KU CORE NOMINATION – HWC 175 – Kansas Environment and Culture – Goal 1, Learning Outcome 1

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<tr>
<th><strong>Name</strong></th>
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<td><strong>Submitting School/College</strong></td>
<td>CLAS</td>
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<td><strong>Submitting Department</strong></td>
<td>HWC</td>
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<tr>
<td><strong>Has the department approved the nomination of this course to the KU Core?</strong></td>
<td>Yes</td>
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<tr>
<td><strong>Name of person giving departmental approval:</strong></td>
<td>Sandra Zimdars-Swartz</td>
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<tr>
<td><strong>Date of departmental approval:</strong></td>
<td>Sunday, May 10, 2015</td>
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<td><strong>Course Title:</strong></td>
<td>Kansas Environment and Culture</td>
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<td><strong>Course Subject Code and Number:</strong></td>
<td>HWC 175</td>
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<td><strong>Current Course Description:</strong></td>
<td>An introduction to the inhabitants of Kansas and their experiences of the unique landscapes found within the state. Through the use of sources such as letters, autobiographies, novels, art, architecture and film, this course explores how Kansas</td>
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environments have shaped and been shaped by the humans that occupy them, and why Kansas has had a powerful hold on the American imagination.

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? * Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? * Yes

Is the course cross-listed? * No

List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). * N/A

Do all cross-listed * Yes
departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?

Is the course also a degree requirement? Yes

Does the course require any prerequisites? No

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.*

Students will analyze and evaluate assumptions, claims, evidence, arguments and different forms of expression about the geography, environment, past and present culture of Kansas and its people both orally and in writing. Analysis will focus on select written texts and lecture presentations including visual and informational materials and will require application of appropriate interpretative tools and strategies such as description, explanation, comparison/contrast, and synthesis of information. Students will be required to make evidence-based arguments and form judgments about the nature and culture of Kansas using both course materials and outside sources. Previously taught as a first-year seminar. Due to success of offering, this course is being proposed for KU Core.

1. State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters.) *

Initially, students will engage in map reading and study to better understand and evaluate Kansas
landscape features and the context of the state in the larger scope of the Great Plains region and North American continent. Students will read a selection of diaries, memoirs, fictional and historical accounts by early to recent Kansas residents as a way to evaluate the diversity of the state's population, settlement, and place in history. These readings will form a basis for questioning assumptions about Kansas culture as well as the overall experience of living in the state from the earliest times to the present day. Basic assessment of art, music and film by and about Kansans will also figure in the class and provide opportunities for students to evaluate the impact of the idea of Kansas on the imagination of a wider audience.

2. List and discuss the assignments, projects and/or tests that will require students to form judgments about the assumptions or claims presented, analyze and synthesize information, and make evidence-based arguments to support conclusions. (Please limit responses to 1000 characters.) *

Reading assignments require application of critical thinking skills to assess evidence and evaluate accurate representation of events, attitudes and options relating to Kansas. Mastery of these skills forms the basis of evaluation in both midterm and final examinations.

1. Description /reflection essay asks students to assess evidence from a course reading, and use that assessment as the basis for evaluating a similar personal incident.

2. Comparison/ contrast assignment requires explanation of similarities and differences in two events, locations or historical figures presented in class lectures and readings. Evaluation of evidence, including the ability to distinguish between fact and opinion is crucial for this project.

3. Final Project (see attachment). Description and evaluation of a person, place or event of significance to Kansas. Requires ability to make evidence-based claims and logical inferences to argue the importance of the subject.

3. Indicate the weight of the evidence (e.g., exams, projects, assignments) that will be used to document student performance in these tasks and how this evidence will determine a supermajority (greater than or equal to 60%) of the final grade. *

1. Writing assignments detailed above, which require application of critical thinking skills, form 40% of the final grade.

2. Course examinations constitute an additional 35% of the grade. Examinations assess students' abilities to read closely and evaluate the presentation of evidence, and make distinctions between facts and
opinions. The final examination requires that students interpret events and form convincing arguments about their own perceptions of the culture of Kansas.

3. Class discussions (15% of final grade) include informal debates on Kansas topics, and require ability to articulate claims and logical inferences in order to argue individual points of view.

90% of class activities engage critical thinking skills.

(40%+35%+15% =90%)

COURSE GOALS:
Students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and different forms of expression in written texts and lecture presentations using appropriate interpretative tools. This includes successful completion of assignments, projects and texts that require the following:

1. Read closely and critically to understand information and major ideas in course texts.
2. Analyze both orally and in writing different ideas, arguments and points of view presented in course texts and lectures.
4. Develop basic skills to gather, evaluate and synthesize information.

