AGENDA

I. APPROVAL OF THE MARCH 10, 2009 CAC MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
   Submitted by Savanna Trent, presented by Allan Hanson
   A. Curricular changes for approval
      New Courses: AAAS 700, AAAS 701, AAAS 715, AAAS 716, AAAS 720, AAAS 723, AAAS 730, AAAS 731, AAAS 732, AAAS 733, AAAS 734, AAAS 735, AAAS 740, AAAS 745, AAAS 749, AAAS 750, AAAS 760, AAAS 770, AAAS 774, AAAS 788, AAAS 801, AAAS 802, AAAS 803, AAAS 804, AAAS 810, AAAS 811, AAAS 812, AAAS 822, AAAS 825, AAAS 827, AAAS 830, AAAS 832, AAAS 834, AAAS 843, AAAS 845, AAAS 851, AAAS 852, AAAS 853, AAAS 855, AAAS 857, AAAS 860, AAAS 874, AAAS 880, AAAS 884, AAAS 885, AAAS 890, AAAS 898, AAAS 899, ENGL 725, ENGL 750, ENGL 760, ENGL 764, ENGL 776, ENGL 777, GINS 803, GINS 814, REL 704
      Course Deletions: BIOL 808, GERM 700, REES 709, REES 714
   B. Program changes for approval
      Molecular Biosciences

III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)
   Submitted by Susan McGee, Presented by Greg Madden, Chair
   A. Curricular Changes for Approval
      AAAS 303, AAAS 372, AAAS 429, AAAS 663, AMS 677, AMS 678, ANTH 303, ANTH 372, ANTH 663, EALC 585, ENGL 530, ENGL 677, ENGL 678, EURS 512, HIST 460, HIST 552, HIST 585, HA 150, HA 151, HA 160, HA 161, HA 566, HA 567, POLS 668, PSYC 506, TH&F 506
   B. Degree Requirements for Approval
      1. SC Principle Course Status for AAAS 102, JWSH 350
      2. Non-Western Culture Status for AAAS 303, AAAS 372, AAAS 363, ANTH 303, ANTH 372, ANTH 663
      3. Creation of new Russian, East European, and Eurasian Minor
   C. Proposal of New Emphasis for Approval
      New Concentration in African & African American Studies: Arabic and Islamic Studies

IV. NEW BUSINESS

   Proposed Revisions to the College of Liberal Arts and Sciences Student Academic Misconduct Policy (Attachment 1 – P. 41 of this agenda)

Next meeting of the CAC will be Tuesday, May 12, at 4:00 PM in 210 Strong Hall.
I. APPROVAL OF THE MARCH 10, 2009 CAC MINUTES

College of Liberal Arts & Sciences
College Academic Council
Minutes – March 10, 2009

Committee members in attendance: David Benson, Kelly Berkson, Greg Burg, Estela Gavosto, Pete Henry, Rick Ingram, Stephen Sanders, and Holly Storkel
Others in attendance: Jessica Beeson, Shelly Cline, Ann Cudd, Stephen Dickey, Allan Hanson, Karen Ledom, Kim McNeley, Becca Peterson, Barbara Romzek, Anne Sawyer, Joe Steinmetz, Bill Tsutsui, and Nina Vyatkina

The meeting was called to order by Dean Steinmetz at 4:04 PM

Minutes
A motion was made and seconded to approve the February 10, 2009 minutes of the College Academic Council as written. The motion was approved unanimously.

Report of the Committee on Undergraduate Studies & Advising (CUSA)
(Greg Madden, Chair, reporting)

- Greg Madden read a prepared statement (see Addendum 1) regarding the recommendation from the CUSA for approval of the proposal to add a second non-major degree track to the existing BGS degree AND allow all departments in CLAS to enforce admissions criteria to their major. The proposal was discussed at length and members of the CUSA who were present answered the CAC members’ questions. The CUSA’s recommendation for the adoption of this proposal (as a package) was endorsed unanimously by a vote of the CAC. It was noted that appropriate edits would be made to clarify course category listings. It was also noted that adoption of this proposal will require a vote from the College Assembly because it adds a degree track. A meeting of the College Assembly will therefore be convened on Tuesday, April 7, 2009 at 4:00 PM in the Kansas Room of the Kansas Union.

- A motion was made and seconded to approve the recommendation from the CUSA for curricular changes to the following courses:
  - AAAS 102, BIOL 215, ENGL 362, ENGL 525, ENGL 563, ENGL 564, ENGL 626, ENGL 627, ENGL 640, ENGL 641, ENGL 646, ENGL 648, ENGL 650, ENGL 655, ENGL 658, ENGL 660, ENGL 664, ENGL 668, GINS 600, GINS 601, GINS 602, GINS 603, GINS 612, GINS 613, GINS 614, GINS 670, GINS 673, HIST 455, HIST 510, HWC 477, HEBR 210, HEBR 220, HEBR 320, HEBR 350, JWSH 300, JWSH 600, PSYC 688, PSYC 697, REL 477, REL 602, SPAN 441, SPAN 442. The motion was approved unanimously.

- A Report of Action was received regarding the following:
  - Change to Existing Jewish Studies Minor

Report of the Committee on Graduate Studies (CGS)
(Allan Hanson, Chair, reporting)

- A motion was made and seconded to approve the recommendation from the CGS for curricular changes to the following courses:
The motion was approved unanimously, pending clerical corrections.

- A motion was made and seconded to approve the recommendation from the CGS for the following program changes: Film and Media Studies M.A., Film and Media Studies Ph.D., Theatre M.A., Theatre Ph.D.

There being no further business, the meeting was adjourned by Dean Steinmetz at 4:55 PM.

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FUTURE MEETINGS

- College Assembly: Tuesday, April 7, 2009, 4:00 PM, Alderson Auditorium (Kansas Union)
- College Academic Council: Tuesday, April 14, 2009, 4:00 PM, 210 Strong Hall

Minutes recorded and transcribed by Anne Sawyer.

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)

A. Curricular Changes for Approval

The CGS APPROVED the following NEW COURSES:

AFRICAN & AFRICAN-AMERICAN STUDIES

Note: The Department of African & African American Studies is currently in discussion with several departments regarding the cross-listing of certain courses. The committee noted that the submitted forms did not indicate that other departments had been contacted in cases where the subject matter of the course clearly overlaps that taught in those other departments. The AAAS representatives present at the meeting assured the committee that those contacts have taken place, and the committee approved the courses in question with that understanding.

CHANGE: NEW COURSE

AAAS 700 Africa in World Politics (3). A 20th-century and 21st-century study of the combined internal and external forces that precipitated the rise of Africa, the major African issues in international relations, and Africa’s impact on the modern world. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 701 Politics in Africa (3). A survey of politics in Africa, focused on the countries of sub-Saharan or Black Africa. The course includes a historical discussion of precolonial Africa, colonization and the creation of contemporary states, and the politics of independence, before examining contemporary political systems and the forces influencing patterns of politics on the continent. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 715 Seminar in African Art** (3). A concentrated study of a special topic relating to African Art studies. Different topics are offered in different semesters. **SEM**

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 716 Women in Islam** (3). Addresses the widely-held stereotype of Muslim women as pawns in a patriarchal socio-religious context. Investigating the Muslim cultures of certain regions, the course will examine the manner in which indigenous culture was influenced by the introduction of Islam and the historical impact of Islam on women’s social roles. Focusing principally on contemporary social change, the course will consider how socio-political change affects religious roles where religion is integrally involved in daily life. To what extent is individualism valued, and how are the pressures of late 20th-century and early 21st-century life mediated? The course will draw on texts from history, sociology, and literature. **LEC**

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 720 Intercultural Communication: The Afro-American** (3). An examination of the barriers to effective communication between Black Americans and non-Black Americans. **LEC**

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 723 Special Topics in Africana Studies:** __________ (3). Seminar in an area of current interest in African and African-American Studies. **SEM**

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 730 Black Leadership** (3). The course focuses on the concept of leadership and on Black leadership in the United States. An in-depth analysis of selected case studies of Black leaders both historical and contemporary. Some attention will be given to the dispersion of Africans into the Americas and the leadership that emerged, conditioned both by environmental factors and the psychology engendered by the system of slavery. Selected successful Black leaders will be invited to visit the class from time to time. **LEC**

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 731 African Literature** (3). Introduction to African Literature. Reading, analysis, and discussion of contemporary fiction, poetry, and drama from sub-Saharan Africa. Brief attention will be paid to historical development and to traditional literature. **LEC**

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 732 Francophone African Literature (3). This course is an introduction to 20th-century and modern Francophone African literature covering selected works by major authors from both sub-Saharan Africa and the Maghreb. Attention will be given primarily to the novel, although some poetry will also be read. Topics and themes include negritude, African identity in the wake of colonialism, Islam, and women’s writing. Classes will be conducted in English. Students may read the texts in French or in translation. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 733 Islamic Literature (3). Contemporary literature that is set in the context of Muslim cultures provides for an examination of Muslim identity on its own terms. This course focuses on the literary examination of works by Muslim authors from Egypt, Sudan, Senegal, Guinea, Mali, Morocco, Nigeria, and Niger. From the perspective of both male and female authors, the issue of what it means to be a Muslim is considered through fictional accounts set in contemporary contexts. Some works will be read in translation from Arabic or French; others are written originally in English. Cultures considered in this course vary widely in their origins and customs, which allows for a focus on the one pervasive element they share in common: Islam as it shapes people’s lives. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 734 African Women Writers (3). This course focuses on African women’s writing from all regions of the continent. Works included deal with a wide variety of issues relevant to African women, as well as universal issues of conceptions of gender roles, and the struggle to attain personal rights and freedom within traditional cultural frameworks. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 735 Muslim Women’s Autobiography (3). This course examines the realities of Muslim women’s experiences as conveyed in their own voices. Works are drawn from all over the world, from Africa and the Middle East to Europe and the U.S. and cover from the 19th-century to the present. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 740 The Afro-American Family: A Psychological Approach (3). The examination of the structure, values, and behavior patterns of the contemporary African-American family as influenced by African cultures and kinship systems and the institution of slavery in association with other factors. Social and psychological forces that have enhanced or blocked family survival, stability, and advancement will be explored. The orientation of Black family life will emphasize its strengths, weaknesses, adaptations, strong kinship bonds, and equalitarian family roles. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 745 Arab Thought and Identity (3). The intention of this course is to present a comprehensive portrait and a deeper understanding of the Arab society and its cultural background. We will focus on the debate that is still raging about traditionalism versus modernity,
and authenticity (assala) and specificity (Khususiyya) versus westernization. Moreover, we will
discuss the question of Arab identity which manifests itself through a sense of belonging and
diversity of affiliations, and relies as well on shared culture and its variations, and shared place in
history and common experiences. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 749 Islam (3). Islam’s origins, the prophet Muhammed, the Holy Koran, religious symbols
and moral mandates, and historical developments. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 750 Popular Culture in the Muslim World (3). A study of pop songs, television, comics,
and other idioms of popular culture from different parts of the Muslim world, with attention to
Muslims’ sense of humor, tragedy, aesthetics, and pertinent issues of the day. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 760 Topics and Problems in African and African-American Studies (3). Individual
investigation of special topics in African and African-American studies. May not be repeated for
credit. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 770 Language and Society in Africa (3). Examines issues and problems associated with
language use in sub-Saharan Africa from a sociological perspective. Topics covered include an
overview of the types of languages spoken on the continent: indigenous languages, colonial
languages, pidgins and creoles, and Arabic as a religious language; problems associated with the
politics of literacy and language planning, writing and standardization of indigenous languages;
and the cultural and ideological dilemmas of language choice. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 774 Topics in Literatures of Africa and the African Diaspora (3). An intensive study of
the literatures of Africa and/or African diaspora (people of African descent dispersed around the
world). This study will focus on the major characteristics of a particular period, genre, mode,
and/or theme in literatures such as African, Caribbean, Afro-Brazilian, African American, African
Canadian, Black British. Critical theories pertinent to writers and their work will be covered.
Topics may include studies in drama, poetry, or the novel; migration narratives; literature of a
particular era, such as the Harlem Renaissance, Negritude, or the Black Arts Movement;
representations of gender, etc. As topics vary by semester, the course may be repeated for credit.
LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 788 The Black Woman (3). An interdisciplinary study of the role of Black women in our society, from the African background through the plantation experience to the present. LEC

JUSTIFICATION
Elective for newly approved MA program

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

JUSTIFICATION
This is a required course for the newly approved MA program

CHANGE: NEW COURSE
AAAS 802 Introduction to Africana Studies: African (3). An introduction to, and overview of, the historical, intellectual, and professional foundations of African Studies; a multidisciplinary examination of the key texts and issues in the field. LEC

JUSTIFICATION
Core course for the newly approved MA program

CHANGE: NEW COURSE
AAAS 803 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. LEC

JUSTIFICATION
Core course for the newly approved MA program

CHANGE: NEW COURSE
AAAS 804 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. Prerequisite: AAAS 801 and 802 or consent of instructor. SEM

JUSTIFICATION
Core course for the newly approved MA program

CHANGE: NEW COURSE
AAAS 810 Comparative Racial and Ethnic Relations (3). An examination of constructions of race and ethnicity around the world. Emphasis is on the social, political, historical, cultural and economic factors that lead to the creation of ethnic and racial identities, ethnic conflict and accommodation, ethnic movements, and ethnic political organization. Racial and ethnic relations in the U.S. are compared with other countries. Major focus is placed on ethnicity in Africa, Asia, Latin America, the Caribbean, and/or the Middle East. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE
AAAS 811 The Civil Rights Movement (3). An examination of the Civil Rights Movement in American History. Emphasis is placed on the activities of major Civil Rights organizations, Civil Rights legislation and its impact on American life, and conflicts between integrationist and
separatist forces in politics, economics, education, culture and race relations in the United States.

LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 812 The Black Power Movement (3). This course will examine the Black Power Movement in its many manifestations, beginning with a discussion of its political and cultural background: the transition from Civil Rights to Black Power in the Afro-American freedom movement of 1960’s; the impact on African Americans of African decolonization and the spread of anti-colonial and anti-imperialist movements throughout other parts of the globe. There will also be some examination of the Black Arts Movement and its influence on the Black Power Movement and vice versa. Therefore, some attention will also be paid to the music, literature, theater, and the graphic arts of the period, and the aesthetic and political critiques of these artistic forms. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 822 African & African-American Religions (3). Historical development, systematic ideas and rites of selected periods, cultural settings, and movements. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 825 Social History of Black Aging in America (3). The purpose of this course is to provide a comprehensive historical examination of American society’s changing attitudes and responses to aging and older adults, with emphasis on the Black aged. Beginning with the African background where older adults were highly valued, the course explores the impact of slavery, the industrial Revolution, urbanization and the development of the youth-oriented culture prevalent in the United States today. Subsequently, the course focuses on the emergence of twentieth-century social gerontological problems and the role of the modern Black movements, public agencies, and private organizations in addressing the issues. Film, essays, drama, and/or fiction are utilized to illustrate the cultural attitudes of each historical period. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 827 Popular Culture in Africa (3). This course examines multiple expressions of popular culture in contemporary Africa, focusing on the aesthetics of forms such as music, theatre, dress, street art, and popular literary genres, as well as the social themes they deal with and the societies that produce them. The approach will be based on a critical reconsideration of notions such as traditional versus modern culture, elite versus folk art, westernization, and cultural hybridity, in order to find better ways of discussing the cultural vibrancy of everyday life in contemporary Africa. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 830 The Life and Times of W.E.B. Du Bois (3). A critical examination of the life and thought of W. E. B. Du Bois, paramount black scholar and activist whose massive body of scholarly work spans the period from late 19th through the mid-20th centuries. Course covers the
major works of Du Bois. Topics include Du Bois as sociologist, historian, propagandist, and creative writer, taking into account his often shifting views on art and culture, politics, leadership, civil rights and the color line, trade unionism, Pan-Africanism, socialism, internationalism, and, of course, double consciousness, among other issues. Moreover, the course will deal with Du Bois as an intellectual in conversation with other black thinkers, including individuals such as Booker T. Washington, Alexander Crummell, Anna Julia Cooper, Ida B. Wells-Barnett, Marcus Garvey, E. Franklin Frazier, Walter White and Thurgood Marshall. LEC

CHANGE: NEW COURSE

AAAS 832 Comparative Black Literature (3). Reading, analysis, and discussion of contemporary fiction, poetry, and drama from Africa, the Caribbean, and the United States. Brief attention will be paid to historical development and to traditional literature. LEC

CHANGE: NEW COURSE

AAAS 834 The Rhetoric of Black Americans (3). A study of the rhetoric of Black Americans, from their earliest protest efforts to the contemporary scene, with the focus on the methods and themes employed to alter their status in American society. LEC

CHANGE: NEW COURSE

AAAS 843 Language and Culture in Arabic-Speaking Communities (3). The course examines the links between language structure, patterns of use, language choice, and language attitudes in the diglossic and bi-lingual Arabic-speaking communities. It also explores language as a reflector and creator of Arab culture (e.g. linguistic encoding of politeness, the Quranic text as the spoken and written word, the role of tropes in Arabic rhetoric). The topics for discussion range from the micro-level language choice to the macro-level issues of national language policies and planning within the domain of government and education across the Arab world. LEC

CHANGE: NEW COURSE

AAAS 845 Unveiling the Veil (3). This course seeks to unveil a complex cultural practice that has been misconstrued by many scholars. It explores the versatility of the meaning of the veil. It examines the ways in which the veil has become a symbol of privacy, cultural identity, religious assertion, resistance and liberation, besides being a symbol of constraint, oppression, backwardness, and sexual mystery. LEC

CHANGE: NEW COURSE

AAAS 851 Environmental Issues in Africa (3). Acquaints students with the complexities of debates on environmental problems in Sub-Saharan Africa. Topics addressed may include deforestation, desert expansion, wildlife conservation, soil erosion, climate change, coral reef destruction, water resources development, mangrove preservation, and the environmental effects of war, industrialization, and urbanization. Class presentations and projects synthesize the perspectives of both human and physical geography. LEC
CHANGE: NEW COURSE

**AAAS 852 Classical Islamic Literature** (3). An examination of major developments in classical Islamic literature in the Middle East and beyond, with attention to the poetic and prose works (in translation) that emerged from them. LEC

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 853 Geography of African Development** (3). Acquaints students with the values and social parameters of African agricultural and pastoral practice. Topics include customary land rights, African perspectives on the natural world, gender issues in African agriculture, and the urbanization of African cultures. The course also contrasts African views with those of Western development practitioners and donor agencies. Case studies from different countries are used to highlight the continent’s regional differences. LEC

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 855 African Film and Video** (3). A critical study of Africa and its peoples as depicted in films and videos. The aesthetic, cultural, economic, political, historical, and ideological aspects of African films and videos will be examined. LEC

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 857 Cities and Development** (3). An intermediate-level course in urban geography, with an emphasis on cities in the developing world. Example cities in Latin America and the Caribbean, Sub-Saharan Africa, the Middle East, South Asia, and/or Southeast Asia may be examined. The main focus is on the intersection between urbanization and economic development, but social, political, and cultural aspects of development in cities are considered. Other topics include the geographic impacts of European colonialism, urbanization and industrialization, rural-to-urban migration, urban structure and spatial dynamics, urban planning, and environmental sustainability. LEC

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 860 Race, Gender and Post-Colonial Discourses** (3). An examination of the ways in which the concept of race, gender, and post-colonialism frame African literatures from the Caribbean, North America, and the continent itself. The course will focus on these discourses grounding them in critical frameworks within which they can be contextually analyzed and evaluated, at the same time examining their impact in literacy praxis and theory. LEC

**JUSTIFICATION**
Elective for newly approved MA program

CHANGE: NEW COURSE

**AAAS 874 Slavery in the New World** (3). Slavery, slave culture, and the slave trade in the U.S., Latin America, and the Caribbean will be examined comparatively. Attention will also be given to
African cultures, the effects of the slave trade on Africa, and the effects of African cultures on institutions in the New World. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 880 Introduction to Modern Africa (3). 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. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 884 Black American Literature (3). A study of the literature written by Black Americans from the pre-Civil War period to the present. Emphasis upon specific historical periods in the development of Black literature as well as on a critical analysis of major autobiographical, poetic, and fictional works. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 885 Race and the American Theatre (3). The representation(s) of race in significant texts and performance styles in American theatre analyzed according to political ideologies, dramatic movements and the impact of these factors on the representation of the “other” in the theatre. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 890 The Rise and Fall of Apartheid (3). This course will deal with the fifty years of South African history during which apartheid came to be formulated, supported, and perpetuated, and the forces that were responsible for its disintegration by 1990. Reference will also be made to the transformation process since April 1994. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

AAAS 898 Sexuality & Gender in African History (3). An examination of the history of sexuality and gender in Africa focused on the 19th-century to the present. Major issues and methods in the historical scholarship on gender and sexuality will be covered. Topics of historical analysis include life histories, rites of passage, courtship, marriage, reproduction, education, masculinities, homosexuality, colonial control, and changing gender relations. Prior course work in African history is suggested. LEC

JUSTIFICATION
Elective for newly approved MA program

CHANGE: NEW COURSE

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 33 hours required for the degree. THE

JUSTIFICATION
ENGLISH

CHANGE: NEW COURSE
ENGL 725 Shakespeare:_______ (3). Intensive study of selected plays. May be repeated for credit as the topic changes. LEC

JUSTIFICATION
The English Department last year eliminated graduate credit for 500-level English courses. These courses are composed predominantly of undergraduates, and the Department felt that graduate students should be taking graduate courses. Moreover, last semester, the Department approved several 700-level courses, in order to provide the same coverage of time periods and geographical and methodological fields at the graduate level that was provided by the 500-level courses. We feel that these new courses are essential for our students’ academic requirements and development.

CHANGE: NEW COURSE
ENGL 750 British Literature of the 19th Century:_______ (3). Intensive study of British literary works of the 1800s. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. LEC

JUSTIFICATION
The English Department last year eliminated graduate credit for 500-level English courses. These courses are composed predominantly of undergraduates, and the Department felt that graduate students should be taking graduate courses. Moreover, last semester, the Department approved several 700-level courses, in order to provide the same coverage of time periods and geographical and methodological fields at the graduate level that was provided by the 500-level courses. We feel that these new courses are essential for our students’ academic requirements and development.

CHANGE: NEW COURSE
ENGL 760 British Literature of the 20th Century:_______ (3). Intensive study of British literary works written during the 20th century. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. LEC

JUSTIFICATION
The English Department last year eliminated graduate credit for 500-level English courses. These courses are composed predominantly of undergraduates, and the Department felt that graduate students should be taking graduate courses. Moreover, last semester, the Department approved several 700-level courses, in order to provide the same coverage of time periods and geographical and methodological fields at the graduate level that was provided by the 500-level courses. We feel that these new courses are essential for our students’ academic requirements and development.

CHANGE: NEW COURSE
ENGL 764 Modern Irish Literature:_______ (3). Intensive study of topics in modern Irish literature. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. LEC

JUSTIFICATION
The English Department last year eliminated graduate credit for 500-level English courses. These courses are composed predominantly of undergraduates, and the
Department felt that graduate students should be taking graduate courses. Moreover, last semester, the Department approved several 700-level courses, in order to provide the same coverage of time periods and geographical and methodological fields at the graduate level that was provided by the 500-level courses. We feel that these new courses are essential for our students’ academic requirements and development.

CHANGE: NEW COURSE

**ENGL 776 American Literature to 1900:** (3). Intensive study of North American literary works before 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. LEC

JUSTIFICATION
The English Department last year eliminated graduate credit for 500-level English courses. These courses are composed predominantly of undergraduates, and the Department felt that graduate students should be taking graduate courses. Moreover, last semester, the Department approved several 700-level courses, in order to provide the same coverage of time periods and geographical and methodological fields at the graduate level that was provided by the 500-level courses. We feel that these new courses are essential for our students’ academic requirements and development.

CHANGE: NEW COURSE

**ENGL 777 American Literature after 1900:** (3). Intensive study of North American literary works after 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. LEC

JUSTIFICATION
The English Department last year eliminated graduate credit for 500-level English courses. These courses are composed predominantly of undergraduates, and the Department felt that graduate students should be taking graduate courses. Moreover, last semester, the Department approved several 700-level courses, in order to provide the same coverage of time periods and geographical and methodological fields at the graduate level that was provided by the 500-level courses. We feel that these new courses are essential for our students’ academic requirements and development.

GLOBAL INDIGENOUS NATIONS STUDIES

CHANGE: NEW COURSE

**GINS 803 Introduction to Indigenous Nations Graduate Studies** (3). The goal of this course is two-fold: to introduce students to the academic discipline of Indigenous Nations Studies, its debates and contours, history, methods, and resources; and to develop the skills necessary to proceed successfully through the program. Unpacking key words and terms, critical thinking/reading/writing skills, and research skills will be emphasized. Guest lectures will serve to complement and broaden assignments and discussions. LEC.

JUSTIFICATION
GINS seeks to have an essential new core course Introduction to Indigenous Nations Graduate Studies to take the number of 803 because the numbering is closer to the other numbers of our core courses (GINS 800 and GINS 801). GINS 803 as Introduction to Indigenous Nations Studies will provided introductory information on rigors of academic professionalism, debates in the field, and academic writing styles and expectations. There will be no prerequisites for this course. At present, GINS 803 Issues Facing Indigenous Peoples is being requested to have a new number of GINS 813 as an elective with no prerequisites.

CHANGE: NEW COURSE
**GINS 814 Decolonizing Narratives** (3). With the decolonizing potential of Indigenous literary and cultural productions, this course seeks to both answer and explore such questions as: How can literary and cultural texts such as novels, poetry, music, and film from world Indigenous communities function as decolonizing tools? Can decolonizing methodologies be applied to such texts? How do such texts contribute to and strengthen Indigenous political, intellectual, cultural, visual and rhetorical sovereignty? An overview will be presented from Indigenous literature, films and documentaries from North America, the Pacific, Australia, and New Zealand. LEC

**JUSTIFICATION**
This course was previously taught with success as INS 504/804 Special Topics Decolonizing Narratives in Spring 2008. GINS will be offering this course annually, and we recommend that it receive a regular course number, not a special topics class number. Submission of it as an undergraduate course of GINS 814 has been completed, as well.

