS 560, EALC 412, EALC 612, ECON 680, ENGL 355, ENGL 555, HIST 421,
       HIST 494, LING 415, LING 416, PHIL 288, PHIL 292, REL 320, REL 321, REL 560, SLAV 635

-- The next CAC meeting will be held in 210 Strong Hall at 4:00 on Tuesday, March 13, 2007
I. APPROVAL OF THE DECEMBER 12, 2006 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
December 12, 2006
Minutes

- The meeting was called to order by Dean Steinmetz.

- CAC voted and approved the November 14, 2006 minutes.

- CAC voted and approved INS 802, INS 810, INS 811, INS 812, INS 873, INS 874, PSYC 881, PSYC 886, PSYC 887, PSYC 889, FREN 704

- CAC voted and approved COMS 503, PSYC 650, PSYC 651, PSYC 692, PSYC 693, PSYC 694, PSYC 695, PSYC 696, SLAV 503

- There was some discussion about the Withdraw/Fail (WF) policy. Some members raised the issue that the WP/WF policy may not be uniformly applied across all circumstances and has caused difficulties in many situations. They recommended that a statement from CAC be included with the policy recommendation indicating that a “W” should be able to be given at all times for a withdrawal, without the qualification of a “P” or “F.”.

- A College policy on support for editors and journals was discussed. There was some discussion concerning the College support of associate editors. A suggestion was made that the phrase “action editor” should be added and defined to designate when support can be considered. Dean Steinmetz stated he would make changes to the policy and distribute it to the chairs and directors. The policy will also be posted on the website.

The meeting was adjourned at 4:29 p.m.
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Danny Anderson, submitted by Lindsey McCombs

A. Curricular Changes for Approval:

ABSC 900, ABSC 989, ANTH 834, ANTH 879, BIOL 712, ENGL 998, HIST 856, HIST 857, HIST 858, HIST 859, HIST 900, HIST 901, INS 803, INS 875, LING 737, PSYC 737, PUAD 852

NEW COURSE

ABSC 900  SELF-CONTROL, IMPULSIVITY, & HUMAN ADDICTIVE DISORDERS (3)
This course examines basic research designed to explore variables affecting animal and human decision making; particularly decisions classified as demonstrating impulsivity and self-control. The evidence for genetic and learning contributions to patterns of impulsive decision making will be explored, as will the relation between impulsivity and a range of addictive disorders. LEC

NEW COURSE

ABSC 989  METHODS OF OBTAINING EXTERNAL RESEARCH FUNDING (1-3)
The objective of this course is to demystify this process and prepare participants to submit their first independent research grant application. Participants learn about the characteristics of different funding mechanisms and agencies, the characteristics of successful and unsuccessful application strategies, how to turn an initial research idea into a competitive application, ethical issues that influence each stage of the development and submission process, and the nuts and bolts of grant development and management. Specific activities include critiquing an actual NIH grant application, participating in a mock review panel, and developing an actual grant application. LEC

DELETE COURSE

ANTH 834  CULTURE AND NURSING (3)
This is a seminar exploring methods of cultural assessment and their application to the practice of clinical nursing. Students will examine aspects of their own behavior which are related to professional socialization and membership in the dominant culture, as well as changing health beliefs and behaviors of individuals who are members of other cultural groups. Such groups may be defined by ethnicity, occupation, social class, religious affiliation, foreign culture, or adherence to alternative therapies. Points of similarity as well as adequate health care will be discussed. Prerequisite: consent of instructor. LEC

DELETE COURSE

ANTH 879  HUMAN BIOLOGY AND CULTURAL BEHAVIOR (3)
The effects of population size, structure, and mobility are examined in the light of their influence on human evolution. Assortative mating, prescribed marriage patterns, and other restrictions on choice of mate, as well as adaptive processes in stressful environments are considered as forces of genetic change. Prerequisite: consent of instructor. LEC

