I. Approval of CUSA Minutes from April 10, 2012

II. Chair’s Report

III. Dean’s Office Report

IV. CLA&S Student Academic Services Report

V. Subcommittee Chair Reports
   A. Advising & Awards
   B. Curricular Changes/Degree Requirements
      1. Curricular Changes for Approval:
         NEW COURSES: ABSC 562, ABSC 360, CLSX 538, GIST 202, GIST 203, GIST 502,
                    HA 538, HWC 538, TAJ 510, TAJ 532
         CHANGES:  PHSX 681
         DELETIONS:
      2. Degree Requirements for Approval
         a. Changes to Existing BA Major in Dance
         b. New Principal Course Designation for ASTR 394
         c. New Principal Course Designation for CHEM 170
         d. Change to Existing Major in Humanities
            • New concentration within existing major
            • Deletion of existing major TRACK
      First Year Seminar Experiences Course Degree Requirements for Approval:
      BIOL 177, BUS 177, ENGR 177, GEOL 177, HIST 177, JOUR 177, LING 177, MATH
      177, PSYC 177, PUAD 177, SPAN 177, THR 177

   C. Academic Standards Report

VI. Old Business
Discussion of degree specific general education requirements in the College.

BA requirements discussion (handouts)
The committee met on Tuesday, April 10, 2012, at 11:00 a.m. in Room 210 Strong Hall. The following were present: Bradley, Burright, Conrad, Corbeill, Crosby, deBoer, Fischer, Goldstein, Hurst, Jackson, Ledom, Neidert, Pye, Vanchena
Guests: Haufler, Hulse

MINUTES  Professor Fischer chaired the meeting. A motion was made to approve (as corrected) March 27, 2012 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed unanimously

CHAIR’S REPORT  Professor Fischer thanked Dr. Chris Haufler for attending the CUSA meeting to discuss the KU Core. The discussion centered on the KU Core draft document focusing on the criteria, core educational goals and learning outcomes for undergraduates. The members of CUSA took this opportunity to ask Dr. Haufler for clarification relating to the draft document to get a better understanding of what is being asked of CUSA moving forward.

Dr. Haufler stated that CUSA was the first committee to review this document. He will be trying to meet with all of the curricular committees of all schools in the coming days seeking their reactions, comments and feedback to help improve the process.

The members of the committee brought several topics forward including potential advising issues to make sure there is a mechanism in place so all components be completed within the allocated timeframe for graduation; timeline and readiness for roll out and implementation given that this requires a fundamental shift in past practice; how this will impact big enrollment courses and how to evaluate student achievement at each level; the mechanism used for approving specific experience goals, such as community service; criteria for mapping degree requirements; and where CUSA fits in with the University Core Curriculum Committee.

Professor Fischer requested given the scale of this undertaking, that CUSA be allowed to set up an ad hoc subcommittee to work on the curriculum changes that will be required to be brought forth to meet these goals. Dean Goldstein agreed that a temporary ad hoc committee should be formed.

Professor Fischer will draft language from previous discussions and email it to the committee as a starting point for discussions regarding BA degree requirements.

DEAN’S OFFICE REPORT  Associate Dean Goldstein briefly discussed the proposals for 1st year seminars. CUSA will be evaluating proposals for the 1st year seminar. Ms. Ledom stated that nine pilot departments will be creating new courses that will have their own department prefix but will be similar to cross-listed special topics courses.

CLA&S STUDENT ACADEMIC SERVICES REPORT  No report at this time.

SUBCOMMITTEE CHAIR REPORTS
A. ADVISING & AWARDS
   No report at this time.

B. CURRICULAR CHANGES/DEGREE REQUIREMENTS
   Professor Conrad presented the following:

1a. Curricular Changes for Approval:

   NEW COURSES APPROVED: *GERM 325, REES 498
   *The committee recommends for future consideration that a change in prefix designation for literature courses not taught in foreign language be considered.
   CHANGES APPROVED: ENVR 420, REES 480, SPAN 424
   DELETIONS:
1b. Curricular Changes-Motion to File
   NEW TOPIC: LA&S 101

2. Degree Requirements for Approval

C. ACADEMIC STANDARDS
   No report at this time.

OLD BUSINESS: Discussion of degree specific general education requirements in the College.

