I.  Welcome

II.  Approval of CUSA Minutes from September 22, 2015

III. Dean’s Office Update

IV.  SAS Office Update

V.  Subcommittee Chair Reports
   A.  Curricular Changes/Degree Requirements
      1.  Curricular Changes for Approval:
           NEW COURSES: EVRN 363, GEOG 336, EVRN 540, GEOG 540, EVRN 636, SOC 635, EALC 142, HIST 361, JWSH 601, SLAV 152, SLAV 512
           
           CHANGES: PHSX 210, PHSX 211, PHSX 212, SLAV 506, SLAV 516
           
           DELETIONS: HIST 130, HIST 131, HIST 315, HIST 543, HIST 609, HIST 666
      2.  Degree Requirements for Approval:
           a.  Change to Existing Major – BA & BGS in History
           b.  Change to Existing Minor – History Minor
           c.  Change to Existing Major – BA & BGS in Philosophy
      3.  KU Core Proposals:
           a.  HIST 331 – Goal 3H
           b.  HIST 367 – Goal 4, Learning Outcome 2
           c.  HIST 368 – Goal 3H
           d.  CHEM 135, CHEM 150, CHEM 195 – Withdrawal from counting in KU Core
   B.  Academic Policies and Awards
      1.  Proposal for Changes to the Bachelor of General Studies (BGS) Degree (Attachment 1)
   C.  Other
      1.  Departmental Honors in Jewish Studies

VI.  Adjournment
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for September 22, 2015

The committee met on Tuesday, September 22, 2015, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Anthony-Twarog, Atchley, Brackett, Bradley, Cotten-Spreckelmeyer, Garibotto, Goldstein, Goodyear, Hileman, Ledom, Morris, Quenette, Rockey, Stock, Weis, Zogry

Guest: Shannon Portillo

Chair’s Welcome: Professor Atchley called the meeting to order.

Approval of CUSA Minutes: A motion was made to approve the September 8, 2015 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

Dean’s Office Update: Dr. Goldstein offered further clarification on all six of the 2015-2016 Dean’s Charges.

SAS Office Update: Ms. Ledom announced that as main enrollment approaches, many holds will be going out to students this week along with instructions to release those holds.

Subcommittee Assignments:
A. Curricular Changes/Degree Requirements/ KU Core Proposals
   1. Curricular Changes for Approval:
      Professor Weis presented the Curricular Changes nominations. A motion was made to approve the Curricular Changes. The motion was seconded and passed with the exception of the following tabled courses: EALC 676, EALC 678, LWS 692, LWS 699, POLS 502, POLS 503, POLS 511, POLS 515, POLS 562, POLS 563, POLS 564, POLS 565, POLS 566, POLS 600, POLS 602, POLS 603, POLS 605, POLS 607, POLS 608, POLS 609, POLS 612, POLS 613, POLS 614, POLS 616, POLS 617, POLS 618, POLS 619, POLS 620, POLS 621, POLS 622, POLS 623, POLS 625, POLS 629, POLS 630, POLS 634, POLS 640, POLS 644, POLS 652, POLS 653, POLS 654, POLS 655, POLS 657, POLS 658, POLS 659, POLS 660, POLS 661, POLS 669, POLS 671, POLS 676, POLS 677, POLS 678, POLS 679, POLS 680, POLS 681, POLS 689, WGSS 562, WGSS 600, WGSS 630, WGSS 640, WGSS 653.

      NEW COURSES: ENGL 342, LWS 330, LWS 332, LWS 333, LWS 643, LWS 691, LWS 692, LWS 699, SLAV 230*

      CHANGES: BIOL 454, EALC 420, EALC 620, EALC 676, EALC 678, HIST 394, POLS 502, POLS 503, POLS 511, POLS 515, POLS 562, POLS 563, POLS 564, POLS 565, POLS 566, POLS 600, POLS 602, POLS 603, POLS 605, POLS 607, POLS 608, POLS 609, POLS 612, POLS 613, POLS 614, POLS 616, POLS 617, POLS 618, POLS 619, POLS 620, POLS 621, POLS 622, POLS 623, POLS 625, POLS 629, POLS 630, POLS 634, POLS 640, POLS 644, POLS 652, POLS 653, POLS 654, POLS 655, POLS 657, POLS 658, POLS 659, POLS 660, POLS 661, POLS 669, POLS 671, POLS 676, POLS 677, POLS 678, POLS 679, POLS 680, POLS 681, POLS 689, WGSS 562, WGSS 600, WGSS 630, WGSS 640, WGSS 653

      DELETIONS: N/A

      *This course also received one-semester approval for Spring 2016 pending final CAC review in October.

      2. Degree Requirements for Approval:
         Professor Weis presented the Degree Requirements nominations. A motion was made to approve the Degree Requirements. The motion was seconded and passed unanimously.

         a. Change to Existing Majors – BA and BS Biochemistry
         b. Eliminate Major Admission Requirements – GIST Major Admission Requirements
         c. Change to Existing Minor – Theatre Minor
         d. Change to Stand-Alone Major – Russian, East European & Eurasian Co-Major (major has been approved but accompanying requirements now need approved specifically)
         e. Change to Existing Minor – Public Administration Minor
         f. New Degree/Major – BA and BGS in Law and Society (this proposal has received initial Provost approval to proceed with full governance review)
         g. Change to Existing Major – BA East Asian Languages & Cultures – Japanese Language & Literature Concentration and East Asian Studies w/Japanese Language Concentration
h. Change to existing major – BA and BGS English

3. **KU Core Proposals:**
   Professor Weis presented the KU Core Proposal nomination. A motion was made to approve the KU Core Proposal. The motion was seconded and passed unanimously.
   
a. HIST 394 – Goal 4, Learning Outcome 2
b. HWC 175 – Goal 1, Learning Outcome 1
c. SOC 342 – Goal 4, Learning Outcome 1

B. Academic Policies and Awards:
   None at this time.

Adjournment 12:45 p. m.
A. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

New Courses

New Course Proposal

Date Submitted: Tue, 06 Oct 2015 16:15:31 GMT

EVRN 363 : Introduction to Environmental Hydrology and Water Resources

Changes proposed by: avoss

Academic Career
Undergraduate, Lawrence

Subject Code
EVRN

Course Number
363

Academic Unit
Department
Environmental Studies (EVRN)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Do you intend to offer any portion of this course online?

Title
Introduction to Environmental Hydrology and Water Resources

Effective Term
Spring 2016

Catalog Description
Water is vital to life on earth. In this course we cover components of the water or "hydrologic" cycle, how management has altered them, and how they are predicted to change with the changing climate. We discuss the evolution of water policy, its implications for managements and the economic impact of human perturbation on water. We study the physical processes that govern the water cycle, learn how they are measured, and estimate hydrologic fluxes.

Prerequisites
GEOG 104 or GEOL 101/102

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 336</td>
<td>Introduction to Environmental Hydrology and Water Resources</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Once a Year, Usually Fall

Repeatable for credit?
No

Course Designator
Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal
EVRN 363 offers KU undergraduates a yet unrealized introduction to water science/management/policy and will act as a platform for strengthening upper level water related courses throughout the university.

Course Reviewer Comments
Key: 11294

New Course Proposal

Date Submitted: Mon, 05 Oct 2015 16:43:08 GMT

**GEOG 336 : Introduction to Environmental Hydrology and Water Resources**

Changes proposed by: koerner

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
GEOG

**Course Number**
336

**Academic Unit**
Department
Geography (GEOG)

**School/College**
College of Lib Arts & Sciences

**Locations**
Lawrence

Do you intend to offer any portion of this course online?

No

**Title**
Introduction to Environmental Hydrology and Water Resources

**Effective Term**
Spring 2016

**Catalog Description**
Water is vital to life on earth. In this course we cover components of the water or "hydrologic" cycle, how management has altered them, and how they are predicted to change with the changing climate. We discuss the evolution of water policy, its implications for managements and the economic impact of human perturbation on water. We study the physical processes that govern the water cycle, learn how they are measured, and estimate hydrologic fluxes.

**Prerequisites**
GEOG 104 or GEOL 101/102

**Cross Listed Courses:**

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</thead>
<tbody>
<tr>
<td>EVRN 363</td>
<td>Introduction to Environmental Hydrology and Water Resources</td>
</tr>
</tbody>
</table>

**Credits**
3

**Course Type**
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**
A-D(+/-)FI

Is this course part of the University Honors Program?

No
Are you proposing this course for KU Core?
No

Typically Offered
Once a Year, Usually Fall

Repeatable for credit?
No

Course Designator
N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
GEOG 336 offers KU undergraduates a yet unrealized introduction to water science/management/policy and will act as a platform for strengthening upper level water related courses throughout the university.

Course Reviewer Comments
Key: 11290

New Course Proposal

Date Submitted: Tue, 13 Oct 2015 13:21:14 GMT

EVRN 540: Ecohydrology

Changes proposed by: avoss

Academic Career
Undergraduate, Lawrence

Subject Code
EVRN

Course Number
540

Academic Unit
Environmental Studies (EVRN)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Do you intend to offer any portion of this course online?

Title
Ecohydrology

Effective Term
Spring 2016

Catalog Description
Ecohydrology is the discipline that answers real world hydrologic and biologic questions through integrating knowledge from hydrology, ecology, atmospheric science and biogeochemistry. We focus on the key concepts, methodological approaches and analytical techniques utilized in ecohydrology to understand and quantify: plant water use, evolution of hydrologic properties, groundwater-surface water interactions, controls on landscape patterns, spatial and temporal patterns of soil moisture and nutrient concentrations, and vegetation competition. Students should leave the class having developed critical skills in: 1) reviewing scientific literature, 2) collecting environmental samples, 3) analyzing ecohydrologic data, 4) writing a scientific research paper, 5) working collaboratively and independently.

Prerequisites
GEOG 104 or GEOL 101/102, or EVRN 363/GEOG 336 or permission of instructor.

Cross Listed Courses:

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<th>Code</th>
<th>Title</th>
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<tbody>
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<td></td>
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</tbody>
</table>
Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/-)FI
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Once a Year, Usually Fall
Repeatable for credit?
No
Course Designator
N - Natural Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Will this course be required for a degree, major, minor, certificate, or concentration?
No
Rationale for Course Proposal
EVRN 540 builds on the existing soils, atmospheric and hydrology courses at KU by examining the role of vegetation in governing the integration of near surface processes.
Course Reviewer Comments
Key: 11317

New Course Proposal

Date Submitted: Mon, 12 Oct 2015 15:08:09 GMT

GEOG 540 : Ecohydrology

Changes proposed by: koerner
Academic Career
Undergraduate, Lawrence
Subject Code
GEOG

Course Number
540
Academic Unit
Department
Geography (GEOG)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Do you intend to offer any portion of this course online?
No
Title
Ecohydrology
Effective Term
Spring 2016
Catalog Description
Ecohydrology is the discipline that answers real world hydrologic and biologic questions through integrating knowledge from hydrology, ecology, atmospheric science and biogeochemistry. We focus on the key concepts, methodological approaches and analytical techniques utilized in ecohydrology to understand and quantify: plant water use, evolution of hydrologic properties, groundwater-surface water interactions, controls on landscape patterns, spatial and temporal patterns of soil moisture and nutrient concentrations, and vegetation competition. Students should leave the class having developed critical skills in: 1) reviewing scientific literature, 2) collecting environmental samples, 3) analyzing ecohydrologic data, 4) writing a scientific research paper, 5) working collaboratively and independently.