CHANGE: TITLE, PREREQUISITE, AND COURSE DESCRIPTION

BIOL 712  POPULATION BIOLOGY (3)
(OLD)
Study of ecological, evolutionary, and genetic factors affecting the size, distribution, and structure of natural populations of organisms. Discussion periods will include readings from current scientific literature. Prerequisite: Intended for graduate students in biology who did not have an undergraduate course in population biology. Consent of instructor. LEC
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOL 712</td>
<td>EVOLUTIONARY BIOLOGY—GRADUATE (3)</td>
<td>A thorough survey of evolutionary biology. Topics include: the history of evolutionary thought, genetics and the nature of variation, adaptation, speciation, coevolution, macroevolution, the comparative method, and the history of life. Prerequisite: BIOL 350 or equivalent or consent of instructor. LEC</td>
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<tr>
<td>ENGL 998</td>
<td>INVESTIGATION AND CONFERENCE (1-6)</td>
<td>Individual work in (a) language, (b) literature, (c) composition, or (d) the teaching of English, by properly qualified graduate students under the direction of appropriate members of the Graduate Faculty as assigned by the Coordinator of Graduate Studies. Limited to 6 hours of credit toward the M.A. degree; only on three-hour enrollment may substitute for a formal course in satisfying a field distribution requirement. Normally offered for only up to three credit hours in any one enrollment. Permission of the supervising faculty member and of the Coordinator of Graduate Studies required for enrollment. RSH</td>
</tr>
<tr>
<td>HIST 856</td>
<td>COLLOQUIUM IN MODERN EUROPEAN HISTORY I –RENAISSANCE TO 1648 (3)</td>
<td>This course will concentrate upon a number of selected topics in the history of Europe between the Renaissance and 1648. Emphasis will be placed upon certain problems within this period and the recent historiography that deals with them. The first in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
</tr>
<tr>
<td>HIST 856</td>
<td>COLLOQUIUM IN MODERN EUROPEAN HISTORY I –RENAISSANCE TO THE FRENCH REVOLUTION (3)</td>
<td>This course will concentrate upon a number of selected topics in the history of Europe between the Renaissance and the French Revolution. Emphasis will be placed upon certain problems within this period and the recent historiography that deals with them. The first in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
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<tr>
<td>HIST 857</td>
<td>COLLOQUIUM IN MODERN EUROPEAN HISTORY II –1610-1789 (3)</td>
<td>This course will concentrate upon a number of selected topics in the history of Europe between the Thirty Years’ War and the outbreak of the French Revolution. Emphasis will be placed upon certain problems within this period and the recent historiography that deals with them. The second in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
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<td>Course Code</td>
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<td>HIST 857</td>
<td><strong>COLLOQUIUM IN MODERN EUROPEAN HISTORY II –MAJOR THEMES IN EARLY MODERN HISTORY (3)</strong></td>
<td>This course will concentrate upon a number of selected topics in early modern European history. Emphasis will be placed upon certain problems within this period and the recent historiography that deals with them. The second in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
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<tr>
<td>HIST 858</td>
<td><strong>COLLOQUIUM IN MODERN EUROPEAN HISTORY III –1748-1914 (3)</strong></td>
<td>From the origins of the French Revolution through the outbreak of World War I. The third in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
</tr>
<tr>
<td>HIST 858</td>
<td><strong>COLLOQUIUM IN MODERN EUROPEAN HISTORY III –FRENCH REVOLUTION TO THE PRESENT (3)</strong></td>
<td>From the French Revolution into the contemporary era. The third in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
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<tr>
<td>HIST 859</td>
<td><strong>COLLOQUIUM IN MODERN EUROPEAN HISTORY IV –1870-PRESENT (3)</strong></td>
<td>From the consolidation of the major national states in western Europe (Italy and Germany) through the two World Wars and into the contemporary era. The fourth in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
</tr>
<tr>
<td>HIST 859</td>
<td><strong>COLLOQUIUM IN MODERN EUROPEAN HISTORY IV –MAJOR THEMES IN MODERN HISTORY (3)</strong></td>
<td>This course will concentrate upon a number of selected topics in modern European history. Emphasis will be placed upon certain problems within this period and the recent historiography that deals with them. The fourth in a sequence of colloquia in Modern European History. Required for European history graduate students and students majoring in other fields whose secondary fields correspond to this time frame. LEC</td>
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<tr>
<td>HIST 900</td>
<td><strong>INDEPENDENT RESEARCH SEMINAR:</strong>________________________(3)**</td>
<td>Design and completion of an independent project, culminating in the production of a professional-quality paper based on original, primary source research. Prerequisite: Consent of the instructor. SEM</td>
</tr>
<tr>
<td>HIST 901</td>
<td><strong>RESEARCH SEMINAR IN GLOBAL HISTORY (3)</strong></td>
<td>A research seminar oriented around cross-regional, comparative, and transnational aspects of history, culminating in production of a professional-quality paper based on original, primary source research. SEM</td>
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</tbody>
</table>
CHANGE: TITLE, COURSE DESCRIPTION

**INS 803**  
**ISSUES FACING INDIGENOUS PEOPLES OF THE AMERICAS (3)**  
(OLD)  
This seminar is normally team taught and explores in depth the theories and methods of selected socio-economic, political, legal, environmental, and cultural issues confronting indigenous societies throughout the World. Prerequisite: Successful completions of INS 800 and INS 801 with a grade no lower than a B in each course. LEC.