Meeting adjourned at 12:37 p.m.
A. Advising and Awards

1. Awarded $25,500 to 14 CLAS students

B. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

**APPLIED BEHAVIORAL SCIENCE**

**CHANGE: NEW CROSS-LISTED COURSE**

**ABSC 562**  
BEHAVIORAL COMMUNITY PSYCHOLOGY  3  S  
A seminar that provides an overview of the history and origin of behavioral community psychology. The course examines the development and future of behavioral community psychology as an integration of two sub-disciplines, applied behavior analysis and community psychology. Provides an integrated review of empirically-based behavioral interventions applied in community-based settings. Prerequisite: ABSC 100, or ABSC 150, or ABSC 310, or instructor permission. Course is offered at the 500 and 800 levels with additional assignments at the 800-level.

**CHANGE: NEW COURSE**

**ABSC 360**  
DRUGS, ADDICTION, AND BEHAVIOR  3  S  
This course offers an overview of the basic and applied research in behavioral pharmacology and addictions, as well as interventions. Among the topics it covers are a history of drugs, addiction, and behavior; basic principles of drug action (e.g., pharmacodynamics); behavioral pharmacology testing paradigms (e.g., self-administration); drug action and effects (e.g., alcohol, nicotine, designer drugs, antidepressants); behavioral deficits associated with addictions (e.g., memory); addiction treatment and recovery (e.g., maturing out, contingency management); and drugs and society. Prerequisite: ABSC 100. PSYC 104 is also recommended. LEC

**CLASSICS**

**CHANGE: NEW CROSS-LISTED COURSE**

**CLSX 538**  
POMPEII AND HERCULANEUM  3  H  
An interdisciplinary treatment of the art and archaeology of the ancient Roman cities of Pompeii and Herculaneum in Italy. Emphasis on the structures and decorations of major public spaces and houses and on aspects of cultural, social, political, commercial, and religious life from the period of the second century B.C.E. to 79 C.E., when Pompeii and Herculaneum were buried by the eruption of Mt. Vesuvius. Slide lectures and discussion. Prerequisite: Graduate status, or 6 credit hours in Classics, Greek, Latin, History of Art, or permission of the instructor. (Same as HA 538, HWC 538)

**GLOBAL & INTERNATIONAL STUDIES**

**CHANGE: NEW COURSE**

**GIST 202**  
TOPICS IN SOUTH ASIAN STUDIES:_____ 1-3  U  
An interdisciplinary study of topics related to South Asia. Designed especially for freshmen and sophomores. May be repeated for credit if content varies. LEC

**CHANGE: NEW COURSE**

**GIST 203**  
TOPICS IN MIDDLE EASTERN STUDIES:_____ 1-3  U  
An interdisciplinary study of topics related to the Middle East. Designed especially for freshmen and sophomores. May be repeated for credit if content varies. LEC

**CHANGE: NEW COURSE**

**GIST 502**  
ADVANCED TOPICS IN SOUTH ASIAN STUDIES:_____ 1-3  U  
An interdisciplinary study of topics related to South Asia. May be repeated for credit if content varies. Prerequisite depends on specific topic offered. LEC
HISTORY OF ART

CHANGE: NEW CROSS-LISTED COURSE

HA 538 POMPEII AND HERCULANEUM  3.0  H
An interdisciplinary treatment of the art and archaeology of the ancient Roman cities of Pompeii and Herculaneum in Italy. Emphasis on the structures and decorations of major public spaces and houses and on aspects of cultural, social, political, commercial, and religious life from the period of the second century B.C.E. to 79 C.E., when Pompeii and Herculaneum were buried by the eruption of Mt. Vesuvius. Slide lectures and discussion. Prerequisite: Graduate status, or 6 credit hours in Classics, Greek, Latin, History of Art, or permission of the instructor. (Same as CLSX 538, HWC 538)

HUMANITIES & WESTERN CIVILIZATION

CHANGE: NEW CROSS-LISTED COURSE

HWC 538 POMPEII AND HERCULANEUM  03  H
An interdisciplinary treatment of the art and archaeology of the ancient Roman cities of Pompeii and Herculaneum in Italy. Emphasis on the structures and decorations of major public spaces and houses and on aspects of cultural, social, political, commercial, and religious life from the period of the second century B.C.E. to 79 C.E., when Pompeii and Herculaneum were buried by the eruption of Mt. Vesuvius. Slide lectures and discussion. Prerequisite: Graduate status, or 6 credit hours in Classics, Greek, Latin, History of Art, or permission of the instructor. (Same as CLSX 538, HA 538)