**Prerequisites**
GEOG 104 or GEOL 101/102, or EVRN 363/GEOG 336 or permission of instructor.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 540</td>
<td>Ecohydrology</td>
</tr>
</tbody>
</table>

**Credits**
3

**Course Type**
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Once a Year, Usually Fall

Repeatable for credit?
No

Course Designator
N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
GEOG 540 builds on the existing soils, atmospheric and hydrology courses at KU by examining the role of vegetation in governing the integration of near surface processes.

Course Reviewer Comments
Key: 11314

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New Course Proposal

Date Submitted: Tue, 06 Oct 2015 21:49:53 GMT

**EVRN 636 : Globalization and Environment**

Changes proposed by: avoss

Academic Career
Undergraduate, Lawrence

Subject Code
EVRN

Course Number
636

Academic Unit
Department
Environmental Studies (EVRN)

School/College
College of Lib Arts & Sciences
Locations
Lawrence

Do you intend to offer any portion of this course online?
No

Title
Globalization and Environment

Effective Term
Spring 2016

Catalog Description
The focus is on the sociological facets of global environmental problems (e.g., climate change, biodiversity, fresh water problems, toxic waste; invasive species) and especially their relationship to globalization, growth, and what environmental sociologists have called the “human exemptionalist model.” We address global environmental problems, political divisions over them, environmental movements and justice, and adaptation and mitigation strategies. The sociological literature on these issues and different environmental social theories are discussed (e.g., ecological modernization, treadmill theory, metabolic rift). Special attention is given to the impact of globalization and expansion of the global economy relative to the biosphere and consequent spikes in the consumption of resources and production waste.

Prerequisites
A SOC or EVRN course, or permission of the instructor

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 635</td>
<td>Globalization and Environment</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+-)/FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Typically Once a Year

Repeatable for credit?
No

Course Designator

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
Create cross-listing for SOC 635 (a newly proposed course)

Course Reviewer Comments
Key: 11296

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New Course Proposal

Date Submitted: Wed, 07 Oct 2015 23:45:54 GMT

SOC 635 : Globalization and Environment

Changes proposed by: kjh

Academic Career
Undergraduate, Lawrence

Subject Code
SOC
Course Number
635

Academic Unit
Department
Sociology (SOC)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Do you intend to offer any portion of this course online?
No

Title
Globalization and Environment

Effective Term
Spring 2016

Catalog Description
The focus is on the sociological facets of global environmental problems (e.g., climate change, biodiversity, fresh water problems, toxic waste; invasive species) and especially their relationship to globalization, growth, and what environmental sociologists have called the human exemptionalist model. We address global environmental problems, political divisions over them, environmental movements and justice, and adaptation and mitigation strategies. The sociological literature on these issues and different environmental social theories are discussed (e.g., ecological modernization, treadmill theory, metabolic rift). Special attention is given to the impact of globalization and expansion of the global economy relative to the biosphere and consequent spikes in the consumption of resources and production waste.

Prerequisites
A SOC or EVRN course, or permission of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 636</td>
<td>Globalization and Environment</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Once a Year, Usually Fall

Repeatable for credit?
No

Course Designator
S - Social Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
As offerings in environmental sociology become a more prominent feature of our curriculum, this course fills a needed gap. Environmental pressures affect the world on a global scale, and this course will allow students to examine and analyze the connections between the biosphere and global socio-economic conditions.

Course Reviewer Comments
Key: 11297
New Course Proposal

Date Submitted: Fri, 02 Oct 2015 21:16:48 GMT

EALC 142 : Ethics in Chinese Philosophy

Changes proposed by: o093o207

Academic Career
Undergraduate, Lawrence

Subject Code
EALC

Course Number
142

Academic Unit
Department
East Asian Languages&Cultures (EALC)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Do you intend to offer any portion of this course online?

No

Title
Ethics in Chinese Philosophy

Effective Term
Spring 2016

Catalog Description
How can ethical codes help us lead a better life? What principles of government will ensure an ordered and harmonious society? What responsibilities do we have to others and to the natural world? Thinkers in early China asked these questions and came to a variety of different conclusions, ranging from a goal of spontaneous harmony, to a rigid law-and-order ethic. Their ideas are still relevant today and in this course we will both survey these different ethical perspectives and also apply them to contemporary social, political, and environmental issues.

Prerequisites
None

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Twice a Year

Repeatable for credit?
No

H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal
The faculty member who sometimes taught a high-level course in this field passed away several years ago. A recently tenured faculty member is willing to offer an introductory-level course on this topic. This is a standard and usually popular course for
East Asian departments in schools around the country. The course will be submitted to fulfill the KU Core 5.1 requirement (Social Responsibility and Ethics).

**Course Reviewer Comments**
Key: 11286

---

**New Course Proposal**

Date Submitted: Tue, 01 Sep 2015 18:46:16 GMT

**HIST 361 : Youth, Sex, and Romance in Post-WWII United States**

Changes proposed by: acon
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
361
Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Do you intend to offer any portion of this course online?
No

Title
Youth, Sex, and Romance in Post-WWII United States

Effective Term
Spring 2016

Catalog Description
Most people don't think of sex and romance as having a history. And youth seems just a natural stage of life. But the nature of "courtship," the definitions of sex, and the meaning of "youth" have changed dramatically over time, and people struggle over those definitions right up to the current day. In this class we try to make historical sense of those struggles by focusing on a volatile and complicated period in America's history: the years from World War II through the recent past.

Prerequisites
None

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Every Two Years

Repeatable for credit?
No

H - Humanities
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
Yes
Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-BA/BGS</td>
</tr>
<tr>
<td>HIST-MIN</td>
</tr>
</tbody>
</table>

Describe how:
This course will count as a category 1 course for the History Major and Minor Programs.

Rationale for Course Proposal
Beth Bailey, who is one of the newly hired (Fall 2015) Foundation Professors, is proposing this course as it fits in her area of expertise.

Course Reviewer Comments
Key: 11258

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**New Course Proposal**

Date Submitted: Fri, 02 Oct 2015 22:08:46 GMT

**JWSH 601 : Senior Seminar in Jewish Studies**

Changes proposed by: o093o207
Academic Career
Undergraduate, Lawrence
Subject Code
JWSH

Course Number
601
Academic Unit
Department
Global & International Studies (GIST)

School/College
College of Lib Arts & Sciences
Locations
Lawrence

Do you intend to offer any portion of this course online?

No

Title
Senior Seminar in Jewish Studies

Effective Term
Spring 2016

Catalog Description
Investigation of topics related to Jewish studies from an interdisciplinary perspective. Open only to Jewish studies majors. Suggested for the senior year. LEC.

Prerequisites
None

Credits
3

Course Type
Seminar (SEM)

Grading Basis
A-D(+/-)FI
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Twice a Year
Repeatable for credit?
No
Course Designator
H - Humanities
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Will this course be required for a degree, major, minor, certificate, or concentration?
Yes
Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>JEWISH STUDIES MAJOR – PROGRAM CODE NOT AVAILABLE IN SYSTEM!</td>
</tr>
</tbody>
</table>

Describe how:
BA JEWISH STUDIES CAPSTONE REQUIREMENT

Rationale for Course Proposal
The KS Board of Regents approved the JS major on Sept 15, 2015. Part of that proposal called for a capstone experience, which had not yet been proposed. This is that proposal.

Course Reviewer Comments
Key: 11289

New Course Proposal

Date Submitted: Tue, 15 Sep 2015 20:55:47 GMT

SLAV 152 : Robots, Rockets, Radios: Progress and Technology in 20th-Century Slavic Literatures

Changes proposed by: smd

Academic Career
Undergraduate, Lawrence

Subject Code
SLAV

Course Number
152

Academic Unit
Department
Slavic Languages & Literatures (SLAV)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

Do you intend to offer any portion of this course online?
No

Title
Robots, Rockets, Radios: Progress and Technology in 20th-Century Slavic Literatures

Effective Term
Spring 2016

**Catalog Description**

This course introduces students to masterworks of literature written in response to the technological advances of the 20th century by some of the best authors in Czech, Polish, Russian, Ukrainian, and formerly Yugoslav literatures. The writers covered include Karel Čapek, Yuri Olesha, Valerian Pidmohylny, Ivo Andrić, Stanislaw Lem, Václav Havel, and Oksana Zabuzhko. Literary readings are supplemented with screenings of several films from the region. The course analyzes the ideological contexts in which these texts appeared, such as Soviet communism's dependence on technology and industrialization, post-World War II disillusionment with ideas of progress, and the Space Race.

**Prerequisites**

None

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-D(+/-)/FI

**Is this course part of the University Honors Program?**

No

**Are you proposing this course for KU Core?**

No

**Typically Offered**

Every Two Years

**Repeatable for credit?**

No

**Course Designator**

H

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**

No

**Will this course be required for a degree, major, minor, certificate, or concentration?**

No

**Rationale for Course Proposal**

The course is intended to introduce students outside of the College of Liberal Arts and Sciences to Slavic literatures and cultures through their interaction with technological developments, with the goal of encouraging dual majors.

**Course Reviewer Comments**

Key: 11268

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**New Course Proposal**

Date Submitted: Mon, 31 Aug 2015 17:52:30 GMT

**SLAV 512 : The Russian Novel and the Digital Humanities**

Changes proposed by: c271k157

Academic Career

Graduate, Lawrence

Subject Code

SLAV

Course Number

512

Academic Unit

Department

Slavic Languages & Literatures (SLAV)

School/College

College of Lib Arts & Sciences

Locations

Lawrence

Do you intend to offer any portion of this course online?
The Russian Novel and the Digital Humanities

Effective Term
Spring 2016

Catalog Description
This course follows the lead of these scholarly endeavors in the field and is the first in a series of attempts to reconceptualize Russia in a decentering way through the Digital Humanities. The Russian literary canon has often been used to center meaning around the two capitals (Moscow and St. Petersburg). In this class we rely on several DH visualization tools to challenge conventional views of the canon and foreground Russia’s regions. In the first seminar, we use digital tools to anatomize the geographies of one of the most famous novels in nineteenth-century Russian realism, Leo Tolstoy's War and Peace.

Prerequisites
Two years of Russian language at the university level or permission of instructor.

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Associated Components
(Optional)
Discussion – Mandatory discussion associated with a main component

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Spring Semester, Even Year

Repeatable for credit?
Yes

For how many maximum credits
12

Can a student be enrolled in multiple sections in the same semester?
No

Course Designator
H

Are you proposing that the course count towards the CLAS BA degree specific requirements?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal
Aside from War and Peace, students will use Digital Humanities tools (Google maps, Google fusion tables, Carto DB) to map geographic trajectories of the characters. Students will gain DH and instructional skills. Students will assist with summarizing different regions of Russia and help author a course website- work that may be included on CVs or resumes. Course dev. grant through KU's DH Instit.

Course Reviewer Comments
Key: 11248
# Course Changes

**Viewing:** PHSX 210: General Physics I for Engineers  
**Last edit:** 10/09/15 9:33 am  
**Changes proposed by:** shank

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Aerospace Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Chemical Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Civil Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Engineering</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>PHSX</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Physics &amp; Astronomy (PHSX)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you intend to offer any portion of this course online?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics I for Engineers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transcript Title</th>
</tr>
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<tbody>
<tr>
<td>General Physics I for Engineers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to classical mechanics and thermodynamics designed for students in the School of Engineering who have completed MATH 125 with a grade of C or better. Students not admitted to the School of Engineering must receive permission from instructor. PHSX 210 and PHSX 211 cannot both be taken for credit. Students with credit in PHSX 111 can obtain only one hour of credit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125 with a grade of C or better; co-requisite MATH 126; courses in high school physics and/or chemistry recommended.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>Grading Basis</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
</tr>
</tbody>
</table>
Are you proposing this course for KU Core?  Yes

Typically Offered

Repeatable for credit?  No

Principal Course Designator

Course Designator  N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?  No

Will this course be required for a degree, major, minor, certificate, or concentration?  Yes

Which Program(s)?