COURSE EXPECTATIONS:
Every student is expected to attend every lecture and discussion class, and to demonstrate full and alert participation in all class activities. Each student is allowed two absences from the lecture portion of the course. Any absence after the second will result in the course grade being lowered one full letter grade per absence. If you have to miss a class, contact me and provide documentation. If you are more than five minutes late to class or are inattentive to course instruction, you will be counted absent for the day.

No electronics may be used during class! This includes laptops, phones, ipads, etc. You should plan to take notes in the conventional way with paper and pen.

ACADEMIC INTEGRITY:
Plagiarism, cheating or unauthorized collaboration on work is forbidden by the University of Kansas, the HWC program and by me. If you use another person's thoughts, words or ideas in your work, you must give credit for doing so. If you have questions about correct documentation or citation of sources, see me.

SPECIAL NEEDS:
If you have a disability of any kind that may affect your performance in this class, or require special arrangements for completion of exams or assignments, let me know.

Reading and Lecture Schedule

Aug 24  Course Introduction
Aug 26  Introducing Kansas: The state in popular culture

Unit #1  Kansas as Place
Aug 31  Geography of the Great Plains
Sep 2  Early History of the Region
Sep 7  Labor Day—No Class
Sep 9  Kansa Indians
  Reading Assignment: “The Clashing of Cultures” BB
Sep 14  Kansa Indians continued
Sep 16  Reading Assignment: “At Last I Kill a Buffalo” BB

Unit #2  Kansas History and Culture—The 19th Century
Sep 22  Kansas Territory before The Civil War
Sep 24  Civil War Background
Sep 28  Lawrence and the Free State Movement
Sep 30  Post Civil War—Kansas Statehood & Pioneer Life
  Reading Assignment: “The Best Years” BB

Oct 5  Review for Midterm Exam
Oct 7  Midterm Examination in Class
Oct 12  No Class -- Fall Break
Oct 14  Early Kansas Towns
Oct 20  Overland Trails & The Railroad in Kansas

Unit #3  Kansas in The 20th Century
Oct 22  The University of Kansas: Modern Development
Reading Assignment: “Life on Mississippi Street”  BB

Oct 26  Lawrence in the 1960s and 1970s  
Nov 2  The Center of Everything— pp. 2-14  
Nov 4  pp. 15-42  
Nov 9  pp. 43-59  
Nov 11  pp. 60-88  
Nov 16  pp. 89-116  
Nov 18  pp. 116-137  
Nov 23-25  No Class—Thanksgiving Break  
Nov 30  pp. 222-238  
Dec 2  pp. 312-335  
Dec 7  Review  
Dec 9  Last Class  

Texts:  
Moriarty, Laura. The Center of Everything. (KU Common Book 2014)  

Selections: (All works below are included on the Blackboard site for this class.)  
Standing-Bear, Luther. “At Last I Kill a Buffalo,” from Growing Up Native American.  
Stratton, Joanna L. Pioneer Women: Voices From the Kansas Frontier.  

HWC 175 Writing Assignment #3: Research Project  
4/6/15  

For the final paper of the semester we will complete a research project. I will provide more instructions in the next couple of weeks, but now is a good time to begin thinking about your subject.  

You will need to choose either a person, place or event of interest that has a significant connection to KU, or Lawrence, or the state of Kansas. Your job will be to describe the subject and tell why it is important to the development and image of Kansas culture. Since the scope of the paper will be limited to 4-5 pages you need to choose carefully and focus on specific details. Also, you need a subject for which information is readily available. Books, newspaper or journal articles, and web sources are acceptable. You must have at least three sources of information and more than one type of source. We will spend time in class talking about how to find sources and what makes a good source for this project. This paper will be submitted to Safe Assign and any instance of plagiarism will result in a zero for the assignment. (You cannot pass this course without passing this assignment)  

We will discuss methods of correct citation and documentation in class, and you must give full credit for any information, words or ideas that you take from any outside source.  

Course Goals for this assignment:  
1. Read closely and critically to understand information and major ideas in tests.  
2. Analyze in writing different ideas, arguments and points of view presented in sources.  
3. Make an evidence-based argument using course materials and outside sources.  
4. Demonstrate skill in gathering, evaluating and synthesizing information in a research-paper format.  

Sample Subjects:
Buffalo Bill (William Cody)  Admission of Kansas to the Union
The Territorial Capital of Lecompton, KS  Building the first railroad in Kansas
John Brown

**Work Schedule**
Topic Selection Due: April 15th
Outline and List of Sources Due in class: April 22\textsuperscript{nd}
Rough Draft Due: April 29\textsuperscript{th}
Final Paper: May 6th