PHYSICS

CHANGE: PREREQUISITE

PHSX 681 CONCEPTS IN SOLIDS  3  N
Properties of common types of crystals and amorphous solids. Lattice vibrations and thermal properties of solids. Electrons and holes in energy bands of metals, semiconductors, superconductors, and insulators. (Same as EPHX 681.) Prerequisite: PHSX 313 and PHSX 611. LEC

PHSX 681 CONCEPTS IN SOLIDS  3  N
Properties of common types of crystals and amorphous solids. Lattice vibrations and thermal properties of solids. Electrons and holes in energy bands of metals, semiconductors, superconductors, and insulators. (Same as EPHX 681.) Prerequisite: PHSX 313 and PHSX 511. LEC

RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES PROGRAM

CHANGE: NEW COURSE

TAJ 510 TAJIK FOR GEOGRAPHERS  1  H
The course is designed to facilitate the use of primary sources in Tajik for carrying out research in human geography of Tajikistan. TAJ 510 compliments REES 510. Prerequisite: TAJ 220, or consent of instructor.

CHANGE: NEW COURSE

TAJ 532 TAJIK FOR SOCIOLOGISTS  1  H
The course is designed to facilitate the use of primary sources in Tajik for carrying out research in sociology of Tajikistan. TAJ 532 compliments SOC 532. Prerequisite: TAJ 220, or consent of instructor.

First Year Seminar Course Proposals

EXAMPLE ONLY – DOES NOT NEED APPROVAL

Overall Template:
[DISCIPLINE CODE] 177. First Year Seminar: ______________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in [discipline]. Does not contribute to major requirements in [discipline]. First year
NEW COURSE
LA&S177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in liberal arts and sciences. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
BIOL177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in biology. Does not contribute to major requirements in biology. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
GEOL177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in geology. Does not contribute to major requirements in geology. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
HIST177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in history. May not contribute to major requirements in history. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
LING177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in linguistics. Does not contribute to major requirements in linguistics. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
MATH177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in math. Does not contribute to major requirements in math. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
PSYC177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in psychology. Does not contribute to major requirements in psychology. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
PUAD177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in public administration. Does not contribute to major requirements in public administration. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
SPAN177 First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in Spanish. Course is taught in English. Does not contribute to major requirements in Spanish. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

NEW COURSE
THR177  First Year Seminar: _____________ (3)
A limited-enrollment, seminar course for first-time freshmen, organized around current issues in theatre. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.

2. Degree Requirements for Approval

a. Changes to Existing BA Major in Dance
Proposal
As of fall 2012, no audition is required for entry into the BA program in dance. Students will be expected to pass an evaluation at the end of their sophomore year to continue in the program.
The program prepares students for professional careers in dance or for further academic study. The senior project may involve research in any of the above areas or choreography and performance culminating in a senior recital. Students are expected to take technique classes appropriate to their level of training each semester they are enrolled. A total of 120 credit hours is required.

Justification
The External Review Team (October 16-18, 2011) made the recommendation that we eliminate the auditions for the BA program. The elimination of the BA audition will encourage students to pursue the dance studies focus of the BA and distinguish the BA from the BFA, which has a dance performance focus. The two-year evaluation will allow us to better assess the academic and technical skills of students over time. It was the recommendation of the External Review Team that the open access BA would be more in keeping with national standards for dance education at a research university.

b. New Principal Course Designation for ASTR 394
Course Number and Title:  ASTR 394 – Quest for Extraterrestrial Intelligence
Course description: An introduction to the search for planets around other starts and for life in the universe beyond the earth. A discussion of the astronomical conditions under which life might form and the biological conditions of life formation and evolution. Methods of searching for extraterrestrial life. Prerequisite: An introductory course in biology, astronomy or geology. LEC

Justification
Seeking NP principal course designation for this course. It is a 300-level course with minimal prerequisites with a broad appeal to a general audience. It is required in the astrobiology minor, but is not a major requirement.