Program Code

C&PE-BS

Describe how: This course is a requirement for several majors in the SoE. I do not know all of them.

Rationale for Course Proposal

We want students with credit for PHSX 114 to take PHSX 261. NOTE - PHSX 210 is already approved for KU Core Goal 1.1. This is not a proposal to add it.

KU Core Information

Has the department approved the nomination of this course to KU Core?  Yes

Name of person giving departmental approval

Date of Departmental Approval

Selected Goal(s)

Goal 1 - Critical Thinking and Quantitative Literacy

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

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
# PHSX 211 : General Physics I

**Catalog Pages referencing this course**
- Bachelor of Arts in Physics
- Bachelor of Science in Architectural Engineering
- Bachelor of Science in Atmospheric Science
- Bachelor of Science in Engineering Physics
- Department of Physics and Astronomy

**Academic Career**
- Undergraduate, Lawrence

**Subject Code**
- PHSX

**Academic Unit**
- Department: Physics & Astronomy (PHSX)
- School/College: College of Lib Arts & Sciences

**Do you intend to offer any portion of this course online?**
- No

**Title**
- General Physics I

**Transcript Title**
- General Physics I

**Effective Term**
- Spring 2016

**Catalog Description**
Introduction to classical mechanics and thermodynamics. Designed for students in engineering and physical science majors. In special circumstances, permission to enroll for fewer than four hours credit may be obtained from the department. Students with credit in PHSX 114 can obtain only one hour of credit.

**Prerequisites**
MATH 116 or MATH 125, co-requisite MATH 126; courses in high school physics and/or chemistry are recommended.

**Cross Listed Courses:**

**Credits**
- 4.14

**Course Type**
- Lecture (Regularly scheduled academic course) (LEC)

**Associated Components (Optional)**
- Discussion optional – Voluntary discussion associated with a main component

**Grading Basis**
- A-D(+)/F/I
Is this course part of the University Honors Program?  No

Are you proposing this course for KU Core? Yes

Typically Offered: Typically Every Semester
Repeatability for credit? No

Principal Course Designator: NP - Physical Sciences
Course Designator: N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHSX-BS</td>
</tr>
</tbody>
</table>

Describe how: This is a requirement for many majors, and I do not know all of them.

Rationale for Course Proposal: We no longer offer the variable credit option. NOTE - THIS COURSE IS ALREADY APPROVED FOR KU CORE GOALS 1.1, 1.2, AND 3N. This is not a proposal for new consideration in the Core.

**KU Core Information**

Has the department approved the nomination of this course to KU Core? Yes

Name of person giving departmental approval
Date of Departmental Approval

| Selected Goal(s) | Goal 1 - Critical Thinking and Quantitative Literacy  
|                 | Goal 3 - Breadth of Knowledge |

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
PHSX 212 : General Physics II

Academic Career: Undergraduate, Lawrence
Subject Code: PHSX
Course Number: 212
Academic Unit: Department Physics & Astronomy (PHSX)
School/College: College of Lib Arts & Sciences
Do you intend to offer any portion of this course online? No

Title: General Physics II
Transcript Title: General Physics II
Effective Term: Spring 2016

Catalog Description:
Study of electricity and magnetism, waves and sound. In special circumstances, permission to enroll for fewer than three hours credit may be obtained from the department. Students with credit in PHSX 116 can obtain only one hour of credit. MATH 116 or MATH 125; Co-requisite: MATH 126.

Prerequisites:
PHSX 211, PHSX 210 or PHSX 213.

Cross Listed Courses:

Credits: 3-4.3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+-)FI
Is this course part of the University Honors Program? No
Are you proposing this course for KU Core? Yes

Typically Offered Twice a Year, Fall and Spring

Repeatability for credit? No

Principal Course Designator

Course Designator N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PHSX BA</td>
</tr>
</tbody>
</table>

Describe how: This course is required for many different majors and I don't know all of them. This change doesn't affect any of them, however, because all of them require either the full 3 credit hours.

Rationale for Course Proposal: We no longer offer the variable credit hour option. NOTE - THIS COURSE IS ALREADY APPROVED FOR KU CORE GOAL 3N. IT IS NOT BEING PROPOSED FOR INCLUSION IN THE CORE.

KU Core Information

Has the department approved the nomination of this course to KU Core? Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
</table>

Selected Goal(s)

Goal 3 - Breadth of Knowledge

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

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcome(s)?
Are you proposing this course for KU Core?  
No

Typically Offered  
Every Two Years

Repeatable for credit?  
No

Principal Course Designator

Course Designator  
H - Humanities  
W - World Culture

Are you proposing that the course count towards the CLAS BA degree specific requirements?  
No

Will this course be required for a degree, major, minor, certificate, or concentration?  
Yes

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAV BA</td>
<td></td>
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</tbody>
</table>

Describe how:  
This course is already a major requirement for the Polish Emphasis of the Slavic BA major.

Rationale for Course Proposal  
Old title was hard to understand ("West Slavic")

Course Reviewer Comments  
Karen Ledom (ijb) (10/17/15 8:33 pm): emailed dept 10/17 to request prerequisite
### Masterworks of Polish West Slavic Literature and Czech Literature Civilization (Polish and Czech)

**Course Information**
- **Subject Code**: SLAV
- **Course Number**: 506
- **Department**: Slavic Languages & Literatures (SLAV)
- **School/College**: College of Lib Arts & Sciences

**Title**: Masterworks of Polish West Slavic Literature and Czech Literature Civilization (Polish and Czech)

**Effective Term**: Spring 2016

**Catalog Description**
A survey of West Slavic Literature and Civilization (Polish and Czech) from its beginnings to the present with emphasis on the most important trends: Renaissance, Romanticism, Positivism/Realism, Modernism and Avant-gard, Socialist realism, and Post-modernism. The course combines lecture, discussion and small group activities. Movie clips, recordings, and slides are used to reflect various cultural dimensions of West Slavic Civilization. No knowledge of Polish or Czech is required.

**Prerequisites**

**Cross Listings**

**Credits**: 3

**Course Type**: Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**: A-D(±)/F

**Is this course part of the University Honors Program?**: No
SLAV 516: Love, Lust and Liberty: Film Adaptations of Polish and Czech Film Adaptations Literature

Last edit: 10/07/15 11:21 am
Changes proposed by: smd

Programs referencing this course:
- SLAV-BA: Slavic Languages and Literatures, B.A.
- SLAV-MIN: Slavic Languages and Literatures, Minor

Academic Career: Undergraduate, Lawrence
Subject Code: SLAV
Academic Unit: Department - Slavic Languages & Literatures (SLAV)
School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?
No

Title:
Love, Lust and Liberty: Film Adaptations of Polish and Czech Film Adaptations Literature

Transcript Title:
Film Adaptations Polish & Czech Lit

Effective Term:
Spring 2016

Catalog Description:
A comparative study of several most representative and best works of 19th- and 20th-century Polish and Czech fiction and drama and their film adaptations. By providing a broad cultural and historical background of the works, the course offers a thorough introduction to modern culture of Poland and the Czech Republic. Readings and discussions are in English, and no knowledge of Polish or Czech is required.

Prerequisites:

Cross Listed Courses:

Credits:
3

Course Type:
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis:
A-D (+/-FI)

Is this course part of the University Honors Program?
No

Are you proposing this course:
No

Rationale for Course Proposal:
Older title did not appeal to students; course content has not changed.

Course Reviewer Comments:
Karen Ledom (kjh) (10/17/15 8:32 pm): emailed dept 10/17 to request prerequisite
Course Deletions

Course Deactivation Proposal

Date Submitted: Tue, 01 Sep 2015 18:13:39 GMT

HIST 130 : History of the United States Through the Civil War, Honors

Changes proposed by: acon

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Course Number
130

Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences

Title
History of the United States Through the Civil War, Honors

Last Term Offered
Spring 2016

Catalog Description
A historical survey of the United States from the peopling of the continent through the Civil War. This survey is designed to reflect the diversity of the American experience, to offer the student a chronological perspective on the history of the United States, and to explore the main themes, issues, ideas, and events which shaped that history. Not open to students who have taken HIST 128.

Prerequisites
Membership in the College Honors Program or consent of department.

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
Yes
Are you proposing this course for KU Core?
Yes
Typically Offered
Not Typically Offered
Repeatable for credit?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
HISTORY CATEGORY 1 CHOICE

Rationale for Course Proposal

KU Core Information

Date of Departmental Approval
Selected Goal(s)
Goal 3 - Breadth of Knowledge

Justification for this request
This course has not been taught in several semesters and will not be taught again in futures semesters. When offered it had very low enrollments and the department is focusing on honors courses that will get higher enrollment numbers.

Course Reviewer Comments
Key: 4680

Course Deactivation Proposal

Date Submitted: Tue, 01 Sep 2015 18:15:36 GMT

HIST 131 : History of the United States After the Civil War, Honors

Changes proposed by: acon
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
131
Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences
Title
History of the United States After the Civil War, Honors

Last Term Offered
Spring 2016
Catalog Description
A historical survey of the American people from Reconstruction to the present. This survey is designed to reflect the diversity of the American experience, to offer the student a chronological perspective on the history of the United States, and to explore the main themes, issues, ideas, and events which shaped that history. Not open to students who have taken HIST 129.
Prerequisites
Membership in the College Honors Program or consent of department.
Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/−)FI

Is this course part of the University Honors Program?
Yes

Are you proposing this course for KU Core?
Yes

Typically Offered
Not Typically Offered

Repeatable for credit?
No

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Will this course be required for a degree, major, minor, certificate, or concentration?
CATEGORY 1 OPTION

KU Core Information

Has the department approved the nomination of this course to KU Core?
Yes

Selected Goal(s)
Goal 3 - Breadth of Knowledge

Justification for this request
This course has not been offered in several semesters and will not be taught again in future semesters. When it was taught the enrollment numbers were low and the department is focusing on honors courses that will get higher enrollment numbers.

Course Reviewer Comments
Key: 4681

Course Deactivation Proposal

Date Submitted: Tue, 01 Sep 2015 18:17:51 GMT

HIST 315 : Globalization: History and Theory Honors

Changes proposed by: acon

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Course Number
315

Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences

Title
Globalization: History and Theory Honors

Last Term Offered
Spring 2016

Catalog Description
Explores the rise of global capitalism in the 19th and 20th centuries, contemporary debates about 21st century globalization, and the role of globalization in our everyday lives. Questions considered include: Is globalization an incremental process that has been going on for centuries, or is it a dramatic new force reshaping the post-Cold War world? Is it a cultural and social process or an economic and political one? Or is it all of these things? Not open to students who have completed HIST 314. Open only to students in the College Honors Program or consent of instructor.
Prerequisites

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/–)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Not Typically Offered

Repeatable for credit?
No

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Will this course be required for a degree, major, minor, certificate, or concentration?
HIST CATEGORY 1 OR 2 OPTION

Justification for this request
This course has not been offered in a few semesters and when it was offered had very low enrollments. Our current faculty have also not expressed an interest in teaching this course in the future. The Department is hoping to delete these types of courses to free up the course numbers for future proposals.