**RELIGIOUS STUDIES**

CHANGE: NEW COURSE

**REL 704 Russian Orthodoxy in Historical Perspective** (3). This course examines Russian Orthodoxy as a religious system and the institution of the Russian Orthodox Church from its first appearance in Russia to the present. It focuses on beliefs and practices of the clergy and the laity; institutional structures; the relationships between Church and State; interaction with non-Orthodox religious communities; responses to Soviet atheist policies; Orthodox influences on political theory, philosophy, literature, and the fine arts. (Same as REES 704.) LEC

**JUSTIFICATION**
The course will be cross listed with REES 704 taught by Professor Eve Levin and will provide for information in an area thus far missing from the Religious Studies program.

The CGS **APPROVED** the following **COURSE CHANGES**:

**MOLECULAR BIOSCIENCES**

CHANGE: TITLE, CREDIT, COURSE DESCRIPTION

(OLD)

**BIOL 807 Molecular Biosciences I** (3). An introduction to the advanced study of biochemistry and microbiology for all Molecular Biosciences graduate students. Topics can include macromolecular structure, metabolism, kinetics and thermodynamics, bioinformatics, basic and pathogenic bacteriology, immunology, and virology. Prerequisite: Admission to the graduate program in Molecular Biosciences, or consent of instructor. LEC

(NEW)

**BIOL 807 Graduate Molecular Biosciences** (6). An introduction to the advanced study of biochemistry, microbiology, genetics, cell and developmental biology, and neurobiology for all Molecular Biosciences graduate students. Topics can include macromolecular structure, metabolism, kinetics and thermodynamics, bioinformatics, prokaryotic and eukaryotic genetic mechanisms, cell structure and function, signal transduction, basic and pathogenic bacteriology, immunology, virology, membrane potentials, synaptic transmission, and sensory neurophysiology. Prerequisite: Admission to the graduate program in Molecular Biosciences, or consent of instructor. LEC
JUSTIFICATION
The Molecular Biosciences Dept. instituted a new graduate curriculum in 2006, with a requirement for two new 3-credit courses, BIOL 807 Molecular Biosciences I and BIOL 808 Molecular Biosciences II to be taken by all entering graduate students. Each course is offered every fall, with BIOL 807 taught for the first 8 weeks of the semester, followed by BIOL 808 for the second half of the semester. The two courses together provide an advanced background across the entire field of study. The reason for having the material presented via two 3-credit courses rather than a single 6-credit course was simply to prevent giving 6 credits of a single grade, which would have an inordinately high effect on student GPA, and could even prevent a student from continuing in graduate studies if the grade were a ‘C,’ no matter how well he or she did in other courses.

We have had difficulty with this arrangement, in that many students do poorly on their first graduate exam (a midterm for BIOL 807 given in September), but then improve as they learn what level of study is necessary for graduate work. This puts a very high premium on the final exam for BIOL 807 given in October. Students who enter the program with a strong background in biochemistry (the material for this portion of the course) do well, but students with different backgrounds have struggled.

At the same time, the rationale for splitting the courses has been obviated by the institution of +/- grading. A student performing at an intermediate level between A and B can earn an A- or B+, so the effect of a single grade on the GPA is not as severe.

For these reasons, we would like to combine the material from BIOL 807 and BIOL 808 into a single 6-credit course, BIOL 807, and eliminate BIOL 808 from the catalogue.

PHILOSOPHY

CHANGE: COURSE TITLE, PREREQUISITE

(OLD)
PHIL 805 Advanced Studies in Plato (3). Prerequisite: PHIL 508 or PHIL 605 or PHIL 607 or PHIL 608 or PHIL 650. LEC

(NEW)
PHIL 805 Plato (3). Prerequisite: PHIL 508 or PHIL 605 or PHIL 607 or PHIL 608 or permission of instructor. LEC

JUSTIFICATION
Rationale for course title change is to make the title shorter and consistent with the titles of courses such as 807, 924, 828, 835, and others.
The rationale for changes is that the 800-level courses and 500- 600-level courses have evolved since the current prerequisites were written, and the revisions accurately reflect the current relationships among those two groups of courses.
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE

(OLD)
PHIL 807 Aristotle (3). Prerequisite: PHIL 508 or PHIL 605 or PHIL 607 or PHIL 608 or PHIL 648 PHIL 650. LEC

(NEW)
PHIL 807 Aristotle (3). Prerequisite: PHIL 508 or PHIL 605 or PHIL 607 or PHIL 608 or permission of instructor. LEC

JUSTIFICATION
The rationale for changes is that the 800-level courses and 500- and 600-level courses have evolved since the current prerequisites were written, and the revisions accurately reflect the current relationship among those two groups of courses. The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE

(OLD)
PHIL 820 Topics in the History of Philosophy: _____ (3). This course may be offered by different instructors under different subtitles, and may be taken more than once if the subject matter varies sufficiently. Topic, instructor, and specific prerequisites to be announce in the Schedule of Classes. Prerequisite: 500-600 level course specified as appropriate. LEC

(NEW)
PHIL 820 Topics in the History of Philosophy: _____ (3). This course may be offered by different instructors under different subtitles, and may be taken more than once if the subject matter varies sufficiently. Topic, instructor, and specific prerequisites to be announce in the Schedule of Classes. Prerequisite: 500-600 level course as specified or permission of instructor. LEC

JUSTIFICATION
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE

(OLD)
PHIL 824 Hume (3). Prerequisite: PHIL 648 or PHIL 650 or PHIL 654. LEC

(NEW)
PHIL 824 Hume (3). Prerequisite: PHIL 648 or PHIL 650 or PHIL 654 or permission of instructor. LEC

JUSTIFICATION
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE

(OLD)
PHIL 828 Kant (3). Prerequisite: PHIL 648 or PHIL 650 or PHIL 654. LEC

(NEW)
PHIL 828 Kant (3). Prerequisite: PHIL 648 or PHIL 650 or PHIL 654 or permission of instructor. LEC

JUSTIFICATION
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE

(OLD)
PHIL 831 Hegel (3). Prerequisite: PHIL 560 or 500-600 level course specified as appropriate. LEC

(NEW)
PHIL 831 Hegel (3). Prerequisite: PHIL 560 or 500-600 level course as specified or permission of instructor. LEC

JUSTIFICATION
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE
(OLD)
PHIL 843 Heidegger (3). Prerequisite: PHIL 560 or PHIL 562 or PHIL 570 or PHIL 582 or PHIL 592. LEC

(NEW)
PHIL 843 Heidegger (3). Prerequisite: PHIL 560 or PHIL 562 or PHIL 570 or PHIL 582 or PHIL 590 or PHIL 592 or permission of instructor. LEC

JUSTIFICATION
The rationale for changes is that the 800-level courses and 500- and 600-level courses have evolved since the current prerequisites were written, and the revisions accurately reflect the current relationship among those two groups of courses.
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE
(OLD)
PHIL 848 Wittgenstein (3). Prerequisite: PHIL 628 or PHIL 630 or PHIL 638 or PHIL 654. LEC

(NEW)
PHIL 848 Wittgenstein (3). Prerequisite: PHIL 638 or PHIL 650 or PHIL 654 or permission of instructor. LEC

JUSTIFICATION
The rationale for changes is that the 800-level courses and 500- and 600-level courses have evolved since the current prerequisites were written, and the revisions accurately reflect the current relationship among those two groups of courses.
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

CHANGE: COURSE PREREQUISITE
(OLD)
PHIL 850 Topics in Recent Philosophy: ____ (3). This course may be offered by different instructors under different subtitles, and may be taken more than once if the subject matter varies sufficiently. Topic, instructor, and specific prerequisite to be announced in the Schedule of Classes. Prerequisite: 500-600 level course specified as appropriate. LEC

(NEW)
PHIL 850 Topics in Recent Philosophy: ____ (3). This course may be offered by different instructors under different subtitles, and may be taken more than once if the subject matter varies sufficiently. Topic, instructor, and specific prerequisites to be announced in the Schedule of Classes. Prerequisite: 500-600 level as specified or permission of instructor. LEC

JUSTIFICATION
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.
CHANGE: COURSE PREREQUISITE

(OLD)
PHIL 886 Topics in Applied Ethics: _____ (3). This course may be offered under different subtitles, such as professional ethics or some issue in business ethics (e.g., corporate responsibility) or in medical ethics (e.g., the definition of death); it may be taken more than once if the subject matter varies sufficiently. Topic, instructor, and specific prerequisite to be announced in the Schedule of Classes. Prerequisite: PHIL 670 or PHIL 672 or 500-600 level specified as appropriate. LEC

(NEW)
PHIL 886 Topics in Applied Ethics: _____ (3). This course may be offered under different subtitles, such as professional ethics or some issue in business ethics (e.g., corporate responsibility) or in medical ethics (e.g., the definition of death); it may be taken more than once if the subject matter varies sufficiently. Topic, instructor, and specific prerequisites to be announced in the Schedule of Classes. Prerequisite: PHIL 670 or PHIL 672 or 500-600 level course as specified or permission of instructor. LEC

JUSTIFICATION
The rationale for the inclusion of the phrase ‘permission of the instructor’ is to communicate to students that special cases will be handled on an individualized bases.

RUSSIAN, EAST EUROPEAN, & EURASION STUDIES

CHANGE: TITLE, DESCRIPTION

(OLD)
REES 704 Church History of Russia I (3). A study of Russia’s religious development since the introduction of Christianity through the religious schism. Prerequisite: Five hours of principal courses in history. LEC

(NEW)
REES 704 Russian Orthodoxy in Historical Perspective (3). This course examines Russian Orthodoxy as a religious system and the institution of the Russian Orthodox Church from its first appearance in Russia to the present. It focuses on beliefs and practices of the clergy and laity; institutional structures; the relationships between Church and State; interactions with non-Orthodox religious communities; responses to Soviet atheist policies; Orthodox influences on political theory, philosophy, literature, and the fine arts. (Same as REL 704). LEC

JUSTIFICATION
The current catalog divides the study of the Russian Orthodox Church into a three-course sequence: REES 704, REES 709, and REES 714. These courses have not been taught in this format since the retirement of Prof. William Fletcher 2 decades ago. However, Prof. Eve Levin of the History Department has been teaching a one-semester course on the history and culture of Russian Orthodoxy under the numbers HIST 847 and REL 875, although neither course specifies this topic exclusively. The largest number of students in these classes has come from the REES MA program. REES MA students may use this course to fill either the “History” or the “Religion and Philosophy” rubric in the degree program. The redesign of REES 704 to match the content of the course in its current form will allow the REES 704 number to be used for this course. The Religious Studies Department is creating concurrently a permanent course number to cross-list this course, REL 704. The History Department expects to continue to cross-list this course under the more general HIST 847 number.

The prerequisite is no longer required because graduate students in the relevant fields always have sufficient background in the discipline of history from their undergraduate coursework.
REES 709 and REES 714 will be deleted; the necessary paperwork accompanies this request.

Note: The Department of History needs to be contacted regarding the cross-listing of HIST 847. (This does not affect the approval of REES 704 course changes.)

THEATRE & FILM

CHANGE: COURSE RUBRIC, DESIGNATION

(OLD)
TH&F 702 Graduate Seminar in: ______ (3). Course organized any given semester to study particular subject matter or to take advantage of special competency by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. LEC

(NEW)
FMS 702 Graduate Seminar in: ______ (3). Course organized any given semester to study particular subject matter or to take advantage of special competency by an individual faculty member. Topics change as needs and resources develop. Class discussion, readings, and individual projects. SEM

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE PREREQUISITE, RUBRIC, DESIGNATION

(OLD)
TH&F 715 Problems and Techniques of Direction (3). Practical experience in directing. Prerequisite: TH&F 609. LEC

(NEW)
THR 715 Problems and Techniques of Direction (3). Practical experience in directing. Prerequisite: THR 609. RSH

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE DESCRIPTION, RUBRIC, NUMBER, DESIGNATION

(OLD)
TH&F 785 Contemporary Japanese Film (3). Seminar on the major developments in the contemporary (1980-present) Japanese film industry examining how filmmaking practices and film criticism have been influenced by such issues as transnationalism, postcolonialism, critical race theory, postmodernism, and new media. We will survey recent industrial and stylistic trends as well as key critical debates. Class discussion, reports, and individual research papers. LEC

(NEW)
FMS 743 Contemporary Japanese Film (3). Seminar on the major developments in the contemporary (1980-present) Japanese film industry examining how filmmaking practices and film criticism have been influenced by such issues as transnationalism, postcolonialism, critical race theory, postmodernism, and new media. We will survey recent industrial and stylistic trends
as well as key critical debates. Class includes discussion, reports, and individual research papers.

JUSTIFICATION
In preparing for the creation of a new department (a result of the splitting of the Department of Theatre and Film into two separate departments effective July 1, 2009), the Film faculty performed a comprehensive review of its curriculum and course numbering system. The number for this course was changed to fit into the new FMS numbering system.