**INS 803**  
**ISSUES FACING INDIGENOUS PEOPLES (3)**  
(NEW)  
This seminar is normally team-taught, and it explores the theories and methods of selected cultural, environmental, legal, political, and socio-economical issues confronting Indigenous societies throughout the world. Prerequisite: Successful completions of INS 800 and INS 801 with a grade no lower than a B in each course. LEC.

CHANGE: TITLE, COURSE DESCRIPTION

**LING 737**  
**TOPICS IN PSYCHOLINGUISTICS (3)**  
(OLD)  
An in-depth examination of selected topics in psycholinguistics. Topics may include spoken language processing, written language processing, neurolinguistics, prosody, and syntactic processing. May be repeated for different topics. (Same as PSYC 737.) Prerequisite: PSYC 735/LING 735 or consent of instructor. LEC

**LING 737**  
**PSYCHOLINGUISTICS II (3)**  
(NEW)  
An in-depth examination of selected topics in psycholinguistics. Topics may include spoken language processing, written language processing, neurolinguistics, prosody, and syntactic processing. (Same as PSYC 737.) Prerequisite: PSYC 735/LING 735 or consent of instructor. LEC.

CHANGE: TITLE, COURSE DESCRIPTION

**PSYC 737**  
**TOPICS IN PSYCHOLINGUISTICS (3)**  
(OLD)  
An in-depth examination of selected topics in psycholinguistics. Topics may include spoken language processing, written language processing, neurolinguistics, prosody, and syntactic processing. May be repeated for different topics. (Same as LING 737.) Prerequisite: PSYC 735/LING 735 or consent of instructor. LEC.

**PSYC 737**  
**PSYCHOLINGUISTICS II (3)**  
(NEW)  
An in-depth examination of selected topics in psycholinguistics. Topics may include spoken language processing, written language processing, neurolinguistics, prosody, and syntactic processing. (Same as LING 737.) Prerequisite: PSYC 735/LING 735 or consent of instructor. LEC.

CHANGE: TITLE, COURSE DESCRIPTION

**PUAD 852**  
**COMPARATIVE PUBLIC ADMINISTRATION (3)**  
(OLD)  
This course explores current issues affecting the administration of governments around the world. Particular attention is paid to the intergovernmental arrangements in selected countries, including administrative and fiscal structures.

**PUAD 852**  
**COMPARATIVE PUBLIC POLICY AND ADMINISTRATION (3)**  
(NEW)  
This seminar examines the application of theories in public administration, public management, and public policy in international and comparative contexts. Particular attention is given to how governments and publics are connected by way of intergovernmental strategies, governance, and differing political and administrative arrangements. SEM
B. Degree Requirements/Policy Changes For Approval:

- Kansas African Studies Center Graduate Certificate Program in African Studies

**Kansas African Studies Center Graduate Certificate Program in African Studies**

**Educational Objectives of the Program**
The Kansas African Studies Center (KASC) has developed clusters of courses, each one representing a collection of classes that, when completed, document expertise in African Studies at the graduate level. Graduate students in a range of disciplines who fulfill the course requirements set out below for any one of the thematic clusters will be awarded a graduate Certificate in African Studies. The KASC’s central objective in this certificate program is to formally recognize the expertise students in a range of disciplines already obtain in African Studies, in a manner that will enhance students’ career opportunities. This program will enable KASC, for the first time, to manage, coordinate, and enhance the graduate study of Africa at KU, as a crucial linchpin of our status as a Title VI National Resource Center for Africa.

**Academic Goals: Range of Skills and Knowledge Base for Certificate Earners**
The Certificate in African Studies will enable graduate students who earn either Masters or Doctoral degrees at KU in any discipline to formally claim expertise in an area of the field of African Studies, through completion of 12 hours of graduate coursework. The KASC represents the interests of and develops programs for the multidisciplinary African Studies Council at KU. Because the African Studies Council has more than fifty members in seventeen departments across eight colleges and schools (please see Appendix I), the KASC has developed a set of thematic clusters for shaping the Certificate Program. This is a pattern common to other National Resource Centers for African Studies across the US, including the University of Pennsylvania. Such clusters enable formal recognition of the targeted skill and knowledge bases of Certificate earners.