c. New Principal Course Designation for CHEM 170
Course description: The first course in a two-course sequence focused on the principles and applications of modern chemistry. This integrated lecture and laboratory course is designed for students pursuing or considering a major in one of the chemical sciences (chemistry, biochemistry, chemical engineering or petroleum engineering). The CHEM 170/175 course sequence covers the same general topics as CHEM 130/135, but with an increased emphasis on modern applications of chemistry. Students with credit in CHEM 125 will have two hours added on to their total number of hours required for graduation. Prerequisite: eligibility for MATH 115. LEC
Justification
CHEM 184 (Fundamentals of Chemistry I), and its honors equivalent CHEM 185 (Foundations of Chemistry I, Honors) are already designated as principal courses. We have submitted curricular change requests to change these courses to CHEM 130 (General Chemistry I) and CHEM 190 (Foundations of Chemistry I, Honors). The proposed course CHEM 170 is part I of a new introductory chemistry sequence designed for students pursuing or considering a major in one of the chemical sciences (chemistry, biochemistry, chemical engineering or petroleum engineering). Because CHEM 170 will cover the same core subjects as CHEM 184 (proposed new number CHEM 130) and CHEM 185 (proposed new number CHEM 190), it should also be designated as a principal course

d. Change to existing Major in Humanities
   - New concentration within existing major
   - Deletion of existing major TRACK

CURRENT REQUIREMENTS
The Humanities major requires a total of 30 credit hours. Students must take courses in at least three humanities departments or programs with a minimum of 6 and maximum of 15 hours from one department (excepting HWC in which students will take more than 15 hours). 18 of the 30 credit hours must be in courses numbered 300 or above. The following courses (9 credit hours) are required of all majors. Note: Sharing course work (credit hours) between any of the HWC major tracks and another major is restricted to 6 hours.

   HWC 110 / 111  Introduction to Humanities
   HWC 325       Theory & Method in Interdisciplinary Studies
           (New course description to follow)
   HWC 424       Senior Seminar (Senior essay project)

All other courses taken toward the major must be approved by the HWC undergraduate coordinator.

Track #1
Civilizations in a Global Context. This track studies aspects of the cultures of Western civilization and of one non-Western civilization (e.g. Africa, Asia, the Middle East, or Latin America). It is designed to provide the student with knowledge of diverse civilizations and with methods for investigating their differences and commonalities. 21 credit hours, to include the following:

   o HWC 206, Contemporary Western Civilization
   o HWC 430, European Civilization in World Context
   o At least two additional courses in aspects of the cultures of Western Civilization, one of which must be an HWC course.
   o At least three courses in aspects of the cultures of the non-Western civilization.
   o The Senior Essay (HWC 424) is to be a comparative and integrative study of a topic that bridges the two civilizations studied.

Track #2
World Literatures. Literary-critical studies of both Western and non-Western literatures, designed to provide the student with knowledge of diverse literary traditions and with methods for investigating their differences and commonalities. 21 credit hours to include the following:

   o Two courses in the “Masterpieces of World Literature” series: HWC 304, 308, 312; plus one additional literature course chosen from among the following:
      - the third HWC Masterpiece of World Literature course
      - any other HWC literature course upon approval from an advisor
      - a course in American, British or Irish literature (or any other English language or literature course)
o Two courses in the literature of a non-English-language European culture in translation (France, Germany, Italy, Spain, etc.). Students possessing a reading knowledge of one of the European languages are strongly encouraged to take one of the literature courses in the original language.

o Two courses in the literature of a non-Western culture in translation. Students possessing a reading knowledge of a non-Western language are strongly encouraged to take one of the literature courses in the original language.

o The Senior Essay (HWC 424) is to be a comparative literary-critical study of a topic common to two different literary traditions.

Track #3
Foundations of Law in Society. This track is designed to give students an interdisciplinary background in diverse civilizations while providing an opportunity to explore the origins of legal traditions and the study of law in a global humanistic context. It may help students identify an interest in studying the law, but does not provide a guarantee of admission to Law School. 21 credit hours to include the following:

- HWC 328 Introduction to Law and the Legal Profession (NEW)
- HWC 430 European Civilization in World Context
- At least two additional courses in aspects of the cultures of Western civilization, one of which must be an HWC course
- At least two courses in foundations of law and civilization selected from relevant disciplines with approval of the HWC major coordinator
- One course in non-Western culture at the 300-level or above
- The Senior Essay (HWC 424) is to be a comparative study of a topic or issue that integrates the humanities and the law.

HWC MAJOR: NEW DESCRIPTION

The Humanities major requires a total of 30 credit hours. Students must take courses in at least three humanities departments or programs with a maximum of 15 hours from one department (excepting HWC in which students will take more than 15 hours). 18 of the 30 credit hours must be in courses numbered 300 or above.