CHANGE: COURSE RUBRIC, TITLE, DESCRIPTION
(OLD)
TH&F 800 Introduction to Graduate Study in Theatre and Film (3). Major emphasis is placed upon the principles of research, bibliographical data, and research methods useful in theatre, film, and television. The course should be taken at the beginning of the graduate student’s program. LEC

(NEW)
FMS 800 Introduction to Graduate Study in Film and Media (3). Major emphasis is placed upon the principles of research, bibliographical data, and research methods useful in film and television. The course should be taken at the beginning of the graduate student’s program. LEC

(NEW)
THR 800 Introduction to Graduate Study in Theatre (3). Major emphasis is placed upon the principles of research, bibliographical data, and research methods useful in theatre, film, and television. The course should be taken at the beginning of the graduate student’s program. LEC

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE RUBRIC, DESCRIPTION
(OLD)
TH&F 801 Professional Development Seminar (1). A series of weekly lecture/discussions led by invited guests both from the university and outside on various topics central to the graduate study of theatre and film. RSH

(NEW)
FMS 801 Professional Development Seminar (1). Preparation for faculty careers in film and related fields, including issues of research, teaching, and service. Specific topics and emphases vary from semester to semester. May be repeated for credit. SEM

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE PREREQUISITE, RUBRIC
(OLD)
TH&F 819 Advanced M.F.A. Production Seminar (3). Continuation of TH&F 719. May be repeated for maximum of six hours credit. Prerequisite: Six hours of TH&F 719 and consent of instructor. LEC

(NEW)
THR 819 Advanced M.F.A. Production Seminar (3). Continuation of THR 719, but production design assignments will be more complex and larger in scope. May be repeated for maximum of six hours credit. Prerequisite: Six hours of THR 719 and consent of instructor. SEM

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE RUBRIC

(OLD)
TH&F 862 Survey of Film and Media History (3). This seminar will be primarily international in scope and will concentrate on the following: technological and production issues relating to the transition in 1927-1931 of silent to sound film; the constructions of national identity, including those of recently emerging cultures; a comparison and contrast of the censorial agencies in America and abroad; and current revisionist perspectives on received film and media history. LEC

(NEW)
FMS 862 Survey of Film and Media History (3). This seminar will be primarily international in scope and will concentrate on the following: technological and production issues relating to the transition in 1927-1931 of silent to sound film; the constructions of national identity, including those of recently emerging cultures; a comparison and contrast of the censorial agencies in America and abroad; and current revisionist perspectives on received film and media history. SEM

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE RUBRIC

(OLD)
TH&F 864 Classical Film and Media Theory (3). This seminar is a comprehensive survey of the major classical film and media theories and theorists, such as Munsterberg, Eisenstein, Arnheim, Bazin, and Adorno. Organized around specific questions, e.g.: What qualities differentiate film and media from other art and communications forms? What qualities do film and media share with other art and communication forms? What qualities differentiate film from other forms of media such as television? Readings from primary sources stressed. Class discussion, individual research papers. LEC

(NEW)
FMS 864 Classical Film and Media Theory (3). This seminar is a comprehensive survey of the major classical film and media theories and theorists, such as Munsterberg, Eisenstein, Arnheim, Bazin, and Adorno. Organized around specific questions, e.g.: What qualities differentiate film and media from other art and communications forms? What qualities do film and media share with other art and communication forms? What qualities differentiate film from other forms of media such as television? Readings from primary sources stressed. Class discussion, individual research papers. SEM

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.
TH&F 865 Contemporary Film and Media Theory (3). This seminar is a study of the theories applied to the study of film and media since the 1970s moving through structuralism, and into the posts: -structuralism, -modernism, -colonialism, and beyond. Within these broad paradigms some of the theories examined in depth are cinesemiotics, Marxism, cinematic apparatus, feminist film theory, reception theory, new media and virtual reality. LEC

FMS 865 Contemporary Film and Media Theory (3). This seminar is a study of the theories applied to the study of film and media since the 1970s moving through structuralism, and into the posts: -structuralism, -modernism, -colonialism, and beyond. Within these broad paradigms some of the theories examined in depth are cinesemiotics, Marxism, cinematic apparatus, feminist film theory, reception theory, new media and virtual reality. SEM

THE DEPARTMENT OF THEATRE AND FILM IS SPLITTING INTO TWO DEPARTMENTS, THE DEPARTMENT OF FILM AND VIDEO STUDIES AND THE DEPARTMENT OF THEATRE, EFFECTIVE JULY 1, 2009. THESE CHANGES ARE BEING MADE TO REFLECT THIS SEPARATION.

FMS 773 Problems in Intermediate Screenwriting (3). The principles of screenwriting are developed through scene writing and analysis culminating in the writing and structuring of a full-length, three act screenplay. In addition to the class sessions taught with FMS 373 Intermediate Screenwriting, separate consultations and specific research assignments for graduate students in FMS 773 are also required. LEC

JUSTIFICATION
In preparing for the creation of a new department (a result of the splitting of the Department of Theatre and Film into two separate departments effective July 1, 2009), the Film faculty performed a comprehensive review of its curriculum and course numbering system. It was determined that this course was more appropriate at the 700 level.

CHANGE: COURSE DESCRIPTION, RUBRIC, NUMBER

TH&F 880 Development Of American Popular Culture of the:_____ (3). Intensive interdisciplinary examination of popular culture forms and their relationships with the social, political, and economic dynamics of America in a specific decade, with emphasis on film, broadcasting, theatre, music literature (including magazines and newspapers), and the graphic arts. Decade to be studied changes as resources and needs develop. LEC

FMS 880 Development of American Popular Culture in the:_____(3). Intensive interdisciplinary examination of popular culture forms and their relationships with the social, political, and economic dynamics of America in a specific decade, with emphasis on film, broadcasting, music, literature (including magazines and newspapers), and the graphic arts. Decade to be studied changes as resources and needs develop. LEC
JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE DESCRIPTION, RUBRIC, NUMBER
(OLD)
TH&F 884 Development of African-American Images in Film (3). A history and critical assessment of the development of diverse images of African-Americans in American cinema and the impact of those images of American society. Screenings of feature and independent films, including those by African-Americans. In addition to the lecture/screening sessions taught in tandem with TH&F 384, a separate discussion section and specific research assignments for graduate students enrolled in TH&F 884 are also required. LEC

(NEW)
FMS 814 Development of African-American Images in Film (3). A history and critical assessment of the development of diverse images of African-Americans in American cinema and the impact of those images on American society. Screenings of feature and independent films, including those by African-Americans. In addition to the lecture/screening sessions taught in tandem with FMS 314, a separate discussion section and specific research assignments for graduate students enrolled in FMS 814 are also required. LEC

JUSTIFICATION
In preparing for the creation of a new department, the Film faculty performed a comprehensive review of its curriculum and course numbering system. The number for this course was changed to fit into the new FMS numbering system.

CHANGE: COURSE DESCRIPTION, RUBRIC, NUMBER
(OLD)
TH&F 886 Asian Film (3). Seminar on various national film cultures of East and Southeast Asia. Representative films are studied from formal, stylistic, and socio-historic perspectives. Addresses the impact of key cultural, economic and political issues on each film industry. Class discussion, reports, and individual research papers. LEC

(NEW)
FMS 841 Asian Film (3). Seminar on various national film cultures of East and Southeast Asia. Representative films are studied from formal, stylistic, and socio-historic perspectives. Addresses the impact of key cultural, economic and political issues on each film industry. Class includes discussion, reports, and individual research papers. SEM

JUSTIFICATION
In preparing for the creation of a new department, the Film faculty performed a comprehensive review of its curriculum and course numbering system. The number for this course was changed to fit into the new Department of Film and Media Studies numbering system.

CHANGE: COURSE RUBRIC
(OLD)
TH&F 887 Film and the Public (3). A study of the actual and implied responsibilities of film and video to the public, as seen in regulations, self-regulatory codes, and the critical literature of the field. Prerequisite: Consent of instructor. LEC

(NEW)
FMS 887 Film and the Public (3). A study of the actual and implied responsibilities of film and video to the public, as seen in regulations, self-regulatory codes, and the critical literature of the field. Prerequisite: consent of instructor. LEC
JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE RUBRIC
(OLD)
TH&F 895 Intensive Film Project Seminar (1-4). The student plans and executes an intensive special project which requires the professional skills of investigation and performance appropriate to radio, television and/or film. May be repeated for credit up to a maximum of six credit hours. (This seminar is to the special project program what “thesis” is to the traditional program.) RSH

(NEW)
FMS 895 Intensive Film Project (1-4). The student plans and executes an intensive special project requiring the professional skills of investigation and performance appropriate to radio, television and/or film. May be repeated for credit up to a maximum of six credit hours. (This seminar is to the special project program what “thesis” is to the traditional program.) RSH

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE RUBRIC
(OLD)
TH&F 898 Investigation and Conference (For Master’s Students) (1-8). Directed research and experimentation in theatre and/or film/video. Limited to eight hours credit toward the Master’s degree. RSH

(NEW)
THR 898 Investigation and Conference (For Master’s Students) (1-8). Directed research and experimentation in theatre. Limited to eight hours credit toward the Master’s degree. RSH

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

CHANGE: COURSE PREREQUISITE, RUBRIC
(OLD)
TH&F 916 Postmodern Theatre and Drama (3). A study of developments in Europe and American playwriting, directing, acting, and design from World War II to the present. Prerequisite: TH&F 525 and TH&F 526, or comparable courses, and preferably TH&F 915. LEC

(NEW)
THR 916 Postmodern Theatre and Drama (3). A study of developments in Europe and American playwriting, directing, acting, and design from World War II to the present. SEM

JUSTIFICATION
The Department of Theatre and Film is splitting into two departments, the Department of Film and Video Studies and the Department of Theatre, effective July 1, 2009. These changes are being made to reflect this separation.

The CGS APPROVED the following COURSE DELETIONS:
MOLECULAR BIOSCIENCES

CHANGE: DELETE COURSE

BIOL 808 Molecular Biosciences II (3). An introduction to the advanced study of genetics, cell and developmental biology, and neurobiology for all Molecular Biosciences graduate students. Topics can include prokaryotic and eukaryotic genetic mechanisms, cell structure and function, signal transduction, membrane potentials, synaptic transmission, and sensory neurophysiology. Prerequisite: Admission to the graduate program in Molecular Biosciences, or consent of instructor. LEC

JUSTIFICATION FOR CHANGES

The Molecular Biosciences Dept. instituted a new graduate curriculum in 2006, with a requirement for two new 3-credit courses, BIOL 807 Molecular Biosciences I and BIOL 808 Molecular Biosciences II to be taken by all entering graduate students. Each course is offered every fall, with BIOL 807 taught for the first 8 weeks of the semester, followed by BIOL 808 for the second half of the semester. The two courses together provide an advanced background across the entire field of study. The reason for having the material presented via two 3-credit courses rather than a single 6-credit course was simply to prevent giving 6 credits of a single grade, which would have an inordinately high effect on student GPA, and could even prevent a student from continuing in graduate studies if the grade were a ‘C,’ no matter how well he or she did in other courses.

We have had a difficulty with this arrangement, in that many students do poorly on their first graduate exam (a midterm for BIOL807 given in September), but then improve as they learn what level of study is necessary for graduate work. This puts a very high premium on the final exam for BIOL 807 given in October. Students who enter the program with a strong background in biochemistry (the material for this portion of the course) do well, but students with different backgrounds have struggled.

At the same time, the rationale for splitting the courses has been obviated by the institution of +/- grading. A student performing at an intermediate level between A and B can earn an A- or B+, so the effect of a single grade on the GPA is not as severe.

For these reasons, we would like to combine the material from BIOL 807 and BIOL 808 into a single 6-credit course, BIOL 807, and eliminate BIOL 808 as a separate course from the catalogue.

GERMANIC LANGUAGES & LITERATURES

CHANGE: DELETE COURSE

GERM 700 Practicum for German Teaching Assistants (1). Practical introduction to basic problems and techniques of teaching German. Required of assistant instructors in their first semester of teaching in the department. LEC

JUSTIFICATION FOR CHANGES

Replace with new course Germ 801.

RUSSIAN, EAST EUROPEAN, & EURASIAN STUDIES

CHANGE: DELETE COURSE

REES 709 Church History of Russia II (3). A study of Russia’s religious development through the Soviet period. LEC

JUSTIFICATION
This course has not been taught in a long time, and thus REES is asking to delete it. Prof. Eve Levin has been teaching a one-semester course on Russian Orthodoxy, using the numbers HIST 847 and REL 875. A proposal is being submitted simultaneously to change the course title and description of REES 704 to accommodate the current version of the course.

CHANGE: DELETE COURSE

REES 714 Church-state Relations in the U.S.S.R. (3). Survey of church-state relations 1917 to the present; anti-religious programs and policies; law, nonorthodox religions; religious dissent; religion and Soviet foreign policy. LEC

JUSTIFICATION
This course has not been taught in a long time, and thus REES is asking to delete it. Prof. Eve Levin has been teaching a one-semester course on Russian Orthodoxy, using the numbers HIST 847 and REL 875. A proposal is being submitted simultaneously to change the course title and description of REES 704 to accommodate the current version of the course.

B. Program Changes for Approval

The CGS APPROVED the following proposal to move forward.

MOLECULAR BIO SCIENCES

REQUEST: CHANGE IN EXISTING DEGREE REQUIREMENT
For all graduate degrees offered by Molecular Biosciences (M.A. and Ph.D. in Microbiology, M.A. and Ph.D. in Biochemistry, M.A. and Ph.D. in Molecular, Cellular, and Developmental Biology) we would like to replace the current requirement to take both BIOL 807 (3 cr.) and BIOL 808 (3 cr.) with a single requirement for BIOL 807 (6 cr.)

JUSTIFICATION FOR CHANGES
The Molecular Biosciences Dept. instituted a new graduate curriculum in 2006, with a requirement for two new 3-credit courses, BIOL 807 Molecular Biosciences I and BIOL 808 Molecular Biosciences II to be taken by all entering graduate students. Each course is offered every fall, with BIOL 807 taught for the first 8 weeks of the semester, followed by BIOL 808 for the second half of the semester. The two courses together provide an advanced background across the entire field of study. The reason for having the material presented via two 3-credit courses rather than a single 6-credit course was simply to prevent giving 6 credits of a single grade, which would have an inordinately high effect on student GPA, and could even prevent a student from continuing in graduate studies if the grade were a ‘C,’ no matter how well he or she did in other courses.