**Proposed Course Sequence**
General Requirements: Regardless of which one of the thematic clusters below that a student chooses, 12 credit hours are normally required. This will include the core introductory seminar course, *Introduction to Modern Africa* (AAAS 680). Each of the thematic clusters will then require an additional 9 hours or three courses. Each cluster has a range of courses that may be taken to fulfill the total number of hours. All courses, including language course work, should be at the 500-level or above. Only courses with an Africa focus may count toward the required hours. No more than three hours of directed readings or independent study (such as an Africa-focused Masters thesis or Doctoral dissertation) may be counted. Any students who utilize directed readings or independent studies courses are required to submit a paragraph summary of the course of study signed by the professor directing the project, so that the KASC can know how the course counts toward fulfillment of the cluster requirements. All approvals of courses and cluster programs are at the discretion of the Certificate Program Graduate Advisor, Dr. Khalid El-Hassan.

**Core Introductory Seminar**
*Introduction to Modern Africa* (AAAS 680)
*Course description, from the course catalog:*
An interdisciplinary approach to cross-cultural understanding of Africa's place in the modern world. Specific emphasis will be given to the role of Africa in world history, African cultures, modern African history, and problems of development and nation-building in Africa. Prerequisite: Consent of instructor.

**Clusters**
The proposed clusters are as follows:

**Politics and Development Studies**
- Geography of African Development (AAAS/Geog 553)
- Politics in Africa (AAAS 600/Pols 665)
- Africa in World Politics (AAAS 700)
- Business, Culture, and Society in Africa (Pols 669)
- Environmental Issues in Africa (AAAS 551/Geog 550)
- Contemporary Health Issues in Africa (AAAS 554/Anth 545)
- Economic Development of Africa (Econ 587)
- Cities and Development (AAAS/Geog 557)
Literature and Orature
African Film and Video (AAAS 555/TH&F 530)
Seminar in African Theatre (TH&F 826)
African Expressive Culture (AAAS 679)
African Literature (Engl 526/AAAS 520)
Popular Culture in Africa (AAAS 527)
Francophone Studies (Fren 732)
Language and Culture in Arabic-speaking Communities (AAAS/Ling 543)

Histories and Societies
History of Islam in Africa (Rel 535/AAAS 542)
The Rise and Fall of Apartheid (AAAS 590/Hist 599)
West African History (Hist 600)
Sexuality and Gender in African History (AAAS/Hist 598)
Colloquium in African History in Global Perspective (Hist 801)
Kongo Trans-Atlantic (Anth 501/785)
African Southern Savanna (Anth 501/785)
Islam, Colonialism and Nationalism in North Africa (AAAS 520/Anth 501)
Peoples and Cultures of North Africa (AAAS 520/Anth 501)
Unveiling the Veil (AAAS 545)

Visual and Performing Arts
Central African Art (AAAS/HA 578)
West African Art (AAAS/HA 676)
Seminar in African Art (AAAS 715)
African Film and Video (AAAS 555/TH&F 530)
Seminar in African Theatre (TH&F 826)
African Expressive Culture (AAAS 679)

African Languages and Cultures
For this cluster, students should complete two semesters of any one of KU’s African languages (Arabic, Hausa, KiSwahili, or Wolof), and one of the linguistics or language-and-culture classes related to African languages, in addition to the core seminar. Graduate students seeking the African Studies Certificate should register for any of the four languages as AAAS 502, 503, 504, or 505: Directed Language Study. The course numbers (502, 503, 504, and 505) correspond with the four levels of the languages. Students may register for each of these numbers through one year of language training (i.e. AAAS 502 may be repeated, as, for instance, elementary Wolof I and II). Other courses that may count in this cluster beyond the language courses include: Language and Culture in Arabic-speaking Communities (AAAS/LING 543)
Language and Culture in KiSwahili-speaking Communities (AAAS 520)
LING 575: The Structure of: __________ (when this is the structure of Arabic, KiSwahili, Wolof, Hausa, or other African languages)
LING 791: Topics in Linguistics (when the topic entails a focus on African languages, including but not limited to Arabic, Kiswahili, Wolof, or Hausa)