Course Reviewer Comments
Key: 4712

Course Deactivation Proposal

Date Submitted: Tue, 01 Sep 2015 18:19:14 GMT

HIST 543: Modern Iran

Changes proposed by: acon

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Course Number
543

Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences

Title
Modern Iran

Last Term Offered
Spring 2016

Catalog Description
A history of Iran from the sixteenth century to the present with an emphasis on religious, political, and cultural history. Topics will include the establishment of Shi'ism as the state religion in the sixteenth century, the evolution of religio-political thought among the Shi'ite clerical establishment, great power politics in the nineteenth century, European cultural and intellectual influence, nation-building and nationalism in the twentieth century, the Islamic revolution of 1979, and Iranian politics since the revolution.

Prerequisites
HIST 327 and HIST 328.
Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Repeatable for credit?
No

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Will this course be required for a degree, major, minor, certificate, or concentration?
HIST CATEGORY 2 OPTION

Justification for this request
This course has not been offered in a several semesters and was created by a faculty member who no longer works with the department or University. Our current faculty have also not expressed an interest in teaching this course in the future. The Department is hoping to delete these types of courses to free up the course numbers for future proposals.

Course Reviewer Comments
Key: 4846

Course Deactivation Proposal

Date Submitted: Tue, 01 Sep 2015 18:20:13 GMT

HIST 609 : History of Women and Reform in the United States

Changes proposed by: acon

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Course Number
609

Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences

Title
History of Women and Reform in the United States

Transcript Title
Hist of Women&Reform in the US

Last Term Offered
Spring 2016

Catalog Description
This survey course will outline the history of women's involvement in reform movements in the United States from 1600 to the present. It will include, but not be limited to, such topics as labor movements, utopian communities, religious revivals, moral reform, women's rights, civil rights.

Prerequisites

Cross Listed Courses:

Credits
3

Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Not Typically Offered

Repeatable for credit?
No

Are you proposing that the course count towards the CLAS BA degree specific requirements?

Will this course be required for a degree, major, minor, certificate, or concentration?
HIST CATEGORY 1 OPTION

KU Core Information

Has the department approved the nomination of this course to KU Core?
Yes

Selected Goal(s)
Goal 4 - Culture and Diversity

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1

Justification for this request
This course has not been offered in a few semesters and when it was offered had very low enrollments. Our current faculty have also not expressed an interest in teaching this course in the future. The Department is hoping to delete these types of courses to free up the course numbers for future proposals.

Course Reviewer Comments
Key: 4907

Course Deactivation Proposal

Date Submitted: Tue, 01 Sep 2015 18:21:22 GMT

HIST 666: Contemporary America, 1941-Present, Honors

Changes proposed by: acon

Academic Career
Undergraduate, Lawrence

Subject Code
HIST

Course Number
666

Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences

Title
Contemporary America, 1941-Present, Honors

Last Term Offered
Spring 2016

Catalog Description
A survey of the economic, social, political, and cultural history of the United States from its entry into World War II to the present. Students with credit in HIST 614 or HIST 616 should not enroll in HIST 666.

**Prerequisites**

**Credits**
3

**Course Type**
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**
A-D(+/-)FI

**Is this course part of the University Honors Program?**
Yes

**Are you proposing this course for KU Core?**
No

**Typically Offered**
Not Typically Offered

**Repeatable for credit?**
No

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**

**Will this course be required for a degree, major, minor, certificate, or concentration?**
CATEGORY 1 OPTION

**Justification for this request**
This course has not been offered in a few semesters and when it was offered had very low enrollments. The department is focusing on honors courses that will get higher enrollment numbers. Our current faculty have also not expressed an interest in teaching this course in the future. The Department is hoping to delete these types of courses to free up the course numbers for future proposals.

**Course Reviewer Comments**
Key: 4938
2. Degree Requirements for Approval

a. Change to Existing Major – BA & BGS in History

Program Change Request (degree/major/minor)

Date Submitted: Wed, 09 Sep 2015 19:41:00 GMT


Changes proposed by: kjh

Academic Career
Undergraduate, Lawrence

Program Type
Degree/Major

Department/ Program
History (HIST)

School/College
College of Lib Arts & Sciences

Degree Code
Bachelor of Arts - BA

Degree Code #2
Bachelor of General Studies - BGS

Consulting School(s)/College(s)

Consulting Department(s)

CIP Code
540101

Program Name
History, B.A./B.G.S.

Effective Catalog
2016 - 2017

Program Description

Degree Requirements

History Major Core Knowledge and Skills (3)
Majors must complete a course in the following area:
The Historian’s Craft. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 301</td>
<td>The Historian's Craft</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 302</td>
<td>The Historian's Craft, Honors</td>
<td></td>
</tr>
</tbody>
</table>

History Required Electives (24)
Majors must complete 5 courses (15 hours) in either category below; 3 courses (9 hours) are required from the other category below:

History Category I: Western Orientation. Satisfied by courses in Ancient, Medieval, Modern Western Europe, History of Science, Russia/Eastern Europe, United States:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 103</td>
<td>Environment and History</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td>Introduction to Ancient Near Eastern and Greek History</td>
<td></td>
</tr>
<tr>
<td>HIST 106</td>
<td>Introduction to Roman History</td>
<td></td>
</tr>
<tr>
<td>HIST 107</td>
<td>Introduction to the Ancient World</td>
<td></td>
</tr>
<tr>
<td>HIST 108</td>
<td>Medieval History</td>
<td></td>
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<tr>
<td>HIST 112</td>
<td>Introduction to British History</td>
<td></td>
</tr>
<tr>
<td>HIST 114</td>
<td>Renaissance to Revolution: Europe 1500-1789</td>
<td></td>
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<tr>
<td>HIST 115</td>
<td>French Revolution to the Present: Europe 1789-Present</td>
<td></td>
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<tr>
<td>HIST 116</td>
<td>French Revolution to the Present: Europe 1789 to Present, Honors</td>
<td></td>
</tr>
<tr>
<td>HIST 117</td>
<td>Russia, an Introductory History</td>
<td></td>
</tr>
<tr>
<td>HIST 128</td>
<td>History of the United States Through the Civil War</td>
<td></td>
</tr>
</tbody>
</table>
HIST 425  History of the Mediterranean World, 1099-1571
HIST 440  War and United States Society
HIST 444  Frozen in Time: Politics and Culture in the Cold War, 1945-75
HIST 451  Suburbia
HIST 452  Chicago
HIST 453  Anarchism: A Global History
HIST 500  History of the Book
HIST 502  Development of Ancient Greece, ca. 1000-300 B.C.
HIST 503  The Ancient History of the Near East
HIST 506  Roman Republic
HIST 507  Early Roman Empire
HIST 508  Late Roman Empire (284-527)
HIST 509  Multinational Corporations: The Role of Money and Power
HIST 513  Early Medieval Culture
HIST 515  The Crusades in Cross-Cultural Perspective
HIST 516  Later Medieval Culture
HIST 519  European Intellectual History of the Seventeenth Century
HIST 520  The Age of the Renaissance
HIST 521  The Age of the Reformation
HIST 522  The Age of Religious Wars, 1540-1648
HIST 523  Europe between Absolutism and Revolution
HIST 524  The French Revolution
HIST 525  Modern France: From Napoleon to de Gaulle
HIST 527  Recent European History, 1870 to the Present
HIST 528  Economic History of Europe
HIST 529  Intellectual History of 19th Century Europe
HIST 530  History of American Women--Colonial Times to 1870
HIST 531  History of American Women--1870 to Present
HIST 532  History of Women and Work in Comparative Perspective
HIST 533  The History of Women and the Family in Europe, from 1500 to the Present
HIST 537  France from the Renaissance to the French Revolution
HIST 538  European Intellectual History of the Eighteenth Century
HIST 541  British History, 1500-1660
HIST 544  Britain and Ireland from 1200 to 1500
HIST 545  British History, 1660-1832
HIST 546  History of Cartography
HIST 547  The Intellectual History of Europe in the Twentieth Century
HIST 548  British History, 1832 to the Present.
HIST 551  Spain and its Empire, 1450-1700
HIST 555  Aspects of British Political Thought
HIST 556  Aspects of British Political Thought, Honors
HIST 557  Nationalism and Communism in East Central Europe from 1772 to the Present
HIST 558  Religion in Britain Since the Reformation: A Survey
HIST 559  Religion in Britain Since the Reformation: A Survey, Honors
HIST 560  The Value of Freedom
HIST 562  United States Environmental History in the 20th Century
HIST 563  U.S. Environmental Thought in the 20th Century
HIST 564  Medieval Russia
HIST 565  Imperial Russia
HIST 568  Rise and Fall of the Soviet Union
HIST 574  Slavery in the New World
HIST 591  Food in History: West and East
HIST 601  Oral History
HIST 602  Religion in Britain 1785-1925
HIST 608  History of Sexuality
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History Category II: Non-western Orientation. Satisfied by courses in Africa, East Asia, Latin America, Native America:

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HIST 470 Popular Culture in Latin America and Africa
HIST 471 Social History of South America
HIST 503 The Ancient History of the Near East

**HIST 543 Modern Iran**
HIST 561 Liberation in Southern Africa
HIST 570 The Middle East After World War II
HIST 573 Latin America in the 19th Century
HIST 574 Slavery in the New World
HIST 575 History of Mexico
HIST 576 History of the Caribbean and Central America
HIST 579 The History of Brazil
HIST 580 Economic History of Latin America
HIST 582 Ancient Japan
HIST 583 Imperial China
HIST 584 Modern China
HIST 587 Early Modern Japan
HIST 588 Japan, 1853-1945
HIST 589 Japan Since 1945
HIST 590 Cultural History of Korea
HIST 591 Food in History: West and East
HIST 593 Modern Korea
HIST 594 Law and Society in Traditional China
HIST 596 Defining Japan: Marginalized Groups and the Construction of National Identity
HIST 597 Japanese Theater History
HIST 598 Sexuality and Gender in African History
HIST 599 The Rise and Fall of Apartheid
HIST 600 West African History
HIST 601 Oral History
HIST 603 History of Tibet
HIST 604 Contemporary Greater China
HIST 605 Medieval Japan
HIST 612 History of Federal Indian Law and Policy
HIST 618 History of the American West to 1900
HIST 619 History of the American Indian
HIST 622 History of the Plains Indians
HIST 636 Agriculture in World History
HIST 640 Entrepreneurship in East Asia
HIST 670 Comparative Diasporas

History Capstone Seminar (3)
Majors must complete a capstone research experience in which they research and write an original thesis based on primary sources. It normally is taken during the senior year. Alternatively, majors with a GPA above 3.5 may choose to write a senior honors thesis. Satisfied by one of the following:

HIST 696 Seminar in: _____ 3

*or* HIST 498 Course HIST 498 Not Found (pending change to chg to hist 691)

& HIST 490 and Honors Course in History

**Rationale for proposal**
Deletion of HIST 130, 131, 315, 543, 609, 666 from major requirements and addition of new courses HIST 190, 191, 361 submitted by KJL to accompany course deletion request.