Note: Sharing course work (credit hours) between any of the HWC major tracks and another major is restricted to 6 hours.

All other courses taken toward the major must be approved by the HWC undergraduate coordinator.

Track #1
Civilizations in a Global Context. This track studies aspects of the cultures of Western civilization and of one non-Western civilization (e.g. Africa, Asia, the Middle East, or Latin America). It is designed to provide the student with knowledge of diverse civilizations and with methods for investigating their differences and commonalities. 30 credit hours, to include the following:

9 hours of introductory and capstone coursework:
HWC 110/111 Introduction to Humanities
HWC 325 Theory and Method in Interdisciplinary Studies
HWC 424 Senior Seminar (The senior essay for this track is to be a comparative and integrative study of a topic that bridges the two civilizations studied.)

21 additional hours to include:
HWC 206 Contemporary Western Civilization
HWC 430 European Civilization in World Context
6 Hours in aspects of the cultures of Western Civilization, one of which must be an HWC course.
9 Hours in aspects of the cultures of non-Western civilization.
Track #2

World Literatures. Literary-critical studies of both Western and non-Western literatures, designed to provide the student with knowledge of diverse literary traditions and with methods for investigating their differences and commonalities. 30 credit hours to include the following:

9 hours of introductory and capstone coursework:
- HWC 110 /111 Introduction to Humanities
- HWC 325 Theory and Method in Interdisciplinary Studies
- HWC 424 Senior Seminar (The senior essay for this track is to be a comparative literary-critical study of a topic common to two different literary traditions.

21 additional hours to include:
- 6 Hours in the “Masterpieces of World Literature” series: HWC 304, 308, 312;
- 3 Hours of additional literature coursework chosen from among the following:
  - the third HWC Masterpiece of World Literature course
  - any other HWC literature course upon approval from an advisor
  - a course in American, British or Irish literature (or any other English language or literature course)
- 6 Hours in the literature of a non-English-language European culture in translation (France, Germany, Italy, Spain, etc.). Students possessing a reading knowledge of one of the European languages are strongly encouraged to take one of the literature courses in the original language.
- 6 Hours in the literature of a non-Western culture in translation. Students possessing a reading knowledge of a Non-Western language are strongly encouraged to take one of the literature courses in the original language.

Track #3 (NEW)

Peace and Conflict Studies. This track is designed to provide students with opportunities to study issues of violence and methods of peace-making from an interdisciplinary humanities perspective. 30 credit hours to include the following:

9 hours of required introductory and capstone coursework:
- HWC 110 Introduction to Humanities
- PCS 120 Introduction to Peace and Conflict Studies
- PCS 650 Senior Seminar. (The senior seminar for this track requires students to explore a key research question through the application of theoretical concerns to the topic.)

21 additional hours to include:
- 6 hours PCS upper division courses (2 out of 3):
  - PCS 550 Classics of Peace Literature
  - PCS 555 Peace Education
  - PCS 565 Literature of Human Rights
- 6 hours of interdisciplinary core courses, for example:
  - ANTH 501 Anthropology of Violence
  - HIST 314 History of Globalization
  - POLS 674 International Ethics
  - POLS 684 or 685 International Law
  - REL 667 Religious Perspectives on War and Peace
  - REL/COMS 669 Human Conflict and Peace
  - SOC 650 Transnational Migration

9 hours of courses from one of the three designated areas:
Area 1: The pursuit of social, economic and environmental justice, for example:
HIST 314 History of Globalization
POLS 663 Protest and Revolution
SOC 351 Africa Today
SOC 521 Wealth, Power, and Inequality

Area 2: The role of nation-states and of international norms and institutions, for example:
HIST 334 The Great War: History of World War I
HIST 340 History of the Second World War
POLS 661 Politics of the Middle East
POLS 678 Chinese Foreign Policy
POLS 689 Topics in International Relations: Human Rights

Area 3: The impact of religious, philosophical, and cultural influences, for example:
ANTH 501 Anthropology of Violence
ENGL 536 Readings in the Holocaust
PCS 555 Classics of Peace Literature
REL 665 Religious Ethics
REL/COMS 669 Human Conflict and Peace
WGSS 665 Women, Health, and Healing in Latin America