Interdisciplinary Student-Designed Cluster in African Studies
In close consultation with her or his graduate adviser, a student may choose to design a coherent sequence of three courses that cut across the social sciences and humanities in a focused way not accommodated by the clusters above. To gain KASC approval, however, this sequence must not be a random selection of Africa-related classes; the student and adviser must provide the Center with an explanation of how the sequence meets the objectives of the Graduate Certificate in African Studies to recognize expertise in the field of African Studies at the graduate level.
Other courses that may count in a cluster, with written explanation from the professor:

- AAAS 501: Regional History: __
- AAAS 520: African Studies in: __ (when related, since these courses vary in content)
- AAAS 690: Investigation and Conference
- “Topics” classes with an Africa focus that are offered almost every semester in other departments
- The various directed readings, independent study, or 700-, 800-, or 900-level graduate seminars of nearly a dozen disciplines if taught by KASC faculty

How the Sequence Meets the Objectives
The sequence will meet the objectives of documenting graduate-level expertise in African studies in several ways. First, all students who seek the Certificate will share the common experience of a baseline introduction to African Studies through AAAS 680, which will be offered each year by different professors affiliated with the Kansas African Studies Center, with the course’s core content remaining constant. This course is modeled on the University of Pennsylvania’s AFST 701 seminar course and Ohio University’s introductory Graduate Seminar in African Studies, each of which provides a similar required baseline to their respective Certificate programs (Penn and Ohio are the other two federally-funded undergraduate National Resource Centers alongside KU). Beyond AAAS 680, students will develop a grounded, focused expertise in African Studies at the graduate level after completing three classes in one cluster. We anticipate that the three-courses may be closely related to the discipline in which the student is earning her/his degree. The typical Certificate student will then complete an Africa-focused thesis or dissertation, but the Certificate program does not require this because other graduate students may seek to earn the Certificate in African Studies to document their expertise while writing theses or dissertations that are not Africa-focused. For instance, History, English, Anthropology, Political Science, or Geography PhD students may use the Certificate to document their ability to teach courses in African history, literature, anthropology, politics, or geography in seeking appointments that ask for expertise in a diversity of sub-fields or regions in their respective disciplines. A sequence of four courses – a core introductory seminar and then three focused courses – would more than meet this objective.

Need for the Program
There are numerous Africa-focused graduate students at KU in a variety of disciplines. Presently, 58 graduate students in MA (34) and PhD (24) programs are scattered across seven professional schools and 17 CLAS departments, with concentrations in Anthropology, Geography, International Studies, History, and Political Science. The Graduate Certificate in African Studies will help bring this scattered body of graduate students into closer contact with the Center’s resource base. Their regular attendance at KASC events – including sponsored seminars, workshops, or brownbag discussions – demonstrate the internal demand and critical mass for such a certificate. The external market is also quite strong. Many disciplines, and particularly the five noted above in which the KASC’s graduate student community is more concentrated, advertise jobs for PhD candidates with African expertise. The Certificate in African Studies will enhance KU graduates’ opportunities in this specialist job market.

Our recruitment plan is built on the following basis. Over the next year, we will:

- Target students already in graduate programs at KU, particularly those early in their graduate career
- Advertise the certificate program at KASC and on the KASC website
- Develop a brochures for distribution on campus and national African Studies networks
- Alert graduate advisers in KU departments and schools with Africanist representation
- Use Africanist faculty as active recruiters when appropriate during their normal advising duties

Faculty Contributing to the Certificate Program:
The following faculty either teach the courses that could potential be included in the Certificate’s clusters or supervise graduate student research in Africa, such that they are the regular members of the African Studies Council who are most likely to advise students in the Certificate Program (Appendix II contains their CV’s):

Glenn Adams: Assistant Professor, Psychology
Omofolabo Ajayi-Soyinka: Associate Professor, Women's Studies, Theatre & Film
Elizabeth Asiedu: Associate Professor, Economics
Raj Bhala: Rice Professor of Law, Member, African Studies Center Executive Committee
Coordinator of the Certificate Program and Administrative Structure:
The Kansas African Studies Center (KASC) will administer the certificate program. Its coordinator will be Dr. Garth Myers, Director of KASC; Dr. Khalid El-Hassan, KASC Associate Director, will assist in coordination (Appendix III contains their CV’s). Admission into the certificate program will depend upon the following criteria. First, all students must be admitted into one of the contributing departments’ or schools’ graduate programs. Second, students must submit a letter of application to the Center proposing their cluster, in consultation with Dr. El-Hassan. Dr. El-Hassan’s office will maintain all student records. The Director and Associate Director of KASC will advise graduate students interested in fulfilling the certificate program requirements. The KASC will sponsor a small commencement program each Spring to award students their certificates.