**Additional Information**

**Supporting Documents**
Program Reviewer Comments
Abby Coffin (acoffin) (Tue, 15 Sep 2015 17:49:13 GMT): Updated effective term to correct bug.
b. Change to Existing Minor – History Minor

HIST-MIN : History, Minor

Last edit: 10/03/15 2:04 pm

Changes proposed by: kjh
Catalog Pages Using this Program
Minor in History
Academic Career
Undergraduate, Lawrence
Program Type
Minor
Department/ Program
History (HIST)
School/College
College of Lib Arts & Sciences

Program Name
History, Minor
Effective Catalog
2016 - 2017
Program Description

Degree Requirements

Requirements for the Minor

History Minor Course Requirements

Students selecting this minor must complete the following:

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<td>HIST 580</td>
<td>Economic History of Latin America</td>
</tr>
<tr>
<td>HIST 582</td>
<td>Ancient Japan</td>
</tr>
<tr>
<td>HIST 583</td>
<td>Imperial China</td>
</tr>
<tr>
<td>HIST 584</td>
<td>Modern China</td>
</tr>
<tr>
<td>HIST 587</td>
<td>Early Modern Japan</td>
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<tr>
<td>HIST 588</td>
<td>Japan, 1853-1945</td>
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<tr>
<td>HIST 589</td>
<td>Japan Since 1945</td>
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<tr>
<td>HIST 590</td>
<td>Cultural History of Korea</td>
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<tr>
<td>HIST 591</td>
<td>Food in History: West and East</td>
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<tr>
<td>HIST 593</td>
<td>Modern Korea</td>
</tr>
<tr>
<td>HIST 594</td>
<td>Law and Society in Traditional China</td>
</tr>
<tr>
<td>HIST 595</td>
<td>Defining Japan: Marginalized Groups and the Construction of National Identity</td>
</tr>
<tr>
<td>HIST 596</td>
<td>Japanese Theater History</td>
</tr>
<tr>
<td>HIST 597</td>
<td>Sexuality and Gender in African History</td>
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<tr>
<td>HIST 598</td>
<td>The Rise and Fall of Apartheid</td>
</tr>
<tr>
<td>HIST 600</td>
<td>West African History</td>
</tr>
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</table>
History Minor Hours & GPA

While completing all required courses, majors must also meet each of the following hour and grade point average minimum standards:

**Minor Hours**
Satisfied by 18 hours of minor courses.

**Minor Hours in Residence**
Satisfied by a minimum of 9 hours of junior/senior (300+) hours of KU resident credit in the minor.

**Minor Junior/Senior (300+ Hours)**
Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the minor.

**Minor Graduation GPA**
Satisfied by a minimum of a 2.0 GPS in all departmental courses in the minor. GPA calculations include all departmental courses in the field of study including Fs and repeated courses. See the [Semester/Cumulative GPA Calculator](#).
c. Change to Existing Major - BA & BGS in Philosophy

Date Submitted: 09/29/15 1:18 pm

Viewing **PHIL-BA/BGS : Philosophy, B.A./B.G.S**

Last edit: 10/17/15 9:02 pm
Changes proposed by: chodges

<table>
<thead>
<tr>
<th>Catalog Pages Using this Program</th>
<th>Bachelor of Arts and Bachelor of General Studies in Philosophy</th>
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<table>
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<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tr>
<td>Program Type</td>
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<td>Degree/Major</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<td>Degree Code</td>
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<td>Consulting</td>
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<td>Department(s)</td>
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<td>Program Name</td>
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<td>Do you intend to offer a track(s)?</td>
<td>No</td>
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<tr>
<td>Do you intend for this program to be offered online?</td>
<td>No</td>
</tr>
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<td>Effective Catalog</td>
<td>2016 - 2017</td>
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</tbody>
</table>

**Program Description**

**First- and Second-Year Preparation**

Although majors are not required to take courses in philosophy in their first 2 years, the department recommends that they do so. Prospective majors are encouraged to begin with one of the 100-level courses. These courses provide introductions to broad areas of philosophy, and students may apply one 100-level course toward the major requirements. PHIL 310, PHIL 384, PHIL 385, and PHIL 386 are required prerequisites for upper-division work and should be taken early. Prospective majors should consult the director of undergraduate studies early to plan course work.

**Requirements for the B.A. or B.G.S. Major**

<table>
<thead>
<tr>
<th>Philosophy Major Core Knowledge and Skills (3)</th>
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<tbody>
<tr>
<td>Philosophy Major Core Knowledge and Skills (3)</td>
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<table>
<thead>
<tr>
<th>Majors must complete a course in one of the following areas:</th>
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<tbody>
<tr>
<td>History of Philosophy Satisfied by either one of the following areas</td>
</tr>
<tr>
<td>PHIL 384 Ancient Philosophy</td>
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<tr>
<td>PHIL 385 Modern Philosophy from Descartes to Kant</td>
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<thead>
<tr>
<th>Philosophy Major Required Electives (36)</th>
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<tr>
<td>Philosophy Major Required Electives (24)</td>
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<tr>
<td>Symbolic Logic Satisfied by one of the following:</td>
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<tr>
<td>PHIL 310 or PHIL 510</td>
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<tr>
<td>Value Theory. Satisfied by completing one of the following courses:</td>
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<tr>
<td>PHIL 555</td>
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<td>PHIL 662</td>
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<td>PHIL 666</td>
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<td>PHIL 668</td>
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<td>PHIL 670</td>
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<td>PHIL 671</td>
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<td>PHIL 672</td>
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<td>PHIL 676</td>
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<tr>
<td>PHIL 677</td>
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<td>Theoretical Philosophy. Satisfied by completing one of the following courses:</td>
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<td>Additional Electives (60)</td>
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<td>PHIL 620</td>
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<td>PHIL 622</td>
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<td>PHIL 628</td>
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<td>PHIL 630</td>
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<td>PHIL 650</td>
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<tr>
<td>PHIL 654</td>
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<tr>
<td>History. Satisfied by completing one of the following courses:</td>
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<tr>
<td>PHIL 583</td>
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<tr>
<td>PHIL 508</td>
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<td>PHIL 657</td>
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<td>PHIL 592</td>
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<td>PHIL 565</td>
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<td>PHIL 607</td>
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<tr>
<td>PHIL 608</td>
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<tr>
<td>Additional Electives (12)</td>
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</table>

**Major Hours & Major GPA**

While completing all required courses, majors must also meet each of the following hour and GPA minimum standards:

**Major Hours**

Satisfied by 27 hours of major courses, or 33 hours required if completing departmental honors course PHIL 499.

**Major Hours in Residence**

Satisfied by a minimum of 15 hours of KU resident credit in the major.

**Major Junior/Senior (300+) Hours**
Satisfied by a minimum of 24 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior (500+) Hours**
Satisfied by a minimum of 12 hours from junior/senior courses (500+) in the major.

**Major Junior/Senior (300+) Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F’s and repeated courses. See the [Semester/Cumulative GPA Calculator](#).

<table>
<thead>
<tr>
<th>Rationale for proposal</th>
<th>Due to recent faculty retirement, this more correctly aligns with faculty teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stream-line the major.</td>
</tr>
<tr>
<td></td>
<td>To bring our program in line with other programs at peer institutions.</td>
</tr>
</tbody>
</table>

**Additional Information**

**Supporting Documents**

**Program Reviewer Comments**
3. KU Core Proposals

a. HIST 331 – Goal 3H

Date Submitted: Tue, 22 Sep 2015 16:21:17 GMT

HIST 331: Atlantic Societies, 1450-1800: A Comparative History of European Colonization

Changes proposed by: lowrance
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
331
Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences
Locations

Do you intend to offer any portion of this course online?
No

Title
Atlantic Societies, 1450-1800: A Comparative History of European Colonization

Effective Term
Spring 2016

Catalog Description
This course offers a comparative history of the European (Portuguese, Spanish, French, English, and Dutch) colonization of the Americas. It examines the interaction among peoples and cultures across the Atlantic, from the age of European exploration to the start of the independence movements in the Americas. Themes that will receive special attention include: comparing patterns of colonization, the forging of American societies of European, Native American, and African cultures, the slave trade, and the history of sugar production.

Prerequisites

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/−)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Once a Year, Usually Fall
Repeatable for credit?
No

Course Designator
H - Humanities

Rationale for Course Proposal
HIST 331 is already an existing course. This request is to nominate it for KU Core standing, Goal 3 - Humanities.

KU Core Information
Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval
Eve Levin, Acting Chair

Date of Departmental Approval
9/22/15

Selected Goal(s)
Goal 3 - Breadth of Knowledge

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

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

HIST 331 is a survey of the relationship among societies in Africa, Europe, and North and South America during a period of intense European colonization of the New World. Many students enter the course with only a very basic understanding of the relationship among the people of these areas in the early modern period. This course moves students beyond Columbus and the Pilgrims to understand the wider history of these interconnections, while introducing and reinforcing historical skills like reading primary sources and interpreting historiography. In addition to engaging with contemporary interpretations of and arguments about the past through academic writing, students are asked to draw connections between the past and the present by creating two blog entries over the course of the semester to analyze a primary source, explain its historical context, and explain its relationship to contemporary concerns. Students will then present their primary sources to their fellow students.

Selected Learning Outcome(s):

Goal 3 - Humanities

State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)

The course surveys the long history of European colonization in the Americas, and the interaction of European, Native American, African, and other peoples during this period. It begins with Europeans encountering the Americas, and compares the imperial projects of the Spanish, French, Portuguese, English, and other empires in the Americas. Students are introduced to the variety of experiences with slavery throughout Africa and the Americas, and the course concludes with the revolutions that ended European colonization in much of the Americas in the late eighteenth and early nineteenth centuries. Throughout this survey, students read a variety of primary and secondary sources and learn to approach these subjects historically, with a consideration of chronological and geographic context.

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principles, theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)

Students will read a variety of sources and attend lectures and class discussion that survey the Atlantic world from 1450 to 1800. Through class discussions students learn to think like historians. For instance, in the third week of the semester, students read an article called “Burying the White Gods,” which challenges earlier interpretations of the conquest of Mexico. Here students are introduced to historiography and also taught how to distinguish evidence, argument, and structure in a humanities journal article. Later in the semester students read The Interesting Life of Olaudah Equiano, an autobiography by a formerly enslaved man who was born in Africa. Here students deepen their skills in reading primary sources, understanding issues like audience and self-presentation in analyzing these writings. These skills are built iteratively throughout the semester, culminating in a final paper that asks students to practice these skills on a subtopic of their choice.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)

Throughout the semester, class discussions include analysis of the ways that historical developments influence contemporary experience and expectation. For instance, the movement of peoples throughout this period and the influence of different European empires can illuminate contemporary issues with regard to immigration and cultural contacts. To encourage students to make these connections, they are each asked to choose two weeks in the semester in which they will analyze an additional primary source, write a blog post about it for a general audience, and present it to their classmates. In addition to thinking about its historical significance, students are asked to explain how the source relates to contemporary concerns. This
will prime students for discussion of historical concepts in relation to historical analysis methods as well as contemporary issues at the beginning of each class meeting.

State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.)

As described above, twice during the semester students write blog entries and present a primary source to their classmates in an assignment that demonstrates their ability to both use historical concepts and to link the past to concerns in the present. Students also complete a research paper on a topic of their choosing within the context of the course, which allows them to develop the historical skills they have learned and to make use of the information covered in the survey that has developed in them a deeper understanding of the history of the colonial Atlantic world. Students also take short identification quizzes three times during the semester, designed to help them recall and synthesize the historical information they have learned through readings and lectures.

KU Core Documents
Finucane HIST 331 S17 Syllabus.pdf
KU Core Effective Semester

Course Reviewer Comments
Key: 4718
HIST 331
ATLANTIC SOCIETIES, 1450-1800
Course Description and Methods
This course surveys the history of the diverse empires of the early modern Atlantic. The course will focus particularly on interactions among the Europeans who came to the New World, the enslaved Africans they brought with the, and the Native American groups they encountered. We will look at the Americas broadly, from the French and British colonies in present-day Canada through the sugar plantations of the Caribbean and down to the Spanish colonies of South America, from the earliest contacts in the fifteenth century to the revolutions of the late eighteenth century. We will also consider how these historical developments continue to inform our contemporary world.