JUSTIFICATION
1. Deletion of Law and Society Track:
   - Qualified faculty unavailable to teach the core requirement (HWC 328-
     Foundations of Law and Society) on a regular basis
   - Insufficient pre-professional advising support to enroll this track of the major

Addition of PCS Track:
Currently, the Peace and Conflict Studies Program, housed in the Humanities and
Western Civilization Program, offers a minor and a graduate certificate. Adding a Peace
and Conflict Studies track as part of the Humanities Major creates further opportunities
for the growing interest in Peace and Conflict Studies by KU students. We measure this
interest by the popularity of our 100-level Introduction to Peace and Conflict Studies
Course (in the past two semesters we have offered four sections of the course with full
enrollment), and by the increasing number of students who are pursuing the minor (22
students as of Spring 2012), and who express interest in a major track in this field. The
Humanities Major offers a logical place to house the Peace and Conflict Studies track,
since the field relies on the kinds of interdisciplinary methods and global perspectives
that characterize the already existing major tracks: World Literatures and Civilization in
a Global Context. Finally, offering a Peace and Conflict Studies track within the
Humanities Major reflects cutting-edge developments in humanities research that calls
for exploring issues of violence and peace-making from a humanities perspective. For
example, in March 2012, the National Humanities Center will initiate a series of annual
conferences on the topic of “Human Rights and the Humanities” that will feature top
scholars in the fields of human rights literature, history, and philosophy. In sum, adding a
Peace and Conflict Studies track to the Humanities Major will respond to students’
interests and needs, represent a logical addition to the interdisciplinary, global scope of
existing tracks, and create a space for the development of cutting-edge research in the
humanities at the University of Kansas.

2. First Year Seminar Experiences Course Degree Requirements for Approval:
   EXAMPLE OF GENERAL TOPICS LANGUAGE:
   Overall Template:
   [DISCIPLINE CODE] 177. First Year Seminar: _____________ (3)
   A limited-enrollment, seminar course for first-time freshmen, organized around current
   issues in [discipline]. Does not contribute to major requirements in [discipline]. First year
   seminar topics are coordinated and approved through the Office of First Year
   Experiences. Prerequisite: first-time freshman status.

   BIOL 177. First Year Seminar: Why do the birds and bees do it?
Prof. Jennifer Gleason, Ecology and Evolutionary Biology
Darwin was the first to explain a theory of sexual selection, but he was not aware of the vast diversity of reproductive behaviors. Although particular behaviors may seem maladaptive (for example, sexual cannibalism, females with male genitalia, week-long copulation, virgin birth and male pregnancy), all are perfectly normal within the context of the life histories of the animals that exhibit those traits. In this course we will explore the science of sexual reproduction, both how it is studied and why it exists at all. In addition to being immersed in a fascinating subject, students will develop a fundamental understanding of the scientific process and work on research skills that will contribute to success in college.
Principal course: NB

BUS 177. First Year Seminar: Commerce Today: Is this what Adam Smith envisioned?
Prof. Dennis Karney, School of Business
In this course, we will investigate what Adam Smith said about commerce and why countries should trade with each other and compare it to the state of commerce today. Does the rising economic tide float all boats? Is the euro zone headed for collapse? Is China really stealing American jobs? Does economic growth also drive growth in child labor? in human trafficking? in money laundering?....
For us to intelligently address the above, we need to study and understand the theory of trade as well as the institutions, frameworks, treaties and cooperative agreements between countries that govern trade. We need to investigate and better understand the diversity of views and of people in the world and how they choose to govern themselves and lead their lives. We need to examine and understand current events across a broad spectrum of the world and what they imply for trade today. And, we must learn how to examine what is as objectively as possible and not through the eyes of an agenda.
Principal Course: SF

ENGR177 First Year Seminar: Innovations in Bioengineering (3).
Prof. Lisa Friis, Mechanical Engineering
How developments in bioengineering have influenced the world over the last 50 years will be explored. Emphasis will be placed on how traditional engineering disciplines contribute to bioengineering and how patient needs as well as market and regulatory needs influence innovation and medical product development. The question of “Should this product be designed?” rather than just “How is this product designed?” will be addressed. While the focus will be on medical device development, these ideas extend to any type of engineering product. Critical thinking as well as oral and written communication skill development will be addressed as well as other practical skills to maximize an engineering student’s experience at the undergraduate level and beyond. This course is a limited-enrollment seminar for first-time freshmen, organized around current issues in mechanical engineering. May not contribute to major requirements in the School of Engineering. First year seminar topics are coordinated and approved through the Office of First Year Experiences. Prerequisite: first-time freshman status.
Principal Course: NP