Some portion of students in the graduate certificate program may have their tuition paid by assistantships from various departments, by fellowships (such as KASC’s FLAS Fellowships), or by employers (as in the FAO military students that are affiliated with KASC). Others will pay their own way. In any case, the certificate program itself will have no direct costs, nor will it directly generate revenue. Having this certificate program in place will, however, offer another recruitment tool for encouraging quality graduate students in a variety of disciplines with an interest in African Studies to attend KU rather than any competing school with no such certificate on offer.

Appendix I: African Studies Council Members

<table>
<thead>
<tr>
<th>College of Liberal Arts and Sciences</th>
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<tbody>
<tr>
<td>Adams, Glenn</td>
<td>Psychology</td>
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<tr>
<td>Anatol, Giselle</td>
<td>English</td>
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<td>Asiedu, Elizabeth</td>
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<td>Asuncion-Lande, Nobleza</td>
<td>Communication Studies</td>
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<td>Ayaji-Sovinka, Omofolabo</td>
<td>Women’s Studies and Theatre and Film</td>
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<td>Bozarth, Steven</td>
<td>Geography</td>
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<td>Britan, Hannah</td>
<td>Political Science and Women’s Studies</td>
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<td>Caminero-Santangelo, Byron</td>
<td>English</td>
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<td>Daldorph, Brian</td>
<td>English</td>
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<td>Egbert, Stephen</td>
<td>Geography</td>
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<td>El-Hassan, Khalid</td>
<td>Kansas African Studies Center</td>
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</tbody>
</table>
El-Hodiri, Mohamed   Economics
Feddema, Johannes   Geography
Frayer, David   Anthropology
Graham, Maryemma  English
Gray, Sandra   Anthropology
Herbison, Chico  African and African-American Studies
Janzen, John   Anthropology
Kennedy, John   Political Science
Lewin, Thomas   History
MacGonagle, Elizabeth  History and African and African-American Studies
Mack, Beverly   African and African-American Studies
Hannoun, Majid   Anthropology and African and African-American Studies
Malik, Saadia  Communication Studies
McCleary, Jr, George   Geography
Mirecki, Paul   Religious Studies
Myers, Garth   Geography, AAAS, KASC
Nagel, Joane   Sociology
Obadare, Ebenezer   Sociology
Omar, Naima   African and African-American Studies
Pennington, Dorthy  African and African-American Studies and Communication Studies
Peterson, A. Town  Ecology & Evolutionary Biology
Rausch, Margaret   Religious Studies
Rosenthal, Anton   History
Salami, Gitti   History of Art and African and African-American Studies
Sayeh, Samira   French
Schrodt, Philip   Political Science
Slocum, Terry   Geography
Smith, David   Sociology
Terwilliger, Valery   Geography
Tidwell, John Edgar  English
Torrence, Harold   Linguistics
Tuttle, Bill   American Studies
Ukpokodu, Peter   African and African-American Studies
Warren, Kim   History
Weaver, Catherine   Political Science

Professional Schools and Other Schools or Research Centers
Bentley, Andrew   Museum of Natural History
Bhala, Raj   School of Law
Birch, Melissa   School of Business and CIBER
Carter, Carol Ann   School of Fine Arts
Erb, Thomas   School of Education
Gibson, Malcolm  School of Journalism
Harcombe, Lorraine   Dean, KU Libraries
Hepburn, Melanie   School of Social Welfare
Holter, Mark   School of Social Welfare
Imber, Mickey   School of Education
Johnson, Toni   School of Social Welfare
Kamatuka, Ngondi   School of Education
Karuga, Gilbert  School of Business
Lohrentz, Ken   KU Libraries
McKinley, Michelle  School of Law
Reagan, Judith   School of Medicine
Rodriguez, Robert  McNair Scholars Program
Volek, Thomas   School of Journalism

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B. Curricular Changes for Approval:

ANTH 619, ANTH 696, COMS 560, EALC 412, EALC 612, ECON 680, ENGL 355, ENGL 555, HIST 421, HIST 494, LING 415, LING 416, PHIL 288, PHIL 292, REL 320, REL 321, REL 560, SLAV 635

**NEW COURSE**

**ANTH 619**  FIELD CONCEPTS AND METHODS IN GEOARCHAEOLOGY (3) S  
A field course taught during the three week summer session. Involves all-day excursions to different regions in order to introduce students to a variety of archaeological landscapes and environments. Focuses on the application of geoscientific concepts and methods in archaeological field investigations, emphasizing natural processes such as erosion, deposition, weathering, and biological and human activity that create and modify the archaeological record, and on soil-stratigraphic and geophysical approaches to landscape and site investigations.

**NEW CROSS-LISTED COURSE**

**ANTH 696**  LANGUAGE, CULTURE AND ETHNICITY IN PREHISTORIC EASTERN EUROPE (3) S  
The course is for students who wish to understand the prehistory of Eastern Europe with special attention to the Slavs. The interdisciplinary course examines East European prehistory from the perspectives of archaeology and linguistics, considering also how ideologies have influenced the interpretation of results. No language prerequisite. (Same as SLAV 635)

**CHANGE: COURSE DESCRIPTION, CREDIT HOURS**

**COMS 560**  SEMINAR IN: ___________ (1-3)  
(OLD) Course organized any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. (Distribution credit given for two-three hours only.)

**COMS 560**  SEMINAR IN: ___________ (3)  
(NEW) Course organized any given semester to study particular subject matter or to take advantage of special competence by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. (May be repeated for credit if content varies).

**NEW COURSE**

**EALC 412**  VISUAL AND LITERARY CULTURE IN MODERN JAPAN (3) H  
This course examines the interconnections between the evolution of modern Japanese literature and vision technologies such as painting, panoramas, magic lanterns, stereoscopes, photography, motion pictures, television, and computers. The course provides an overview of modern Japanese literature from the perspectives of the visual culture in which that literature was conceived. The course considers such authors as Higuchi, Soseki, Ogai, Shimazaki, Akutagawa, Tanizaki, Yokomitsu, Kawabata, and Abe. Not open to students who have completed EALC 612.
NEW COURSE

EALC 612 VISUAL AND LITERARY CULTURE IN MODERN JAPAN (3) H
This course examines the interconnections between the evolution of modern Japanese literature and vision technologies such as painting, panoramas, magic lanterns, stereoscopes, photography, motion pictures, television, and computers. The course provides an overview of modern Japanese literature from the perspectives of the visual culture in which that literature was conceived. The course considers such authors as Higuchi, Soseki, Ogai, Shimazaki, Akutagawa, Tanizaki, Yokomitsu, Kawabata, and Abe. There will be additional assignments for students in 612. Not open to students who have completed EALC 412.

NEW COURSE

ECON 680 ECONOMIC GROWTH (3) S
This course studies growth with an emphasis on national evidence and macroeconomic policy issues. Classic and modern growth theories are developed and evaluated on the basis of how well they fit empirical evidence. Theories are developed in which productivity growth results from endogenous changes in technology or in the efficiency with which factors are utilized. The fundamental factors that affect productivity are examined, and they may include government policies, income inequality, geography, climate, resources and other factors. Prerequisite: ECON 522

NEW COURSE

ENGL 355 NONFICTION WRITING I (3) H
An introduction to the literary techniques of nonfiction and practice in the writing of one or more of the genre's subtypes, such as the personal and familiar essay, the memoir, New Journalism, and natural history. Prerequisite: Completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: TITLE

ENGL 555 WRITING NON-FICTION (3) H
The art and craft of writing for publication in a variety of forms: review, travel essays, specialized articles (e.g. business, science, literature), the personal essay, or the non-fiction book. Prerequisite: completion of the nine-hour Freshman-Sophomore English requirement and permission of instructor.

ENGL 555 NONFICTION WRITING II (3) H
The art and craft of writing for publication in a variety of forms: review, travel essays, specialized articles (e.g. business, science, literature), the personal essay, or the non-fiction book. Prerequisite: completion of the nine-hour Freshman-Sophomore English requirement and permission of instructor.