It would not be possible to go into detail about all aspects of every region influenced by early modern Atlantic colonization. With this in mind, the topics covered in this course are meant to give a broad overview of historical trends in the Atlantic world, and to introduce the types of sources and scholarship produced by and about the area. Students will have the opportunity to learn in more depth about an aspect of Atlantic history they are most intrigued by in writing their short research paper and will present their findings to the class.

In this course, students will explore a wide variety of texts including primary and secondary sources, in order to build skills in historical interpretation. Assignments will include both a formal research paper and two blog entries that will analyze and interpret a primary source in both historical and contemporary contexts. Students will present their sources to the class, and engage in peer review for their final research papers.

Class Requirements
Class readings are available online, some through the KU libraries and some through outside websites. Where possible, direct links to readings will be posted on the class Blackboard website. Please contact me at afinucane@ku.edu early if you are having problems accessing a week’s readings.

Students are expected to regularly check their KU email accounts and to log onto Blackboard each week for announcements and updates. All written assignments are due by 5pm on the listed due date. Blog entries are due by the beginning of the class meeting on the related class day. Papers for this course will be submitted through SafeAssign on the course Blackboard website and filtered through anti-plagiarism software. For more on plagiarism and academic misconduct, see below.
Students are required to attend all class meetings and participate fully in class discussions. More than three absences over the course of the semester will begin to negatively influence your participation grade for this class. If you have difficulty speaking up in class, come to office hours early in the semester to discuss strategies for success.

At the discretion of the instructor, there may be changes to this syllabus over the course of the semester.

**Policies**

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodation and have not yet contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY); Information about their services can be found at http://www.disability.ku.edu. Please contact me privately in regard to your needs in this course.

The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, retaliation, gender identity, gender expression and genetic information in the University’s programs and activities. Please contact the University’s Title IX coordinator at IOA@ku.edu with any inquiries.

Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. **Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.**

Academic misconduct, including plagiarism, will be penalized. Students who plagiarize, intentionally or unintentionally, will be brought up on academic misconduct charges through the Department of History, which may result in the failure of the individual assignment and/or the course as a whole. Students should review the University policy on Academic conduct at: http://policy.ku.edu/governance/USRR#art2sect6

Class discussion and debate is highly encouraged, but interactions with others must remain respectful.

The KU Writing Center has a number of resources designed to help you with your writing, including sections on plagiarism and citation, grammar, and the writing process. You are encouraged to make use of the Writing Center as needed throughout the semester. For details see http://www.writing.ku.edu/

Students are required to turn off cell phones and other devices that vibrate or make noise during class meetings. The use of laptops during meetings is permitted but restricted to class-related activity.

Students are encouraged to take advantage of office hours to ask questions and discuss any class material they do not fully understand.

**Assignments and Grading**

Total: 1000 points possible

This course will use the following grading system:
- **A** = 930-1000 points **A-** = 900-929
- **B+** = 860-899 **B** = 830-859 **B-** = 800-829
- **C+** = 760-799 **C** = 730-759 **C-** = 700-729
- **D+** = 660-699 **D** = 630-659 **D-** = 600-629
- **F** = below 599 points

**Participation** (100 Points Possible): Class meetings will include a combination of lecture and discussion each week. You are expected to participate fully in all class discussions and in providing critiques and suggestions for your fellow students’ papers in peer review. To this end, you should come to each class meeting prepared, having completed and taken notes on the readings.

**ID Quizzes** (75 Points Each, 225 Total Points Possible): These are short quizzes, on which students will be asked to identify terms and explain their significance. **Weeks 5, WEEKS**
Blog Entries (150 Points Each, 300 Total Points Possible): Students will sign up for two class meetings during the semester in which they will choose a primary source from a list provided and write a minimum 600-word blog entry analyzing the source, explaining the historical context in which it was produced, and explaining the link between the source and contemporary concerns. How does the object or text explain the past to us? How does it relate to the present? On the related class day, each student who has written a blog entry will give a five-minute presentation to their classmates that explains their interpretation of the source.

Paper Proposal (75 Points Possible): You will write a short proposal for your final paper, including your proposed topic, and a preliminary bibliography. The bibliography should include at least 3 secondary sources that you will use for your paper, and at least two primary sources. Due DATE

Paper Draft (100 Points Possible): Students will turn in a full draft of the research paper in the 12th week of class. This draft does not have to be entirely polished, but should contain a well-defined thesis statement and well-documented historical evidence for your arguments. These should be at least 4 pages long. Drafts will be returned by DATE so that comments can be considered and integrated into the final version of the paper.

Final Research Paper (200 Points Possible): The final research paper is due through SafeAssign the week after classes end. Students are expected to have considered any comments and suggestions made by fellow students in peer review, as well as the instructor’s comments on the draft, and to have substantially re-written the paper if necessary. All sources must be properly acknowledged and cited. A rubric for the grading of this paper and further information on citing sources will be provided in class. DUE DATE.

Total: 1000 points possible

This course will use the following grading system:

A = 930-1000 points  
A- = 900-929
B+ = 860-899 B = 830-859
B- = 800-829
C+ = 760-799 C = 730-759
C- = 700-729
D+ = 660-699 D = 630-659
D- = 600-629
F = below 599 points

Class Schedule

Week 1 Before Columbus
Read No reading is due this week.

January 18 Introduction: Pre-Contact Europea and Africa
Students will sign up for specific dates for their blog assignments in this class meeting.

Week 2 Exploration and Conquest
Read Columbus, Christopher, 1451-1506, REport by Christopher Columbus (pp. 6E-10E), Select Letters of Christopher Columbus: with Other Original Documents, Relating to His Four Voyages to the New World. Major, R.H., ed. and tr., London, England: Hakluyt Society, 1847. (BB)


January 23 The Pre-Contact Americas

January 25 Europe Encounters America: Columbus
Student Presentation
Student Presentation
Student Presentation

Week 3 Settlement, Part 1

January 30 Library Day: Meet at Watson Library

February 1 Spain Conquers the Americas
Student Presentation
Student Presentation
Student Presentation

Week 4 Settlement, Part 2
Read First Charter of Virginia (BB)
Read John Winthrop, A Model of Christian Charity (BB)
Read Roger Williams, A Key into the Language of America (BB)
Look John Smith, Map of Virginia (BB)

February 6 The Pre-Contact Americas
Student Presentation
Student Presentation
Student Presentation
February 8 Europe Encounters America: Columbus
Student Presentation
Student Presentation
Student Presentation

Week 5 Profit: Sugar, Slaves, and Trade
Read Marc Lescarbot, Jesuit Relations and Allied Documents, A Letter Missive in Regarding to the Conversion and Baptism of the Grand Sagamore of New France (BB)
Read John Hammond, Leah and Rachel (BB)

February 13 French and Dutch Settlements
Student Presentation
Student Presentation
Student Presentation

February 15 Natural Resources and the Labor Problem AND QUIZ 1
Student Presentation
Student Presentation
Student Presentation

Week 6 Slave Systems
Read Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African. Written by Himself. London, 1793. pp. 1-84 only. (BB)

February 20 The Middle Passage
Student Presentation
Student Presentation
Student Presentation

February 22 Labor in Spanish America
Student Presentation
Student Presentation
Student Presentation

Week 7 Planting and Trading

February 27 Slavery in North America
Student Presentation
Student Presentation
Student Presentation

March 1 The Plantation System
Student Presentation
Student Presentation
Student Presentation

Week 8 Resistance
Read Collection of Runaway Servant and Slave Ads (BB)

March 6 Resistance on Land: Slave Revolts and Runaways
Student Presentation
Student Presentation
Student Presentation

March 8 Resistance at Sea: Piracy
Student Presentation
Student Presentation
Student Presentation

Week 9 Religion
Read Benjamin Franklin, The Autobiography of Benjamin Franklin, p. 104-108 (BB)
March 13 From Puritans to Pluralism: the North American Colonies
Student Presentation
Student Presentation
Student Presentation
March 15 Catholicism in Spanish, French, and Portuguese America
Student Presentation
Student Presentation
Student Presentation

! Week 10 Race and Ethnicity
Look Go to http://race-in-colonial.mexico.net/colonialrace/ and click on “Browse Collections” in order to look at examples of castas paintings.

March 27 Race and Ethnicity in Latin America
Student Presentation
Student Presentation
Student Presentation

March 29 Race and Ethnicity in the British Colonies AND QUIZ #2
Student Presentation
Student Presentation
Student Presentation

Week 11 Gender and Family Structure
Read Anne Bradsreet, “In Reference to Her Children” (BB)
Read Antonio de Ulloa, A Voyage to South America. London, 1760. Chapter 4. (BB)
Look http://www.nga.gov/fcgi-bin/timage-f?object=561&image=1608&c=gg62

April 3 Daily Life in the British Colonies
Student Presentation
Student Presentation
Student Presentation

April 5 Daily Life in Spanish and Portuguese America
Student Presentation
Student Presentation
Student Presentation

PAPER DRAFTS DUE VIA BLACKBOARD APRIL 7th, TIME

Week 12 Review Workshopping Papers
Read No reading, except for your papers, due this week.

April 10 Peer Workshopping Papers
April 12 Review

Week 13 Politics and Government
Read José de Gálvez’s Decrees for the King’s Subjects in Mexico, 1769, 1776 from Kenneth Mills and William B. Taylor, Colonial Spanish America: A Documentary History (Wilmington: Scholarly Resources, 1998). (BB)

April 17 Governing the British Americas
Student Presentation
Student Presentation
Student Presentation

April 19 Governing the Spanish and Portuguese Americas
Student Presentation
Student Presentation
Student Presentation

Week 14 Revolutions, Part 1
Read Declaration of Independence (BB)
Read Haitian Constitution of 1801 (BB)
Look Paul Revere, “The Bloody Massacre Perpetrated in King Street, Boston on March 5, 1770” http://www.loc.gov/exhibits/british/images/vc38.jpg

April 24 Losing the British Empire
Student Presentation
Student Presentation
Student Presentation

April 26 Revolution in the French Atlantic AND QUIZ 3
Student Presentation
Student Presentation
Student Presentation

Week 15 Revolutions, Part 2
Read Venezuelan Act of Independence, 1811 (BB)

May 1 Latin American Revolutions
Student Presentation
Student Presentation
Student Presentation

May 3 The Close of the Colonial Era

FINAL PAPER DUE DATE

Week 14 Revolutions, Part 1
Read Declaration of Independence (BB)
Read Haitian Constitution of 1801 (BB)
Look Paul Revere, “The Bloody Massacre Perpetrated in King Street, Boston on March 5, 1770” http://www.loc.gov/exhibits/british/images/vc38.jpg

April 24 Losing the British Empire
Student Presentation
Student Presentation
Student Presentation

April 26 Revolution in the French Atlantic AND QUIZ 3
Student Presentation
Student Presentation
Student Presentation

Week 15 Revolutions, Part 2
Read Venezuelan Act of Independence, 1811 (BB)

May 1 Latin American Revolutions
Student Presentation
Student Presentation
Student Presentation

May 3 The Close of the Colonial Era

! FINAL PAPER DUE DATE
b. HIST 367 – Goal 4, Learning Outcome 2

**HIST 367: Magic and Superstition in European History**

Changes proposed by: lowrance
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
367
Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences
Locations

Do you intend to offer any portion of this course online?
No
Title
Magic and Superstition in European History
Effective Term
Spring 2016
Catalog Description
This course traces the changing role and understanding of magic in European culture, religion, politics and science from the late Middle Ages through the early 20th century. Topics may include alchemy, miracles, magical healing, witchcraft, monsters and demonic possession.