GEOL 177: Our future energy: myths, solutions and sustainability.
Prof. David Fowle, Geology
The United States of America currently produces most of its energy from coal, oil, and natural gas with contributions from nuclear power and hydroelectric dams. This seminar provides the opportunity for you to learn the skills of a myth buster, a dispeller of misinformation surrounding the energy debate we must have in this country and around the world. We will critically evaluate the state of the state of fossil fuels from peak oil to fracking to the Canadian oil sands. We will ask such questions as: is there a sustainable fossil fuel energy source? is there a viable alternative energy solution or is it all hot air? will the pipeline from the Canadian oil sands lead to an environmental disaster in the US? The class will also embark on a tour of the energy options for this country and seek out solutions through projects tailored to specific regions.
Principal Course: NE
HIST 177. First Year Seminar: From the Locomotive to the Smart Phone: Culture, Space and Time in the Machine Age  
Prof. Nathan Wood, History  
How does the introduction of new machines affect the way we understand ourselves, as well as our conceptions of space and time? Additionally, how can the historical study of this process of adaptation help us understand our current relationship with technology? This course will investigate humans’ relationship with technology over the past two centuries, paying particular attention to the ways that machines such as locomotives, artificial lighting, telephones, telegraphs, watches, bicycles, automobiles, and airplanes have been constrained by historical precedent while challenging and altering our attitudes toward spatiality and temporality. By studying these and other examples from the past, students will develop and practice skills that will help them in future college courses.  
Principal Course: HT

JOUR 177. First Year Seminar: Living in a Visual World  
Prof. Mike Williams, Journalism  
Since the earliest times, humans have used visual forms to share their thoughts and record their history. Today, the use of visuals plays an increasingly significant role in the world of communication as personal technology from smart phones to tablets, making it possible for anyone to share their view of the world, the instant something happens. This course will help you become a critical consumer of visual information by understanding and applying the principles guiding the use of visual forms. Class activities will include discussions of topical readings; viewing of past and current visual media; inquiry into the strategy employed in media projects; comparison of verbal and visual presentations of information; exchange of knowledge with guest speakers; and development of personal projects. In all course work you will be expected to think, react, and work in imaginative ways that produce innovative expressions and original perspectives. Your appreciation of cultural differences apparent in visual presentation, your sensitivity to diverse points of view and your ethical behavior will be considered in all course lessons.  
Principal Course: SC

LING 177. First Year Seminar: Beyond English: Is one language enough in today’s world?  
Prof. Alison Gabriele, Linguistics  
Although 75% of the world’s population uses at least two languages on a daily basis, debates persist in the United States as to whether we should allow the use of languages other than English in primary schools and whether we should encourage the study of foreign languages. Would we be better off bilingual? This course will take a critical look at these types of ‘language debates’ across the globe, examining the conditions that both promote and repress bilingualism. We will also explore the bilingual mind, examining research that tests whether ‘bilinguals may be better’ when it comes to certain cognitive abilities. The goal of the class is to see and experience firsthand how linguistic research can frame larger societal debates as well as inform individuals as they make very personal decisions such as whether to raise a child as a bilingual.  
Principal Course: SC or SI

MATH 177: First Year Seminar: Mathematical Adventures - From High School Calculus to Nonlinear Waves  
Prof. Milena Stanislavova, Math  
What do ocean and sound waves, the "wave" at a football game, traffic backing up at a stop light, and electrical and chemical activity in the brain all have in common? They can all be explained by the mathematical principles of nonlinear waves. In these models the whole is greater than the sum of its parts. Sometimes these effects are desirable and lead to new applications such as optical solutions. Other times one has no choice but to consider their impact as in tsunami waves. Students in this course will learn how mathematical principles underlie a huge variety of real-world phenomena. Observations that have long puzzled the scientists (nerve impulse propagation in electrophysiology, existence of periodically self-exciting ring waves in chemical reactions and solitary water waves that preserve their shape for miles) can only be explained by having nonlinearity in the system. The study of waves and other nonlinear phenomena has quietly and steadily
revolutionized science over recent years. The new paradigm of the emergent coherent structure has become established in most areas of applied science. This course will showcase the evolution of mathematical thinking needed to model current complex applied mathematical problems. We will discuss applications in such diverse fields as fluid mechanics, nonlinear optics, chemistry and biology.