We have had a difficulty with this arrangement, in that many students do poorly on their first graduate exam (a midterm for BIOL807 given in September), but then improve as they learn what level of study is necessary for graduate work. This puts a very high premium on the final exam for BIOL 807 given in October. Students who enter the program with a strong background in biochemistry (the material for this portion of the course) do well, but students with different backgrounds have struggled.

At the same time, the rationale for splitting the courses has been obviated by the institution of +/- grading. A student performing at an intermediate level between A and B can earn an A- or B+, so the effect of a single grade on the GPA is not as severe.

For these reasons, we would like to combine the material from BIOL 807 and BIOL 808 into a single 6-credit course, BIOL 807, and eliminate BIOL 808 from the catalogue. This necessitates changing the degree requirements as proposed above.
III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)

A. Curricular Changes for Approval

AFRICAN & AFRICAN-AMERICAN STUDIES

CHANGE: NEW CROSS-LISTED COURSE
AAAS 303  PEOPLE AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST  3  S
This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region, as well as the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, are also explored. (Same as ANTH 303)

CHANGE: NEW CROSS-LISTED COURSE
AAAS 372  RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES  3  S
This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course introduces different aspects of Arab cultures. Through canonical works, we study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works are then framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as ANTH 372)

CHANGE: COURSE DESCRIPTION
AAAS 429  POST-COLONIAL THEATRE AND DRAMA  3  NW, H
(OLD) The course develops an understanding of the Post-Colonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the "colonial project" has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of Post-colonial playwrights and their works, the course is also an introduction to Post-colonial theory and its critics. (Same as TH&F 429)

AAAS 429  POST-COLONIAL THEATRE AND DRAMA  3  NW, H
(NEW) The course develops an understanding of the Post-Colonial concept and its different manifestations in theatre and drama across nations and cultures. It approaches postcolonialism as a way of reading theatre, and as a genre within theatre by exploring how the "colonial project" has reconfigured the concept, content, and context of theatre in both colonized and colonizing cultures. In addition to the study of Post-colonial playwrights and their works, the course is also an introduction to Post-colonial theory and its critics. (Same as THR 429)

CHANGE: NEW CROSS-LISTED COURSE
AAAS 663  THE ANTHROPOLOGY OF ISLAM  3  H
This course uses critical readings of major anthropological works on Islam to: 1) analyze various interpretations of "Islamic cultures" through a discussion of regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization,
and power. The course offers both a history of various interpretations of Islam as well as a history of theories of these interpretations. (Same as ANTH 663)

**AMERICAN STUDIES**

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

AMS 677  
THE AMERICAN NOVEL IN THE 19TH CENTURY  3  H  
(OLD)  
A Study of the novels (and possibly short fiction) of such authors as Brown, Cooper, Hawthorne, Melville, Twain, Howells, James, Norris and Stowe. Emphasis on a critical analysis of individual works, the historical development of the novel, and the critical theory of each author. (Same as ENGL 677)

AMS 554  
AMERICAN LITERATURE TO 1900:_____  3  H  
(NEW)  
Study of American literary works before 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as ENGL 576)

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

AMS 678  
THE MODERN AMERICAN NOVEL  3  H  
(OLD)  
A study of representative American novelists of the twentieth century. Emphasis on a critical analysis of individual novels as well as on the historical development of the modern novel. (Same as ENGL 678)

AMS 555  
AMERICAN LITERATURE SINCE 1900:_____  3  H  
(NEW)  
Study of American literary works after 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as ENGL 577)

**ANTHROPOLOGY**

**CHANGE: NEW CROSS-LISTED COURSE**

ANTH 303  
PEOPLES AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST  3  S  
This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region, as well as the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, are also explored. (Same as AAAS 303)

**CHANGE: NEW CROSS-LISTED COURSE**

ANTH 372  
RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES  3  S  
This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course introduces different aspects of Arab cultures. Through canonical works, we study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works are then framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as AAAS 372)

**CHANGE: NEW CROSS-LISTED COURSE**

ANTH 663  
THE ANTHROPOLOGY OF ISLAM  3  H
This course uses critical readings of major anthropological works on Islam to:
1) analyze various interpretations of "Islamic cultures" through a discussion of regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization, and power. The course offers both a history of various interpretations of Islam as well as a history of theories of these interpretations. (Same as AAAS 663)

EAST ASIAN LANGUAGES & CULTURES

CHANGE: COURSE DESCRIPTION
EALC 585 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
(OLD) This course will examine the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. It will include a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course will conclude with an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as POLS 668 and HIST 585)

EALC 585 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
(NEW) Examines the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. Includes a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course includes an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as POLS 668)

ENGLISH

CHANGE: COURSE DESCRIPTION, TITLE
ENGL 530 IRISH CULTURE 3 H
(OLD) This course explores enduring themes of Irish history, literature, and art from the Iron Age to the present day. Focus may vary with instructor(s). (Same as EURS 512 and HIST 552.) Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

ENGL 530 IRISH LITERATURE AND CULTURE:_______ 3 H
(NEW) Study of topics in Irish literature and culture. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as EURS 512)

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE
ENGL 677 THE AMERICAN NOVEL IN THE 19TH CENTURY 3 H
(OLD) A study of the novels (and possibly short fiction) of such authors as Brown, Cooper, Hawthorne, Melville, Twain, Howells, James, Norris, and Stowe. Emphasis on a critical analysis of individual works, the historical development of the novel, and the critical theory of each author. (Same as AMS 677)

ENGL 576 AMERICAN LITERATURE TO 1900:_______ 3 H
Study of American literary works before 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as AMS 554)

CHANGE: COURSE DESCRIPTION, NUMBER, TITLE
ENGL 678 THE MODERN AMERICAN NOVEL 3 H
(OLD) A study of representative American novelists of the twentieth century. Emphasis on a critical analysis of individual novels as well as on the historical development of the modern novel. (Same as AMS 678)

ENGL 577 AMERICAN LITERATURE SINCE 1900: 3 H
(NEW) Study of American literary works after 1900. Topics may focus on a particular genre, theme, historical period or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as AMS 555)

EUROPEAN STUDIES

CHANGE: COURSE DESCRIPTION, TITLE
EURS 512 IRISH CULTURE 3 H
(OLD) This course explores enduring themes of Irish history, literature, and art from the Iron Age to the present day. Focus may vary with instructor(s). (Same as ENGL 530 and HIST 552.) Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

EURS 512 IRISH LITERATURE AND CULTURE: 3 H
(NEW) Study of topics in Irish literature and culture. Topics may focus on a particular genre, theme, historical period, or group of authors. May be repeated for credit as the topic changes. Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent. (Same as ENGL 530)

HISTORY

CHANGE: NEW COURSE
HIST 460 TOPICS IN: 1.5 H
An eight-week course devoted to a specific historical topic. May be repeated for credit as topics change.

CHANGE: DELETE COURSE
HIST 552 IRISH CULTURE 3 H
This course explores enduring themes of Irish history, literature, and art from the Iron Age to the present day. Focus may vary with instructor(s). (Same as ENGL 530 and EURS 512) Prerequisite: Prior completion of the freshman-sophomore English requirement or its equivalent.

CHANGE: DELETE COURSE
HIST 585 REFORM IN CONTEMPORARY CHINA 3 NW, H, W
This course will examine the epochal changes that have occurred in China from Deng Xiaopin's rise to power in 1978 to present. It will include a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course will conclude with an analysis of the events of the 1990's focusing on U.S. China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is
### HISTORY OF ART

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture Type</th>
<th>Hour Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 150</td>
<td>ART HISTORY I: ANCIENT THROUGH MEDIEVAL ART</td>
<td>3</td>
<td>HT, H</td>
<td></td>
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<tr>
<td>(OLD)</td>
<td>A survey of the art of earlier periods in the West, from prehistoric times through the middle ages in Europe, with special emphasis on the relationship between artistic developments and cultural changes. Not open to students with credit in HA 100, HA 103, HA 160, or HA 300. This course does not fulfill the ancient-medieval requirement for majors.</td>
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<tr>
<td>HA 150</td>
<td>WESTERN ART HISTORY I: ANCIENT THROUGH MEDIEVAL ART</td>
<td>3</td>
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<tr>
<td>HA 151</td>
<td>ART HISTORY II: RENAISSANCE TO CONTEMPORARY ART</td>
<td>3</td>
<td>H</td>
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<tr>
<td>(OLD)</td>
<td>A survey of the art of later periods in the West, from the Renaissance to the contemporary period in Europe and America, with special emphasis on the achievements of individual artists in relation to the cultural developments of their times. Not open to students with credit in HA 100, HA 103, HA 161, or HA 300. This course does not fulfill the Renaissance-modern requirement for majors. Prerequisite: HA 150 or HA 160.</td>
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<tr>
<td>HA 151</td>
<td>WESTERN ART HISTORY II: RENAISSANCE TO CONTEMPORARY ART</td>
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<td>HA 160</td>
<td>ART HISTORY I, HONORS</td>
<td>3</td>
<td>HT, H</td>
<td></td>
</tr>
<tr>
<td>(OLD)</td>
<td>Honors section of HA 150. Students taking HA 150 for Honors credit must enroll in HA 160. They will attend HA 150 lectures and Honors discussion group led by the professor in charge of the course.</td>
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<tr>
<td>HA 160</td>
<td>WESTERN ART HISTORY I, HONORS</td>
<td>3</td>
<td>HT, H</td>
<td></td>
</tr>
<tr>
<td>(NEW)</td>
<td>Honors section of HA 150. Students taking HA 150 for Honors credit must enroll in HA 160. They will attend HA 150 lectures and Honors discussion group led by the professor in charge of the course.</td>
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<tr>
<td>HA 161</td>
<td>ART HISTORY II, HONORS</td>
<td>3</td>
<td>H</td>
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<tr>
<td>(OLD)</td>
<td>Honors section of HA 151. Students taking HA 151 for Honors credit must enroll in HA 161. They will attend HA 151 lectures and Honors discussion group led by the professor in charge of the course. Prerequisite: HA 150 or HA 160.</td>
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</tbody>
</table>
HA 161  WESTERN ART HISTORY II, HONORS  3.0  H
(NEW) Honors section of HA 151. Students taking HA 151 for Honors credit must enroll in HA 161. They will attend HA 151 lectures and Honors discussion group led by the professor in charge of the course. Prerequisite: HA 150 or HA 160.

CHANGE: NEW COURSE
HA 566  ART FROM 1945 TO THE 1980S: MODERNISM TO POST-MODERNISM  3  H
An international survey of modern and post-modern art from World War II to the 1980s. Topics may include abstract expressionism, pop art, minimalism, happenings and performance art, earth works, conceptual art, feminist art, photo-realism, the craft revival, and new media. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151 or the equivalent, or consent of instructor.

CHANGE: NEW COURSE
HA 567  CONTEMPORARY ART  3  H
An examination of recent developments internationally in art and visual culture. Emphases may include consideration of diverse critical perspectives, theoretical debates, post- and trans-national art, the impact of new media, and the internationalization of institutions, exhibitions, audiences, and markets. Graduate students may be expected to complete additional reading and writing assignments. Prerequisite: HA 100, HA 151, or the equivalent, or consent of instructor.

POLITICAL SCIENCE

CHANGE: COURSE DESCRIPTION
POLS 668  REFORM IN CONTEMPORARY CHINA  3 NW, H, W
(Old) This course will examine the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. It will include a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course will conclude with an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as EALC 585 and HIST 585)

POLS 668  REFORM IN CONTEMPORARY CHINA  3 NW, H, W
Examines the epochal changes that have occurred in China from Deng Xiaoping's rise to power in 1978 to the present. Includes a focus on the historical background of the revolutionary period before examining the political and economic changes that spawned the 1989 "prodemocracy" movement at Tiananmen. The course includes an analysis of the events of the 1990s focusing on U.S.-China political and economic relations and the destabilizing effects of inflation, infrastructural reform, political and economic decentralization, and leadership succession. A previous course on China is helpful, but not mandatory. (Same as EALC 585)

PSYCHOLOGY

CHANGE: DELETE COURSE
PSYC 506  PSYCHOLOGY AND THE ACTOR  3  H
The relationship of psychological theory and empirical data to the actor's craft. Topics include theatrical and psychological motivation, social psychology of the
actor, application of psychodynamics to character analysis, psychology of the act of acting, and personality of the actor. (Same as TH&F 506) Prerequisite: PSYC 104 and TH&F 106, or permission of instructor.

THEATRE & FILM

CHANGE: DELETE COURSE
TH&F 506  PSYCHOLOGY AND THE ACTOR  3  H
The relationship of psychological theory and empirical data to the actor's craft. Topics include theatrical and psychological motivation, social psychology of the actor, application of psychodynamics to character analysis, psychology of the act of acting, and personality of the actors. (Same as PSYC 506) Prerequisite: PSYC 104 and TH&F 106 or permission of instructor.