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/-)/FI
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes
Repeatable for credit?
No
Course Designator
H - Humanities
Yes
Which Program(s)?

**Program Code**

HIST-BA/BGS

Describe how:
This course will count as a Category I course for the major/minor in history

Rationale for Course Proposal
HIST 367 is an existing course. This request is to nominate it for KU Core standing, Goal 4, Outcome 2.

KU Core Information
Has the department approved the nomination of this course to KU Core?

Yes

Name of person giving departmental approval
Eve Levin, Acting Chair

Date of Departmental Approval
9/22/15

Selected Goal(s)
Goal 4 - Culture and Diversity

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

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

HIST 367: Magic and Superstition in European History devotes the majority of its content to cultural, religious, and behavioral difference across Europe from the medieval period to the modern day. Students are asked to understand the diversity of these beliefs, and to discuss and analyze these beliefs, which sometimes appear very strange to modern Americans, seriously and empathetically. Students are encouraged in their understanding of other cultures, and have reported a deeper understanding of others’ perspectives after taking the course. A few interspersed weeks on historical and contemporary American beliefs about magic and superstition give students a point of comparison to the European past. In this course, students are asked in writing assignments and exams to explain difference and continuity in beliefs over time, and to demonstrate a deep understanding of the reasons for previously puzzling events like the European Witch Hunts.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

The course guides students through the history of beliefs about magic and superstition in societies across Europe from the medieval period, including beliefs about miracles, healings, alchemy, and religious issues. Some of the lectures delve into a particular issue, like the relationship between magic and print culture, throughout the whole of Europe, while focus on particular countries’ histories with witch hunting. The first substantial written assignment asks students to consider why a woman accused of witchcraft in early modern Germany was considered guilty within the context of her culture. A later paper on the Salem Witch Trials asks students to interpret a European culture within North America that provides a counterpart to the trials in Germany, France, and England. As the course moves into the nineteenth and twentieth centuries, students are asked to think about the ways that beliefs and culture change and persist throughout Europe over time.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

Students come into HIST 367 with preconceptions about the European past, especially with relation to beliefs in magic and superstition. Throughout the semester, through readings and class discussions they are encouraged to discuss and debate these beliefs in order to understand why people thought in these ways. Our discussions of magic and medicine, for instance, help students to contextualize medieval and early modern beliefs within the proper historical context, before germ theory and antibiotics, which leads them to understand why turning to magic as an explanation or cure might make sense for people living in that time and place. Rather than judging these beliefs in the context of their own life experiences, students are encouraged through reading and class discussion to understand people and cultures who are far from them geographically, chronologically, and culturally.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

Throughout HIST 367 students are assigned a wide variety of readings from and about diverse cultures. This combination of sources allows students to see how people living within these cultures represented themselves, as well as how historians have explained and contextualized these beliefs. For instance, students are asked to read a historian’s account of European beliefs about demons in Richard Kieckhefer’s Magic in the Middle Ages, and in the same week read the short pamphlet The Mowing Devil, published by people who held these beliefs in the early modern period. A comparison of officially stated
belief and legal and social actions helps students to understand the differences between and among religious communities from the medieval period to the twentieth century. Understanding and interpreting this diversity in context and with empathy will help students to negotiate cross-cultural situations in the contemporary world.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)
This course is discussion-heavy, with students asked to think about and share with the class their interpretations of our readings about the past. The majority of the lectures present information about the rich diversity of religious and cultural beliefs about magic and superstition throughout Europe, while a few interspersed lectures on these issues in colonial and modern America provide a point of comparison to students. The writing assignments ask students to engage with questions like how magic is defined across times and cultures, which allows them to display a good grasp of a variety of value systems. In the paper on a particular German witch trial described above, students are asked to interpret a collection of trial documents in order to demonstrate their understanding of the differences between that cultural and legal system and those with which they are more familiar.

KU Core Documents
HIST 367 Final Syllabus.pdf
KU Core Effective Semester

Course Reviewer Comments
Key: 4746

HIST 367
Magic and Superstition in European History
Dr. Adrian Finucane
Department of History, University of Kansas

This course traces the changing roles and understandings of magic in European culture, religion, politics, and science from the late Middle Ages to the modern day. Exploring the experiences of individuals and communities in Europe and European groups in North America, students will gain a deep understanding of the diversity and development of beliefs about magic and witchcraft over several centuries. In addition to understanding scholars' explanations of the development of these phenomena, students will build skills in historical interpretation through reading a variety of primary sources, from the *Malleus Maleficarum* to Harry Houdini’s *A Magician Among the Spirits*.

Class Meetings
Mondays and Wednesdays
11-12:15pm
MAL 2049

Contact Information
Office Hours: Mondays, 3-5pm
Wescoe 3619
afinucane@ku.edu

Teaching Assistant
Taylor Hersh
Office Hours: Mondays and Wednesdays, 12:30-2pm
Wescoe 2003
thersh@ku.edu

Academic misconduct,
including plagiarism, will be penalized. Class discussion and debate is highly encouraged, but interactions with others must remain respectful. According to university guidelines, “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.” (See http://clas.ku.edu/undergrad/policies/policies) Students who plagiarize, intentionally or unintentionally, will be brought up on academic misconduct charges through the Department of History, which may result in the failure of individual assignments and/or the course as a whole.

The KU Writing Center has a number of resources designed to help you with your writing, including sections on plagiarism and citation, grammar, and the writing process. You are encouraged to make use of the Writing Center as you work through your essays. (http://www.writing.ku.edu/) The Academic Achievement and Access Center (AAAC) coordinates accommodations and services for all students eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not yet contacted the AAAC, please do so as soon as
possible. Please also contact me privately in regards to your needs in this course.
(http://disability.ku.edu/)
Students are required to turn off cell phones and other devices that vibrate or make noise during class meetings. The use of laptops during meetings is permitted but restricted to class-related activity.
At the discretion of the instructor, there may be changes to this syllabus over the course of the semester. Students must check their KU email regularly for notice of changes.

Students are required to purchase four books for this course:

Additional readings will be available through the course Blackboard website.

Assignments and Grading
Students are required to attend all class meetings and do all of the assigned readings for the week before the Monday class meeting. Longer written assignments are due electronically by 5pm on the listed due date. A hard copy of the assignment will also be due in the next class meeting after that deadline. Short papers are due at the beginning of class on the listed due date. All longer written assignments for this course will be submitted through SafeAssign on the course Blackboard site and filtered through anti-plagiarism software. For more on plagiarism and academic misconduct, see above. More detailed instructions for written assignments will be distributed in class. Complete your course readings well ahead of time, and keep notes on what you read. These will be important as you study for exams.
Students are required to bring the week’s readings to each class meeting. Some information from the exams will come from the readings and will not be repeated in lecture; keep this in mind as you study.

Ask questions early and often! Start writing assignments early, and seek help from Professor Finucane, Taylor Hersh, or the Writing Center if you have any difficulties with the assignments. Let us know in advance if you plan to come to office hours or if you are in need of an alternative meeting time.

Assignments

The components of your grade, their relative weight, and a short description are listed below.

**Trial of Temple Anneke Paper** (200 points possible): Students will write a paper of a minimum of 1,500 words about the trial of Temple Anneke, based on primary source readings. *Due February 27th*

**Salem Witch Trials Paper** (200 points possible): Students will write a paper of a minimum of 1,500 words about the Salem witch trials, based on primary source readings. *Due April 10th*

**Midterm Exam** (200 points possible): This will be an identification-based exam, on which students will be asked to identify terms and explain their significance. *March 11th*

**Final Exam** (250 points possible): This exam will include an identification-based section and an essay section. *May 11th*

**Short Papers** (60 points possible): Students will write a one-page (minimum 250 words) response to the assigned readings four times during the semester (15 points each). *Due weeks 3, 4, 13, 15*

**Class Participation** (90 points possible): The participation grade includes both enthusiastic and prepared engagement in class discussion and a variety of in-class writing activities. More than three unexcused absences will negatively impact your participation grade.

**Grading**

This course will use the following grading system:

- A (1000-930 points) A- (929-900 points)
- B+ (899-860) B (859-830) B- (829-800)
- C+ (799-760) C (759-730) C- (729-700)
- D+ (699-660) D (659-630) D- (629-600)
- F (599 and below)

**Course Schedule**

**WEEK 1**
- W January 21 Intro: What is Magic? What is Superstition?

**WEEK 2**
- Read: John Demos, *The Enemy Within*, 5-13
- Richard Kieckhefer, *Magic in the Middle Ages*, 1-18
- M January 26 The Supernatural and the Ancient World
- W January 28 Magic and Superstition in the Middle Ages

**WEEK 3**
- John Locke, *A Strange and Lamentable Accident . . .* (BB)
- Write: One-page response: “What is magic?”, due Wednesday

**WEEK 4**
- M February 2 Miracles and Healing in Europe
- W February 4 Monsters and Demons in the European Imagination

**WEEK 5**
- Read: John Demos, *The Enemy Within*, 14-61
- Begin reading *The Trial of Temple Anneke*
- Do: Witch Hunt Simulation
- Write: One-page response on witch hunt simulation, due Wednesday

**WEEK 6**
- M February 9 Magic and Religion: The Reformation and the Inquisition
- W February 11 Witch Hunting in Early Modern Europe
The Mowing Devil (BB)
Write: Paper on the Trial of Temple Anneke, due Friday via Blackboard,
Hard copy due Monday, March 2
M February 23 Learned Magic: Alchemy and Astrology
W February 25 Ghosts, Apparitions, and the Devil
WEEK 7
Read: John Demos, *The Enemy Within*, 62-70
The *Malleus Maleficarum*, excerpts (BB)
M March 2 Magic, Superstition, and Print Culture
W March 4 Investigating Magic and Witchcraft
WEEK 8
Read: Study for Midterm Exam
M March 9 Exam Review
W March 11 MIDTERM EXAM
SPRING BREAK
Week 9
Read: John Demos, *The Enemy Within*, 71-140
Start reading Richard Godbeer, *The Salem Witch Trials*
M March 23 The Supernatural and Popular Magic Across the Atlantic
W March 25 North American Witch Trials
WEEK 10
M March 30 Salem: Legal and Social Contexts
W April 1 Salem and the End of the Witch Trials
WEEK 11
Write: Paper on the Salem Witch Trials, due Friday via Blackboard,
Hard copy due Monday, April 13
M April 6 Investigating the Supernatural
W April 8 The Scientific Revolution
WEEK 12
Read: Galileo, *Letter to the Grand Duchess Christina of Tuscany*, 1615 (BB)
The Brothers Grimm, “Frau Trude” (BB)
The Brothers Grimm, “Briar-Rose” (BB)
M April 13 Science and Religion in Conflict: The Case of Galileo
W April 15 Witchcraft and Magic in Literature
WEEK 13
Read: Roy Porter, “The Disenchantment of the World in the Nineteenth Century” in
*Witchcraft and Magic in Europe: The Eighteenth and Nineteenth Centuries*, 255-273 (BB)
“What an Anglo-Indian has Recently Seen of Spiritualism in America,” *The Spiritual Magazine* (April 1871): 166-175 (BB)
Write: One-page response on the description of a séance, due Wednesday
M April 20 Magic and Superstition in the Nineteenth Century
W April 22 Communicating with the Dead: Séances and Spiritualism
WEEK 14
Read: Harry Houdini, *A Magician Among the Spirits* (1924), 117-137 (BB)
M April 27 Skepticism and the Rejection of Magic
W April 29 Magic and Superstition in the 20th Century
WEEK 15
Read: John Demos, *The Enemy Within*, 229-295.
Write: One-page response, “Why does belief in magic and the supernatural continue?,” due Wednesday
M May 4 Modern Witch Hunts
M May 6 Exam Review
FINAL EXAM MONDAY, MAY 11, 10:30 AM

Date Submitted: Tue, 29 Sep 2015 15:53:59 GMT
c.  HIST 368 – Goal 3H

**HIST 368 : A History of Afro-Latin America**

Changes proposed by: lowrance
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
368
Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences
Do you intend to offer any portion of this course online?
No
Title
A History of Afro-Latin America
Effective Term
Spring 2016
Catalog Description
This course examines the history of Africans and their descendants in Latin America. In this region, Africans could be found serving as militia commanders, laboring as skilled tradesmen, running their own businesses, working as household servants, and toiling on plantations. Students will study the varied experiences of these men and women across colonial and national boundaries. Topics include: acculturation/Creolization, manumission, family formation, social networks, economic roles, political mobilization, and interaction with indigenous peoples.
Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+-)/FI
Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes
Repeatable for credit?
No
Course Designator
H - Humanities
Will this course be required for a degree, major, minor, certificate, or concentration?
Yes
Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code</th>
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<tbody>
<tr>
<td>HIST-BA/BGS</td>
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Describe how:
This course will count as a Category II course for the major/minor in history.