**Principal Course: NM**

**PSYC 177: First Year Seminar: Pop-Psychology or Psychological Science? Perspectives on Memory, Trauma, and Well-Being**
**Prof. Andrea Greenhoot, Psychology**
Most people will experience a potentially traumatic event at some point in their lives. What happens after the event depends in part on how we come to remember it. For instance, coping with trauma-related distress, writing an autobiographical account, or taking legal action all revolve around memories of the traumatic event. This course addresses questions about memory for stressful and traumatic experiences that spark intense public and scientific debate. Are memories of events like natural disasters, serious accidents, war, and abuse vulnerable to forgetting and distortion? Can people have behavioral memories of such events without conscious awareness? How do stressful and traumatic experiences, and the way they are remembered, affect well-being? Can taking a “forgetting” pill speed recovery from a past trauma? Students in this class will learn how to separate pop-psychology from psychological science in response to these questions and more. Students will acquire critical college thinking, writing, and research skills while evaluating true cases involving stressful and traumatic events.

**Principal Course: SI**

**PUAD 177. First-Year Seminar: Drugs, Cars, Cops and Social Justice**
**Prof. Charles Epp, School of Public Affairs and Administration**
American society is increasingly divided between the haves and the have-nots, and police and prisons both respond to this divide and deepen it. The United States now imprisons a larger proportion of our population than any other industrialized society, and most of those in prison are have-nots—and many are black or brown. This seminar aims to help students develop their writing and college-success skills while learning about one of the key legal and social justice issues of our era: how law, police, courts, and prison work in an increasingly diverse and economically-divided society. Do the police stop blacks more than whites? Who is arrested, who is prosecuted and who is imprisoned, and what are the effects on American communities? Does punishment deter crime? What are the alternatives to prison, and how well do they work? To address these questions we will study how crime is defined and experienced, how the police, courts and prisons are organized and do their work, and how these institutions interact with our communities. We will also look at how criminal justice was organized in the United States in earlier eras and how it is organized in other societies today.

**Principal Course: SF**

**SPAN 177: First Year Seminar: Once Upon a Time…Narrative, Culture and Adaptation**
**Prof. Robert Bayliss, Spanish and Portuguese**
How does a literary product of one culture adapt to the tastes and needs of an audience halfway across the globe? How can a seventeenth-century tragedy like *Romeo and Juliet* be appropriated by Broadway to address mid-century racial tensions, as it does in *West Side Story?* What kinds of adjustments are necessary for a literary “classic” like *Don Quixote* to entertain American children? This course examines how one culture’s stories, narratives and literary classics resurface in entirely different settings—sometimes centuries later and worlds apart—as a way of better understanding how closely linked the concepts of “culture” and “story” are. We will read a series of literary texts and then examine the fate of their stories as they cross generic, linguistic, cultural and geographical boundaries. At the same time, we will learn to “read” a variety of texts critically—plays, novels, films, comics, television series—and we will inform our critical readings through the kind of interdisciplinary research that characterizes contemporary scholarship in the Humanities. Those critical thinking skills will be applied to our own
popular culture, thus allowing students to learn to examine their own choices in the consumption of popular culture in a more reflective and critical way.

**Principal Course: HL**

**THR 177: First Year Seminar: The Seduction of Culture and What to Do about It**

*Prof. John Gronbeck-Tedesco, Theatre*

The purpose of the course is to offer students skills that will enable them to talk back to the various kinds of strategic persuasion they encounter in U. S. culture. Two episodes in the history of ideas will provide students with some of the major tools for thinking and writing critically. The first occurred between 428 and 322 B. C. when Socrates, Plato and Aristotle were important teachers in Athens and active critics of powerful social and political institutions. The second occurred between the late eighteenth and mid-nineteenth centuries when Immanuel Kant and Charles Darwin made crucial contributions to the scientific method that enabled empirical approaches to be applied critically to information and ideas derived from outside the sciences. Students will be introduced to a number of key ideas and procedures for critical thinking attributable to the major periods and thinkers noted above. “Dialectic,” “argument as a form of cooperation,” “publicly observable evidence,” “replication,” “assumptions” and “taxonomy” are among the important topics to be explored. Through assignments and in-class projects, students will apply what they are learning about critical thinking to contemporary examples of influence found in popular culture.

**Principal Course: HT**