NEW COURSE

HIST 421 ECONOMIC AND SOCIAL HISTORY OF LATER MEDIEVAL EUROPE, 1000-1500 (3) H
An introductory study of European economic and social history from the Tenth Century Crisis to the 1490s. This course investigates the causes of economic development and the interactions among market, nonmarket, and social institutions such as the family. Topics covered include trade, labor, technologies, consumerism, social unrest and the rise of social and economic thought.
NEW COURSE

HIST 494  SERVICE LEARNING IN HISTORY  (1-3)  H
This course is designed to give students the opportunity to apply historical knowledge and ideas gained through course work to real-life situations in volunteer service agencies and community centers. Open to History majors and others with significant History backgrounds. Permission of instructor is required.

CHANGE: TITLE

LING 415  LINGUISTICS AND SECOND LANGUAGE ACQUISITION  (3)  H
(OLD) Introduction to the study of second language acquisition: The application of theoretical linguistics to description of the language that a learner acquires, and to the process of acquisition. Prerequisite: An introductory course in linguistics.

LING 415  SECOND LANGUAGE ACQUISITION  (3)  H
(NEW) Introduction to the study of second language acquisition: The application of theoretical linguistics to description of the language that a learner acquires, and to the process of acquisition. Prerequisite: An introductory course in linguistics.

CHANGE: TITLE, PREREQUISITE

LING 416  LINGUISTICS AND SECOND LANGUAGE ACQUISITION II  (3)  S
(OLD) This advanced course provides in-depth reading and discussion of several current topics including second language acquisition within a generative framework, processing approaches to second language acquisition, and the role of input and learnability principles in second language acquisition. Both theoretical and methodological issues are discussed. Prerequisites: LING 415/715 and LING 525/725 or permission of instructor.

LING 416  SECOND LANGUAGE ACQUISITION II  (3)  S
(NEW) This advanced course provides in-depth reading and discussion of several current topics including second language acquisition within a generative framework, processing approaches to second language acquisition, and the role of input and learnability principles in second language acquisition. Both theoretical and methodological issues are discussed. Prerequisites: LING 415/715 and LING 325/725 or permission of instructor.

CHANGE: COURSE DESCRIPTION, NUMBER

PHIL 288  ANCIENT PHILOSOPHY  (3)  H
(OLD) A survey of the thought of the principal philosophers of ancient Greece, with emphasis on the pre-Socratics, Plato, and Aristotle. Recommended for sophomores and above.

PHIL 384  ANCIENT PHILOSOPHY  (3)  H
(NEW) A survey of the thought of the principal philosophers of ancient Greece, with emphasis on the pre-Socratics, Plato, and Aristotle.

CHANGE: COURSE DESCRIPTION, NUMBER

PHIL 292  MODERN PHILOSOPHY FROM DESCARTES TO KANT  (3)  H
(OLD) A survey of the writings of such principal philosophers of the modern period as Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant. Recommended for sophomores and above.

PHIL 386  MODERN PHILOSOPHY FROM DESCARTES TO KANT.  (3)  H
(NEW) A survey of the writings of such principal philosophers of the modern period as Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.
DELETE COURSE

REL 320  HISTORY OF JUDAISM IN THE WEST  (3)  H
A study of the transformation of Jewish thought, ritual, practice, ethical standards, and moral behavior resulting from contact with Western societies and the Westernization of the Hebrew Bible during the Hellenistic period through the contemporary period in Europe and the Americas.

DELETE COURSE

REL 321  HISTORY OF JUDAISM IN THE EAST  (3)  H
A study of the transformation of Jewish thought, ritual, practice, ethical standards, and moral behavior resulting from contact with societies of Asia from the creation of the Hebrew Bible as a Near Eastern document through modern Jewish societies in Asia and the Middle East.

NEW COURSE

REL 560  CLASSICAL AND CONTEMPORARY JEWISH THOUGHT  (3)  H
An introduction to individual Jewish thinkers and collective projects from Philo to the present, including The Talmud and Midrash, Middle Age and Early Modern Jewish philosophical and Talmudic rationalism and mysticism. Considers such thinkers as Spinoza, Cohen, Soloveitchik, Rosenzweig, and Levinas.

NEW CROSS-LISTED COURSE

SLAV 635  LANGUAGE, CULTURE AND ETHNICITY IN PREHISTORIC EASTERN EUROPE  (3)  S
The course is for students who wish to understand the prehistory of Eastern Europe with special attention to the Slavs. The interdisciplinary course examines East European prehistory from the perspectives of archaeology and linguistics, considering also how ideologies have influenced the interpretation of results. No language prerequisite. (Same as ANTH 696)