B. Degree Requirements for Approval

1. SC Principle Course Status for AAAS 102, JWSH 350

New Course

AAAS 102  ARABIC AND ISLAMIC STUDIES
DESCRIPTION:
An introduction to the study of Islam and the Arabic language in relation to Islamic cultures in Africa, the Mediterranean region and beyond. Topics to be covered include the historical origins of Islam in relation to the Arabic language and its cultures of origin. This course is interdisciplinary, including attention to the topic from the perspectives of historical unfolding of both the language and religion, geographic and cultural perspectives, political and economic concerns, and aesthetic perspectives, including literature and the arts.

JUSTIFICATION:
AAAS 102 will satisfy a felt need for a basic course in Islamic and Arab culture and language studies which has been demonstrated by consistently high enrollments in related courses in AAAS over the past decade. The course is a necessary cornerstone to the Department’s new concentration in Arabic and Islamic Studies, which was established in response to student requests over the past five years.

New Course

JWSH 350  CONTEMPORARY JEWISH IDENTITIES
DESCRIPTION:
This course explores the variety of ways in which American Jews create Jewish identities as individuals and groups. It traces the emergence of the various current divisions within Judaism: Reform Judaism (which by definition, implies Orthodoxy), then the emergence of Conservative Judaism, and then the later development of Reconstructionist Judaism. The course will also explore other contemporary options for being Jewish: cultural Jews, secular Jews, unaffiliated Jews, religious Jews, and gay or lesbian or transgendered Jews.

JUSTIFICATION:
To build the Jewish Studies program that offers a minor into one that offers a major, and eventually, a graduate program. Establishing a curriculum of courses offered by Jewish Studies with a theme that will unite the program and focus on how persons, communities and their material and cultural products, produce narratives that reflect their social and cultural context and shape identities.

2. Non-Western Culture Status for AAAS 303, AAAS 372, AAAS 363, ANTH 303, ANTH 372, ANTH 663

New Course

AAAS 303 PEOPLE AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST

DESCRIPTION:

This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region. We will examine the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, will also be explored. (Same as ANTH 303)

JUSTIFICATION:

This course has been taught several times and has been very successful. It adds an important area to the ensemble of geographical areas offered at the anthropology department. In addition, this is an important course for the Arabic & Islamic Studies major in African & African-American Studies Department.

New Course

AAAS 372 RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES

DESCRIPTION:

This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course intends to introduce students to different aspects of Arab cultures. Through a close and critical reading of canonical works, we will study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works will then be framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as ANTH 372)

JUSTIFICATION:

This course has been taught several times and has had high enrollment. It contributes to the anthropological theories of gender, power, and religion in the anthropology department. It will also strengthen the Arabic and Islamic Studies major in African & African-American Studies Department.

New Course

AAAS 663 THE ANTHROPOLOGY OF ISLAM

DESCRIPTION:

This course uses critical readings of major anthropological works on Islam to:

1) analyze various interpretations of "Islamic cultures" through a discussion of
regionally-grounded works, and 2) examine how the anthropological study of Islam also is informed by theoretical and philosophical approaches to major anthropological questions, such as religion, myth, kinship, social organization, and power. The course offers both a history of various interpretations of Islam as well as a history of theories of these interpretations. (Same as ANTH 663)

JUSTIFICATION:
This course will strengthen the major in Arabic and Islamic Studies in the Department of African & African-American Studies. It will also build up on existing course offerings on theory of religion and social theory in general.

New Course
ANTH 303  PEOPLES AND CULTURES OF NORTH AFRICA AND THE MIDDLE EAST
DESCRIPTION:
This course familiarizes students with the peoples and cultures of North Africa and the Middle East. It examines the cultural, demographic, and religious diversity of the region. We will examine the development of the early Islamic community and the formation of Islamic institutions. Issues such as religion and politics, inter-religious relations, nation-building, Islamic response to colonialism, Palestinian-Israeli conflict, Islamic resurgence, secularism, democratization, and gender, will also be explored. (Same as AAAS 303)

JUSTIFICATION:
This course has been taught several times and it has been very successful. It adds an important area to the ensemble of geographical areas offered at the anthropology department. In addition, this is an important course for the Arabic & Islamic Studies major in African & African-American Studies Department.

New Course
ANTH 372  RELIGION, POWER, AND SEXUALITY IN ARAB SOCIETIES
DESCRIPTION:
This course examines theories of religion, discourse, power, gender and sexuality in their application to Arab societies. The course intends to introduce students to different aspects of Arab cultures. Through a close and critical reading of canonical works, we will study political domination, tribal social organization, honor, tribe, shame, social loyalty, ritual initiations and discuss how these issues speak generally to anthropological inquiry. Regionally specific works will then be framed by an additional set of readings drawn from anthropological, linguistics, and social theories. (Same as AAAS 372)

JUSTIFICATION:
This course has been taught several times and has had high enrollment. It contributes to the anthropological theories of gender, power, and religion in the anthropology department. It will also strengthen the Arabic and Islamic Studies major in African & African-American Studies Department.

New Course
ANTH 663  THE ANTHROPOLOGY OF ISLAM
DESCRIPTION:
This course uses critical readings of major anthropological works on Islam to:
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JUSTIFICATION:
This course will strengthen the major in Arabic and Islamic Studies in the Department of African & African-American Studies. It will also build on existing course offerings on theory of religion and social theory in general.

3. Creation of new Russian, East European, and Eurasian Minor

PROPOSAL:
To create an undergraduate Minor in Russian, East European, and Eurasian Studies modeled on the Minor programs in History, SSL (Slavic cultures in translation track), and Latin American Studies. It allows, but does not require, study of REES languages.

The minor requires a total of 18 hours, 12 of which must be taken at the junior/senior level.

The following course is required:
REES 110/REES 111 Understanding Russia and Eastern Europe .................... 3

In addition, five courses (15 hours) in the Russian, East European, and Eurasian area are required ................................................................. 15

In fulfilling the 15 hour requirement, students must take courses in at least three of the groups A to E:
A. Literature and the Arts
B. History
C. Political Science
D. Philosophy and Religion
E. Economics and Geography

List of courses in each area:
A. Literature and the Arts
   - SLAV 140, SLAV 144, SLAV 148, SLAV 340, SLAV 390, SLAV 500, SLAV 502, SLAV 504, SLAV 506, SLAV 508, SLAV 510, SLAV 512, SLAV514, SLAV 516, SLAV 528, SLAV 530, SLAV 532, SLAV 534, SLAV 536, SLAV 538, SLAV 562, SLAV 564, SLAV 566, SLAV 568, SLAV 600, SLAV 612, SLAV 614, SLAV616, SLAV 630, SLAV 642, SLAV 650, SLAV 656, SLAV 660, SLAV 662, SLAV 664, SLAV 667, SLAV 668, SLAV 679, SLAV 711, SLAV 712, SLAV 714, SLAV 715, SLAV 716, SLAV 721, SLAV 726, TH&F 725

B. History

C. Political Science
   - POLS 150, POLS 170, POLS 370, POLS 601, POLS 652, POLS654, POLS 655, POLS 663, POLS 669, POLS 671, POLS 672, POLS 673, POLS 675, POLS 679, POLS 681, POLS 689, SOC 780

D. Philosophy and Religion
   - PHIL 560, PHIL 580, PHIL 684, PHIL 686, REES 704, REES 709, REES 714, SLAV 684, SLAV 686, SLAV 719

E. Economics and Geography
BUS 400, ECON 560, ECON 562, ECON 563, GEOG 594, GEOG 595, GEOG 794, GEOG 795

Up to 3 credit hours of foreign language study in any REES language may be counted towards the Minor. Courses that count for the general education requirements may be counted towards the minor. No more than one course from the student’s major may count towards the minor.

JUSTIFICATION:
A substantial number of students inquire about the REES co-major, but discover that completion of its 30-credit hour requirement, with advanced language, is too daunting. Some students do not have enough time left before graduation to complete all 30 credit hours. Some have fulfilled the College language requirement with a non-REES language, and they are reluctant to start a new language late in their college career, or cannot attain the advanced level in a REES language in the time remaining to graduation. The REES Minor would accommodate these students, and allow them to expand their knowledge of REES Area Studies in preparation for future careers or study.

Changes in the University’s BGS degree will create a new pool of undergraduates who are looking for Minors. BGS students will be required to take, in addition to a Major, at least one Minor, or Co-Major, or second Major. BGS students by definition would not qualify for the REES Co-Major, because the BGS degree is intended for students who do not take foreign languages. The REES Minor would be ideally positioned, because BGS students are strongly advised to integrate global awareness courses into their programs.

C. Proposal of New Emphasis for Approval
New Concentration in African & African American Studies: Arabic and Islamic Studies

The following proposal was tabled at the February CAC meeting with questions regarding the number of courses in the elective list that fell under the general “AAAS 320 Topics In” rubric. The Council questioned whether courses being used as options to complete the emphasis should have their own individual course numbers, and if not, whether they should be included in the proposal.

The department agreed to create stand alone courses for three of the four, and will delete the fourth from the list of choices. The proposed course numbers are shown in bold, and will be presented as requests for new courses at the March 10, 2009 CUSA meeting.

Department of African & African-American Studies
Bailey Hall
864-3054

Proposed New Concentration: Arabic and Islamic Studies for the Department of African & African-American Studies (AAAS)

PROPOSAL
The Department of African & African-American Studies wishes to create a new concentration in Arabic and Islamic Studies. Currently, there are two concentrations for African & African-American Studies majors—one in African Studies, the other in African-American Studies. Arabic and Islamic courses are currently taught under the umbrella of African Studies. What follows is for a new concentration in Arabic and Islamic Studies to compliment the existing two concentrations.

Requirements for the B.A. or B.G.S. major in Arabic and Islamic Studies concentration are 33 credits, distributed as follows:

Students must take and pass at least two first- and second-year general education courses from two of the following departments: American Studies, anthropology, communication studies, economics, English, environmental studies, geography, history, history of art, linguistics,
philosophy, political science, religious studies, sociology, or theatre and film. The Department may consider substitutions. These do not count toward the major.

Students must also take:

AAAS 102 Introduction to Arabic and Islamic Studies .................................................. 3
AAAS 349 Islam (same as REL 350) ............................................................. 3
AAAS 433 Islamic Literature ................................................................. 3
AAAS 543 Language and Culture in Arabic-Speaking Communities ................. 3
AAAS 496 Field Experience OR 690 Investigation and Conference ................. 3
AAAS 550 Senior Seminar ................................................................. 3

Five relevant elective courses numbered above 300 ......................................................... 15

(Courses available for elective hours include but are not limited to the following:

AAAS 663/ANTH 663 Anthropology of Islam
AAAS 320 Business and Political Culture in the Arab World
AAAS 303/ANTH 303 Peoples and Cultures of North Africa and the Middle East
AAAS 372/ANTH 372 Religion, Power, and Sexuality in Arab Society
AAAS 415 Women and Islam
AAAS 432 Francophone African Literature
AAAS 435 Muslim Women’s Autobiography
AAAS 445 Arab Thought and Identity
AAAS 450/REL 450 Popular Culture in the Muslim World
AAAS 504 Directed Language Study I: Arabic
AAAS 505 Directed Language Study II: Arabic
AAAS 542 History of Islam in Africa
AAAS 545 Unveiling the Veil
AAAS 552 Classical Islamic Literature
AAAS 650 Sufism (same as REL 650)
AAAS 657/REL 657 Gender in Islam and Society

B.A. majors in this concentration also must take 16 hours of an African language (Arabic, Hausa, Kiswahili, or Wolof).

Honors: For graduation with honors, a student must maintain a minimum overall grade-point average of 3.25, and 3.5 in the major, and must complete 3 additional hours by enrolling in AAAS 695. AAAS 695 is evaluated by a committee composed of the instructor plus two other faculty members approved by the department chair. An affirmative recommendation by this committee is essential for graduation with honors, provided that the other requirements have been met. A student who plans to graduate with honors must file a declaration of intent form with the departmental honors coordinator, preferably during his or her junior year, but no later than at enrollment for the final undergraduate semester.

JUSTIFICATION

There has been a steady increase in Arabic and Islamic courses taught in the Department and at KU since 2000. The number of students taking these courses has also greatly increased. As the number grew, students have demanded majoring in Arabic and Islamic Studies as an area of concentration. In the past, the Department had met such demand by supporting student petitions to CUSA for a special degree approval in the concentration. Since last year, such special degree requests by our students have been turned down by CUSA, with the advice that the Department has enough courses within it to offer that major. It is this accommodation that this new major offers. Moreover, the Dean did approve a major in Arabic and Islamic Studies as part of the strategic plan of AAAS. This, therefore, is also an implementation of a College-approved strategic plan. It is a forward-looking concentration that prepares our students for the important roles of Islam and Arabic in American and world politics, economy, business, religion and culture. Except for one course, AAAS 102 Introduction to Arabic and Islam, all the courses listed here are already being offered by our Department and at KU. AAAS is ready to implement this concentration as early as Spring 2009, if CUSA so approves.
The following policy defines a uniform approach to acts of academic misconduct involving students in courses offered by the College of Liberal Arts and Sciences.

Academic integrity requires the honest performance of academic responsibilities by students. Academic responsibilities include, but are not limited to, the preparation of assignments, reports and term papers, the taking of examinations, and a sincere and conscientious effort by students to abide by the policies set forth by instructors.

Any subversion or compromise of academic integrity thus constitutes academic misconduct. Examples of misconduct include (among others) falsification, unauthorized assistance with or plagiarism of reports, term papers, research papers or other written documents; forgery; giving or receiving unauthorized aid on examinations; disruption of classes; the offering of gratuities or favors in return for grades.

Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

When an instructor determines that a student has violated academic integrity as described above, the instructor may charge the student with academic misconduct (Instructor Processing Details, page 5).

The KU Office of Research Integrity will be informed of all charges filed alleging dishonesty in research. KU Human Resources will be informed of all charges filed alleging of sexual harassment.

The possible sanctions for academic misconduct are detailed below and are within the provisions of Article II, Section 6, of the University Senate Rules and Regulations. When a student wishes to appeal a sanction or dispute a misconduct charge, hearings will be held at two possible levels within the College of Liberal Arts and Sciences depending primarily on the recommended sanction(s) for the misconduct in question:

Department/unit level hearings will routinely review cases in which recommended sanctions are:

- **Censure** - A written reprimand (warning) for actions which constitute academic misconduct.
- **Reduction of Grade for Specific Work** - Treating as unsatisfactory any work that is a product of academic misconduct. Reduction of grade may include the assignment of an "F" for that specific work. The student may be permitted to withdraw from the course within the approved withdrawal period.
- **Reduction of Grade for the Course** - Reduction of grade may include the awarding of an "F" for the course. The student will not be allowed to withdraw from the course. The student will not be allowed to apply the Course Repeat Policy to remove the assigned grade from his/her grade point average calculation.

After a charge of misconduct is filed, department/unit hearings will be scheduled ONLY if the student wishes to deny the charge and/or appeal the recommended sanction. If the student admits to the charge and does not wish to appeal, the sanction may be imposed immediately.
The initial hearing of academic misconduct can be deferred to the College level only under certain circumstances: 1) if the unit is too small to hold the hearing; or 2) if there is a conflict of interest at the unit level. The student or the instructor can request an initial hearing before the College or the Judicial Board should a party believe that there is an issue of fairness of the hearing being held at the usual unit level.

College level hearings will review all cases in which recommended sanctions are:

**Transcript Citation for Academic Misconduct**: The student’s transcript will state that the student has been cited for academic misconduct. This sanction will include a determination of the final grade in the course. This grade may be an “F.” The statement will be permanent unless the student applies to the University Provost for removal of the statement and the application is granted.

**Suspension from a Specific Course** - An instructor may suspend a student from the instructor's section of a course for academic misconduct. In cases involving physical violence or disruptive behavior, the suspension should occur immediately. In cases where a physical threat is made, the suspension should be reported to the KU Police Department. During suspension, a student is not permitted to withdraw, pending decision by the hearing committee. A suspended student may complete work for the course only if reinstated. Conditions for reinstatement to the course shall be stated by the instructor at the time of the suspension. These initial conditions are subject to review by the hearing committee. When suspending a student, the instructor shall, before the next meeting of the course, inform the chairperson of the department in which this course is offered. The department chairperson shall notify the student in person or by certified mail (postmarked on or before the day of the next class meeting) of the opportunity to be heard on the suspension. The department chairperson shall also inform the Office of Student Success and other appropriate offices according to guidelines of the academic unit involved. The student’s appeal will be heard through academic misconduct proceedings. The hearing panel will consist of one faculty member within the division, one associate dean, and the assistant dean of the Student Academic Services Office or his/her representative. The suspension will remain in effect pending review. Because this sanction places an immediate burden upon the suspended student, the College is obligated to act promptly. Options in such review include: reassignment of the student to another section of the course; reinstatement of the student into the course; upholding the suspension. In case of suspension through the end of the semester, a grade will be assigned by the instructor, subject to review by the hearing committee.

**Suspension** - Immediate exclusion from all courses and other specified privileges or activities for a definite period not to exceed two years, subject to review by the hearing committee. The student’s transcript will state that the student is suspended for academic misconduct.

**Expulsion** - Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion. The student’s transcript will state that the student is expelled for academic misconduct.

All transcript statements will be permanent unless the student applies to the University Provost for removal of the statement and the application is granted.

College level sanctions imposed by the hearing panel may include all sanctions above including those typically addressed at the department/unit level. More than one sanction may be imposed for the same offense.

**Hearing Panel and Appeals**

For sanctions that require a hearing at the College level, or if a student wishes to, the Dean will appoint a hearing panel consisting of a minimum of three faculty members to conduct a hearing for all parties
involved. This hearing shall be scheduled during one of five sessions during the academic year (August, October, December, February, and May).

Attending the hearing are the charged student, the charging instructor(s) and his/her department chairperson, the hearing panel, and the assistant dean of the College Student Academic Services. The hearing may be held even if the charged student fails to appear for the hearing.

Individuals attending the hearing will be kept to a minimum to insure the confidentiality of the proceedings. The charged student and/or charging instructor may request that an observer/advisor or witness(es) attend the hearing. The College scheduling officer must be notified in writing 10 calendar days prior to the hearing of any observer/advisor and/or witness(es) that will be attending the hearing. An observer (a supportive family member, advisor, or friend) may not directly participate in the hearing. Witnesses may be present only during their testimony to respond to questions from the panel, charged student, or charging instructor(s).

Typically, students do not bring legal counsel. However, if the student has an attorney, University General Counsel will be contacted and asked to attend the hearing also. The hearing may be delayed until such time as all parties, including legal representatives from both sides, can attend.

The hearing panel, having heard the charges and the student’s response, will determine the validity of the charge of academic misconduct. If the charge is found to be valid, the panel will determine which of the above sanctions are to be imposed, based on the severity of the offense and any record of previous academic misconduct. The panel will notify the Dean and the Provost of its decision.

If either party to a charge of academic misconduct or to a grade appeal involving a charge of academic misconduct is dissatisfied with the resolution of the charge, he or she may seek review by the Judicial Board. All appeals must be made within 30 calendar days of the initial decision.

Per USRR 2.6.2, the College may establish procedures to address, process, and file academic misconduct charges occurring in conjunction with courses delivered by the College. The College reserves the right to review cases in which these procedures have not been appropriately applied by individual College departments.

Maintenance of Records

Written records of the charge will be maintained in the Office of the Provost using the Charge of Academic Misconduct form provided by the College.

All hearings must be audio recorded. Audio recordings of misconduct hearings will be kept by the unit conducting the hearing for sixty days following the decision of the hearing panel unless the decision is appealed in which case the recordings will be retained until the student’s final appeal is completed.
INSTRUCTOR/DEPARTMENTAL PROCESSING OF A CHARGE OF ACADEMIC MISCONDUCT

1. When an instructor determines that a student has violated academic integrity, the instructor may charge the student with academic misconduct by completing the Charge of Academic Misconduct form. The instructor must complete the Charge of Academic Misconduct form (page 7) provided by the College within 10 calendar days of the discovery and investigation of the misconduct. Any reduction in a student’s grade due to academic misconduct must be accompanied by the Charge of Academic Misconduct form.

2. To complete the Charge of Academic Misconduct form, briefly document the alleged academic misconduct, and review the case with your department chair/director.

3. Recommend one or more sanction listed below:

   - Censure-written warning or reprimand
   - Reduction of Grade for Particular Work (Indicate grade: zero, F, D, or other ____________)
   - Reduction of Grade for the Course (Indicate grade: F, D, or other ________________)
     (Not Eligible for Course Repeat Policy, Withdrawal, or Retroactive Withdrawal)
   - *Transcript Citation of Academic Misconduct - (Must also indicate grade: F, D, or other ____________)
   - *Suspension from a specific course
   - *Suspension from the University of Kansas - Noted on Transcript
   - *Expulsion from the University of Kansas - Noted on Transcript
   - *Charge will be heard at College level

University Senate Rules and Regulations Information is available at:
http://www.ku.edu/~unigov/usrr.html#art2sect6

4. Both the instructor and department chair/director must sign and date the Charge of Academic Misconduct form. The signature of the department chair indicates awareness of the charging instructor’s charge, not necessarily agreement with the charging instructor’s recommendations. If the department chair is also the charging instructor, the undergraduate or graduate coordinator in the department reviews and signs on behalf of the department. If a course is cross-listed, the department of the instructor making the charge files the charge and processes the case.

5. The department chair consults the College SAS Office (864-2824) or Provost (864-4904) to inquire about previous infractions. Previous documented misconduct should be considered in determining recommended sanctions. The department chair/director determines if the charging instructor’s recommended sanctions should be elevated.

6. Student notification of the Charge of Academic Misconduct must be sent as soon as possible, not to exceed 30 days from the date of the instructor’s filing of academic misconduct charges. The department chair/director is responsible for contacting the student to sign and return the form. If it is possible, present the form, notification letter, policy, and student handbook to the student in person, and obtain his/her signature on the misconduct form, explaining the deadlines for signing and returning.

7. If initial attempts to contact the student by phone or email are not successful within 10 days, notification must be sent by certified mail (template, page 11). to the student’s: 1) permanent address on file if courses are not in session or the student is not enrolled; or 2) to local address on file if student is enrolled in the current semester. Do not send the original charge form, but send a copy of the charge form along with a letter of explanation. Mail materials to the student by certified mail with return receipt requested. Retain copy of original packet before mailing.

8. The student is given the opportunity to select one statement below in response to the alleged charge of misconduct:
I admit to the above charge of academic misconduct and accept the recommended sanction.
I admit to the above charge of academic misconduct but wish to appeal the recommended sanction.
I deny the charge of academic misconduct and wish to appeal the recommended sanction.

Students may submit additional information or a written statement if they choose.

9. The student must be given 10 calendar days to review the document and determine his/her response. Students cannot be given the impression that they are required to respond immediately. Informing the student that the document will be available for his/her signature in the Department Office during the 10 day period is a common practice.

10. Failure of the student to respond within 10 calendar days of notification will be judged to indicate the student’s agreement with the charge and sanctions.

11. When a signed form is received from the student, or 10 days have elapsed since the student’s notification, proceed as follows:

   a. If the student admits to the charge and does not wish to appeal recommended sanctions of Censure, Reduction of Grade for Part of the Work, or Reduction of Grade for the Course, process charge and impose sanction.
      1. Document the final sanction on the Charge of Academic Misconduct form.
      2. Retain a copy for your files (yellow), send a copy to the student (pink), and send remaining copies (including original) to the College SAS Office. All evidence presented by the charging instructor should be included.
      3. If the sanction requires changes to the student’s transcript, submit to the College SAS Office a Change of Grade Form noting the grade determined and a notation of academic misconduct for the explanation of the change.
      4. Notify the student and charging instructor in writing of the actions taken within 30 days.

   b. If the student wishes to deny the charge and/or appeal recommended sanctions of Censure, Reduction of Grade for Part of the Work, or Reduction of Grade for the Course, the department is responsible for scheduling the hearing (pages 8-10).
      1. Follow departmental policy for scheduling and conducting the hearing.
      2. Retain a copy for your files (yellow), send a copy to the student (pink), and send remaining copies (including original) to the College SAS Office. All evidence presented at the hearing should be included.
      3. If the sanction requires changes to the student’s transcript, submit to the College SAS Office a Change of Grade Form noting the grade determined and a notation of academic misconduct for the explanation of the change.
      4. Notify the student and charging instructor in writing of the actions taken within 30 days.

   c. If the recommended sanctions include Transcript Citation for Academic Misconduct, Suspension, and/or Expulsion or the student involved is not a student in the College of Liberal Arts and Science, refer the case to the College SAS Office.

12. The initial hearing of academic misconduct for lower-level sanctions can be deferred to the College only under certain circumstances: 1) if the unit is too small to hold the hearing; or 2) if there is a conflict of interest at the unit level. The student or the instructor can request an initial hearing before the College or Judicial Board, should a party believe that there is an issue of fairness of the hearing being held at the usual unit level.

13. If a charge of academic misconduct is pending during an end of semester grade submission deadline, the instructor should temporarily assign a grade of WG (Waiting Grade) to the student. If you have
difficulties with successful submission of this grade, please contact the University Registrar at 864-4422.
### CHARGE OF ACADEMIC MISCONDUCT

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Initial</th>
<th>KU ID #</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Course #</th>
<th>Course Title</th>
<th>Cr. Hrs</th>
<th>Semester</th>
</tr>
</thead>
</table>

1. Briefly describe the alleged academic misconduct: ________________________________ (Attach supporting evidence.)

2. Recommend one or more sanctions listed below:
   - (X) Censure-written warning or reprimand
   - (   ) Reduction of Grade for Particular Work (Indicate grade: zero, F, D, or other ____________ )
   - (   ) Reduction of Grade for the Course (Indicate grade: F, D, or other ____________ )
     (Not Eligible for Course Repeat Policy, Withdrawal, or Retroactive Withdrawal))
   - (   ) *Transcript Citation of Academic Misconduct - (Must also indicate grade: F, D, or other ____________ )
   - (   ) *Suspension from a specific course
   - (   ) *Suspension from the University of Kansas - Noted on Transcript
   - (   ) *Expulsion from the University of Kansas - Noted on Transcript
     *Charge will be heard at College level

   In Instructor Signature __________________________ Date ____________

______________________________     _____
Instructor’s Name Printed

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**Department Chair/Director or their Designate:** Student Misconduct Record Review through College Misconduct Officer (864-3500) or Provost (864-4904)

- (   ) No previous incidence(s) on file – No change to recommended sanction above.
- (   ) Previous incidence(s) on file – Recommended sanction elevated to: ________________________________

______________________________     _____
Department Chair Signature Date ____________

Chair’s Name Printed

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**Student Contact**

Email Date: ____________ Direct Contact Date: ____________ Certified Mail date: ____________

All information above must be completed and available to the charged student within 10 calendar days of discovery and investigation of the misconduct.

Student/Faculty Initial: __________

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**Student:** You must sign this form and return it to the chairperson of the department within ten (10) calendar days.

FAILURE TO RETURN THIS FORM ON TIME WILL BE JUDGED TO INDICATE YOUR AGREEMENT WITH THE ABOVE CHARGE OF ACADEMIC MISCONDUCT AND TO WAIVE YOUR RIGHT TO APPEAL THE CHARGES.

- (   ) I admit to the above charge of academic misconduct and accept the recommended sanction.
- (   ) I admit to the above charge of academic misconduct but wish to appeal the proposed sanction.
- (   ) I deny the charge of academic misconduct and wish to appeal the proposed sanction.

______________________________     _____  (   ) I received information regarding policy & procedures.

Student Signature Date ____________

(   ) I did not receive information regarding policy & procedures.
Hearing Scheduled: ___________________ ___________________ ___________________ ( ) Dept.
                                        Date Time Location ( ) College

Findings:
( ) Charge Dismissed.
( ) SANCTION(S) IMPOSED:

Results of Misconduct Hearing will be communicated to the student in writing within 30 days of decision.

Documents forwarded to College by Department: ___________________ (Date)
Department/unit level hearings will routinely review academic misconduct cases in which recommended sanctions are:

- **Censure**: A written reprimand for actions which constitute academic misconduct. Censure may include a written warning.

- **Reduction of grade for specific work**: Treating as unsatisfactory any work that is a product of academic misconduct. Reduction of grade may include the assignment of an "F" for that specific work. The student may be permitted to withdraw from the course within the approved withdrawal period.

- **Reduction of Grade for the Course**: Reduction of grade may include the awarding of an "F" for the course. The student will not be allowed to withdraw from the course. The student will not be allowed to apply for course repeat policy to remove the assigned grade from his/her grade point average calculation.

The initial hearing of academic misconduct may be deferred to the College level only under certain circumstances: 1) if the unit is too small to hold the hearing; or 2) if there is a conflict of interest at the unit level. The student or the instructor may request an initial hearing before the College or the Judicial Board, should a party believe that there is an issue of fairness of the hearing being held at the usual unit level.

A student’s response will be documented on the Charge of Academic Misconduct Form. As the charge is filed, the student will be asked to select one of the following three choices and to respond by signature.

1. I admit to the charge of academic misconduct and accept the recommended sanction.
2. I admit to the charge but wish to appeal the recommended sanction.
3. I deny the charge and wish to appeal the recommended sanction.

Choices 2 and 3 above indicate that the student wishes to appeal and consequently a hearing will be held.

After a charge of misconduct is filed, department/unit hearings will be scheduled ONLY if the student responds that they deny the charge and/or wish to appeal the sanction.

The department/unit will use its approved grievance procedures, a copy of which should be given to the student. The student should be directed to resources that provide information regarding their rights and responsibilities in this process (template, page 12).

The department/unit will be responsible for all scheduling and for conducting the misconduct hearing. All hearings must be audio recorded. Audio recordings of misconduct hearings must be kept by the unit conducting the hearing for sixty days following the decision of the hearing panel unless the decision is appealed in which case the recordings must be retained until the student’s final appeal is completed.

After the department hearing has reached a decision, the following steps must occur:

1. Inform the student immediately that the College of Liberal Arts and Sciences and the Provost’s Office will be notified of the hearing outcome, with additional copies going to all parties involved.
2. Send written correspondence to the student outlining the findings and actions of the misconduct hearing within 30 days (example attached).
3. If either party is dissatisfied with the resolution of the charge, he/she may seek review by the Judicial Board. All appeals must be made within 30 calendar days of initial decision. (University Senate Rules and Regulations, 2.6.3)
4. The original Charge of Academic Misconduct Form, all evidence presented in the hearing, a Change of Grade Form (if necessary), and copies of all student correspondence including the final notification outlining the findings and actions of the hearing must be sent to the College
SAS Office, 109 Strong Hall. The College scheduling officer will forward appropriate documentation to the Provost’s office. Please forward these documents only after all departmental actions have been taken. The College reserves the right to review cases in which these procedures have not been appropriately applied by individual College departments.
DEPARTMENTAL ACADEMIC MISCONDUCT HEARING PROCEDURES MODEL
(Include this document with Departmental Hearing Notification Letter to Student)

Student notification of a hearing occurs at least 15 days prior to the hearing date.

Description of Panel Membership and Chair (May use current Grievance procedure for determining panel):

____________________________________________________________________________________
____________________________________________________________________________________

Individuals attending the hearing will be kept to a minimum to insure the confidentiality of the proceedings. In addition to themselves, the charged student and/or charging instructor may request that an observer/advisor or witness(es) attend the hearing. The department chair (or designate) must be notified in writing 10 calendar days prior to the hearing of any observer/advisor and/or witness(es) that will be attending the hearing. An observer/advisor (a supportive family member or friend) may not directly participate in the hearing. Witnesses may be present only during their testimony to respond to questions from the panel, charged student, or charging instructor(s).

Typically, students do not bring legal counsel. However, if the student has an attorney, University General Counsel will be contacted and asked to attend the hearing also. The hearing may be delayed until such time as all parties, including legal representatives from both sides, can attend.

The following will be the routine procedure for hearings and may be modified at the discretion of the hearing panel:

1. The department chair (or designate) meets briefly with the hearing panel members to go over procedure, to review the individuals that will be observing or participating in the hearing and to instruct the panel to select a chair. The panel chair moderates the hearing and is responsible for reporting verbal outcomes of the hearing followed by written notification to all relevant parties.

2. The department chair (or designate) then:

   - Asks the others (i.e. charged student, instructor(s), etc.) to join the panel;
   - Turns on audio recorder;
   - Notes the day, time, and misconduct case to be reviewed;
   - Describes the faculty panel representation;
   - Asks for introductions;
   - Reminds all attendees that the hearing will be recorded;
   - Asks the student if he/she received the information on student rights and responsibilities; and

   Outlines the hearing procedure:

   The instructor describes what happened. Witnesses can be called. Each witness can be questioned by opposing party and/or panel members.

   The student describes what happened. Witnesses can be called. Each witness can be questioned by opposing party and/or panel members.

   The student and faculty may offer information about mitigating circumstances, and at this time opposing parties have the right to ask questions of each other. The hearing panel may also ask any remaining questions.

3. The department chair (or designate) conducts the hearing process as outlined. Asks if the other panel members have questions for either the instructor or the student. If requested, allows final comments by the instructor and the student, and asks everyone (except panel and department chair) to adjourn to another room while the panel deliberates. The audio recorder is turned off at this point.
4. The panel reaches a decision as to whether or not the student has committed academic misconduct. If the panel finds academic misconduct, the panel then decides on a sanction, which may or may not be the same as the sanction recommended by the faculty member.

4. The department chair (or designate) asks the parties to rejoin the panel. The audio recorder is turned back on.

5. The department chair (or designate) informs the parties of the panel's decision, and informs the student that a letter will be sent to the College regarding the panel's decision, with copies going to all parties involved.

6. The department chair (or designate) comments on the seriousness of any academic misconduct, and if academic misconduct occurs again that the sanctions can be more severe.

7. The department chair (or designate) informs the student of the right to appeal through the Judicial Board (within 30 calendar days), and also of the student's right to obtain a copy of the recording of the hearing.

8. If sanctions include Reduction of Grade for the Course, the charging instructor will complete a Change of Grade Card to record the appropriate grade.

9. The hearing is adjourned.

10. The department chair (or designate):
    a. Documents the results of the hearing on the College Academic Misconduct Form (bottom portion).
    b. Prepares written notification of hearing outcomes (template, page 13).
    c. Confirms that the Change of Grade Form indicates that the change is a result of academic misconduct and submits the form to the College SAS Office.
    d. Forwards the completed file to College SAS Office. File includes: Academic Misconduct Form (original), evidence reviewed in the case, and final correspondence of the case.
    e. Holds the audio recording for sixty days following the decision of the hearing and makes it available in the event of an appeal.
Dear Mr. Jayhawk:

An academic misconduct charge was brought forth by Instructor ______________ on ______________ alleging __________________________ in the following course:   A sanction of __________________________________ has been recommended.

It is important that you understand your rights and responsibility regarding this charge.  Charges of Academic misconduct are taken seriously in the College of Liberal Arts and Sciences.  The following resources are available to you.

- You may review the University Policy at:   http://www.ku.edu/~unigov/usrr.html

- You may review the College of Liberal Arts and Sciences Policy and Procedure at:  http://www2.ku.edu/~clasus/CUSA/academic_misconduct.pdf

- The KU Student Handbook is available at:  http://www.studenthandbook.ku.edu/

You have 10 calendar days to review documents and determine how you wish to respond to the alleged charge of misconduct.  The documents are available for your review in the _______________office at ________________.  Among these documents is the Charge of Academic Misconduct Form, on which you can indicate and sign your agreement with one of the following statements:

I admit to the above charge of academic misconduct and accept the recommended sanction.
I admit to the above charge of academic misconduct but wish to appeal the recommended sanction.
I deny the charge of academic misconduct and wish to appeal the recommended sanction.

You may submit additional information or a written statement if you choose.  Failure to respond within 10 calendar days of notification will be taken as an indication of your agreement with the charge and sanctions.

I am available to discuss this information with you.  To schedule an appointment, you may contact __________ at ______________ or at ______________ or contact me directly at ______________ and/or at ______________.

If you do not wish to discuss this matter in person but want to review and respond to the Charge of Academic Misconduct Form, contact ______________ or come by the office.

Sincerely,

________________________
Dear Mr. Jayhawk:

An academic misconduct charge was brought forth by Professor ____________ on _____ DATE _______ alleging __ CHARGE (i.e. plagiarism by you on a paper submitted) _________ while fulfilling the requirements of COURSE __________. A sanction of __________________________ was recommended.

On _____ DATE ________, you were informed of the charge and requested to appeal the recommended charge and/or sanction.

It is important that you carefully prepare your presentation and plan to attend the hearing. If you are unable to attend, the hearing will proceed as scheduled in your absence.

Individuals attending the hearing will be kept to a minimum to insure the confidentiality of the proceedings. You and/or the charging instructor may request that an observer/advisor or witness(es) attend the hearing. The Department Chair (or designate) must be notified in writing 10 calendar days prior to the hearing of any observer and/or witness(es) that will be attending the hearing.

Typically, students do not bring legal counsel. However, if you wish to bring an attorney, University General Counsel will be contacted and asked to attend the hearing also. The hearing may be delayed until such time as all parties, including legal representatives from both sides, can attend.

It is important that you understand your rights and responsibility regarding this charge. Charges of Academic misconduct are taken seriously in the College of Liberal Arts and Sciences. The following resources are available to you.

- You may review the University Policy at:  http://www.ku.edu/~unigov/usrr.html
- You may review the College of Liberal Arts and Sciences Policy and Procedure at:  http://www2.ku.edu/~clasus/CUSA/academic_misconduct.pdf
- The KU Student Handbook is available at:  http://www.studenthandbook.ku.edu/

If you have questions, please contact __________________________ in the Department. Kim McNeley, Assistant Dean in the College of Arts & Sciences, is also available to address your questions or concerns.
March 15, 2005

Template: Confidential Email Notification of Hearing Outcome

Confidential

Mr. Jayhawk
1111 Lane
City, KS

Dear Mr. Jayhawk:

An academic misconduct charge was brought forth by Professor __________ on _______ DATE _______ alleging _______ CHARGE (i.e. plagiarism by you on a paper submitted) while fulfilling the requirements of _______ COURSE _______________ A sanction of _______________ was recommended.

On ______ DATE ______, you were informed of the charge and requested to appeal the recommended charge and/or sanction.

A Department Academic Misconduct Hearing was held on ______ DATE ______ to review your case. After careful deliberation, the panel recommends…….

Censure - A written reprimand (warning) for actions which constitute academic misconduct.

Reduction of Grade for Specific Work – A grade of _____ has been assigned for the work in question. With this sanction, you may be permitted to withdraw from the course within the approved withdrawal period.

Reduction of Grade for the Course – A grade of _____ has been assigned to the course. You will not be allowed to withdraw from the course. You will not be allowed to apply the Course Repeat Policy to remove the assigned grade from your grade point average calculation.

May comment on the severity of the issue and long term implications or offer words of wisdom.

Per university policy, all sanctions of Reduction of Grade for Specific Work, Reduction of Grade for the Course, Disciplinary Probation, Suspension from a Specific Course, Suspension, and Expulsion that are applied by the College and the Schools or their designated departments will be communicated to the Office of the Provost. The purpose of asking that notices of sanctions be communicated to the Provost's office is so that students whose academic misconduct in one department or school has been established will not be regarded, and hence punished, as first-time offenders in another unit. Elevated sanctions will strongly be considered for second offences of academic misconduct.

If you are dissatisfied with the resolution of the charge, you may seek review by the Judicial Board. All appeals must be made within 30 calendar days of the initial decision.

Sincerely,

Professor and Chair Panel

pc: Richard Lariviere, Executive Vice Chancellor and Provost
Joseph Steinmetz, Dean, College of Liberal Arts & Sciences
Cindy Derritt, University Registrar
Kim McNeley, Assistant Dean, Student Academic Services
Department Chair