Rationale for Course Proposal
HIST 367 is an existing course. This request is to nominate it for KU Core standing, Goal 3, Humanities.

KU Core Information

Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Eve Levin

Date of Departmental Approval
9/29/15
Selected Goal(s)
Goal 3 - Breadth of Knowledge
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

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

This course allows students to expand their breadth of knowledge by exploring the history of Africans and their descendants in Latin America. For most students, this class will provide an understanding of the African Diaspora in the Americas that significantly goes beyond what they might know about the African experience in the North America. The course approaches this body of knowledge through the disciplinary approaches of history. Lectures will be used at various times throughout the semester to help build a base of knowledge about the subject. Students will be asked to read, discuss, and synthesize various types of historical sources including primary documents, and secondary works. These readings will expose students to current historical debates, approaches, and methodologies. In-class discussion and written work will be used to help students contextualize current issues facing Africans and their descendants by exploring the connections between past and present.

Selected Learning Outcome(s):

Goal 3 - Humanities
State how your course or educational experience will use assignments, readings, projects, or lectures to move students from their current knowledge to a deeper understanding of specific concepts fundamental to the area(s) in question. (Please limit responses to 1000 characters.)
This course works to build students’ knowledge of this field of study through several interrelated strategies. First, the overall structure of lectures and course readings provide a base of knowledge about the historical experiences of Africans and their descendants in Latin America. This includes the acquisition of factual information as well as exposure to various approaches and methodologies used by historians. Second, students will be asked to identify and share with the class a contemporary issue or event involving Africans and their descendants in Latin America. These events will be used by later assignments to help students think comparatively and historically. Third, several short response papers and a final research paper are structured so that students begin to explore how historical forces have shaped contemporary events. In doing so, students will arrive at a deeper understanding of the subject matter and the discipline.

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principles, theories, and analytical methods of the discipline(s). (Please limit responses to 1000 characters.)
Lectures, assigned readings, and in-class discussions provide the primary assignments for conveying an understanding of the historical field under study. The use of primary sources helps students to understand the evidentiary base used by historians. Class readings drawn from edited volumes and journal articles expose students to a variety of historical studies. By doing so, these readings allow students to gain an understanding of the different approaches and methodologies used by historians studying the African Diaspora in Latin America. In-class discussions provide an opportunity to discuss these differences and arrive at a deeper understanding of the subject matter and how professional scholars seek to generate new knowledge. Finally, response papers and a research paper provide opportunities for the students to synthesize their growing knowledge of this field and its relevance to contemporary issues concerning the African Diaspora in Latin America.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
This course asks students to identify a contemporary issue or event concerning Africans and their descendants in Latin America. Students will research contemporary issues via newspapers and periodicals. After identifying a topic of interest, they will be asked to write a short synopsis of that event, its contemporary relevance, and, if possible, its historical antecedents. Students will share these reports in-class and via blackboard. As the semester progresses response papers ask students to identify connections between specific historical studies and contemporary issues. A final research paper asks students to identify a contemporary issue and write a 5-7 page research paper that explores its historical antecedents. In doing so, this assignment integrates students’ knowledge of the historical approaches to the past with contemporary issues.
State what course assignments, projects, quizzes, examinations, etc. will be used to evaluate whether students have a functional understanding of the development of these concepts, and can demonstrate their capability to analyze contemporary issues using the principles, theories, and analytical methods in the academic area. (Please limit responses to 1000 characters.) The final research paper represents the primary assessment of student achievement for this goal. By asking students to relate contemporary issues with historical events, students are able to demonstrate their ability to draw connections between past and present. As a research paper this assignment also provides an opportunity for them to demonstrate their understanding of different approaches and methodologies and integrate that knowledge with an analysis of a contemporary issue. Furthermore, this assignment builds on earlier written work. Thesis exercises have students identify the major arguments of professional scholars. Contemporary issue reports have students exposed to current issues pertinent to historical investigation. Response papers have students relate historical studies to each other and to contemporary events. By integrating these important skills, the research paper provides an excellent assessment of students’ breadth of knowledge in this field.

KU Core Documents
HIST 368 Syllabus.docx
HIST 368 - Research Paper.docx
KU Core Effective Semester

Course Reviewer Comments
Key: 4747

HIST 368
History of Afro-Latin America
Fall 2012
MW 12:30-1:45 PM
4012 Wescoe

Robert C. Schwaller
schwallr@ku.edu

Office Hours:
W 10am-12 or by appointment
3631 Wescoe

Overview
This class will focus on the African Diaspora to Latin America during the era of the Atlantic slave trade. Specifically this course will examine the variety of ways in which Africans and their descendants sought to forge communities and identities both as slaves and free-persons. Emphasis will be placed on highlighting differences across this broad region. Differences in demography, political economy, and colonial social structures led to a diversity of Afro-Latin identities and communities. We will examine the ways in which corporate communities, including cofradias, militias, and cabildos de nacion, provided social spaces for Africans to form collective identities. Students will be asked to read a variety of monographs, articles, and primary sources all of which should help illustrate the variety of social and cultural factors utilized by Africans in forging new American identities. This course will be based around group discussions of the readings although some time will be allocated to lectures that provide important background information.

Goals
By the end of the course students will have:

- Acquired an understanding of the varied experiences of Africans and Afro-descended people in Latin America
- Read and discussed different types of historical sources
- Learned and examined different historical methods and approaches
- Considered the ways in which historical processes and dynamics continue to shape the experiences of Africans in Latin America.
Lectures and Discussion
This course is based primarily around discussion of course readings. Some lectures will be used to provide necessary background material. In order to get full credit for these discussions, students must have read the assigned readings and be active participants in class. I reserve the right to hold pop-quizzes over reading material.

Required Books


This book is a collection of short articles covering various aspects of Africans’ experiences in the Americas. Moreover, each article includes a short primary source reading which will help further our understanding of how historians go about studying Africans and their descendents.


This edited volume brings together some of the most recent research concerning African and Indigenous interaction in Latin America. These readings cover most of Spanish and Portuguese America over the course of three centuries.

Additional readings will be supplied by the instructor during the course of the semester.

Optional Textbook


This makes an excellent supplementary ‘textbook.’ It provides a detailed overview of Africans and their varied roles in the early modern Atlantic World. Students should consider acquiring this book in order to supplement the material being covered in class. The course outline provides suggested readings from this book.

Grade Assessment

Student’s grades will be assigned as follows:
Participation and Attendance: 15%
Thesis Exercise: 10%, 2x5%
Contemporary Issue Report (2 pages): 10%
Response Papers (1 page): 20%, 2x10%
Paper Proposal (Topic and thesis): 5%
Paper Bibliography (min. 5 sources with 1 paragraph summary each): 10%
Research Paper (7-10 pages): 30%

Late Papers

Papers received late will suffer a loss of one letter grade per day! After 5 days I will not accept any papers for any reason. Students with a verifiable illness, emergency, or other university approved excuse should inform me of any problem as soon as possible to avoid late penalties.

Academic Misconduct:

The University of Kansas defines Academic Misconduct as follows:

6.1 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 of 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. (http://www.ku.edu/~unigov/usrr.html#art2sect6)

Academic misconduct will not be tolerated in this course. Should academic misconduct be identified the assignment will receive no credit and a report will be submitted to the College. In all cases of academic misconduct, History Department and College procedures will be followed. If a student has questions concerning citation, quotation, sources, or any other issue relating to academic honesty they should contact the instructor prior to submitting the assignment in question.

Accessibility:

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please also contact me privately in regard to your needs in this course.

Course Outline:

**Week 1 – An Atlantic World**
8/20 – Introduction
8/22 – Marchionni Turns Slave Trader (1480)
Optional Reading: Thornton, Ch. 1

**Week 2 – African Trade and Society**
8/27 – Mansa Musa goes to Mecca (1324)
8/29 – SSS, Chapter One
Optional Reading: Thornton, Ch. 2

**Week 3 – Slavery in Africa and European Expansion**
9/03 – No Class
9/05 – SSS, Chapter Three
Assignment: Thesis Exercise #1, Due Wednesday
Optional Reading: Thornton, Ch. 3

**Week 4 – The Trans-Atlantic Trade and Early American Lives**
9/10 – Doña Juana Issues the Laws of Burgos (1512)
9/12 – Slave Trade, Primary Documents, on Blackboard
Optional Reading: Thornton, Ch. 4

**Week 5 – Africans in the Americas**
9/19 – SSS, Chapter 2
Optional Reading: Thornton, Ch. 5

**Week 6 – Africans as Laborers**
9/24 – BBR, Chapter 1
9/26 – Schwartz, “Safra” on Blackboard
Assignment: Thesis Exercise #2, Due Wednesday
Optional Reading: Thornton, Ch. 6

**Week 7 – Africans as Laborers**
10/1 – Urban Slavery, Primary Document, on Blackboard
10/3 – In-Class Reports on Contemporary Issues
Assignment: Contemporary Issue Report, Due Wednesday
Optional Reading: Thornton, Ch. 6

**Week 8 – Africans as Laborers**
10/8 – No Class
10/10 – In-Class Reports on Contemporary Issues
Week 9 – African Ethnicities and the Americas
10/15 – SSS, Chapter 7
10/17 – BBR, Chapter 3
Optional Reading: Thornton, Ch. 7

Week 10 – Bearing African Culture
10/22 – An African Uses Chile (16th c.)
10/24 – SSS, Chapter 4
Optional Reading: Thornton, Ch. 8

Week 11 – Bearing African Culture
10/29 – BBR, Chapter 8
10/31 – Discussion, “Is there a shared Afro-American culture”
Assignment: Response 1, Due Wednesday
Optional Reading: Thornton, Ch. 8

Week 12 – African Religion and Christianity
11/5 – A Mulato becomes a Tlachitztle (1626)
11/7 – SSS, Chapter 5
Optional Reading: Thornton, Ch. 9

Week 13 – African Religion and Christianity
11/12 – Primary Documents, Africans and the Inquisition
11/14 – BBR, Chapter 4
Assignment: Paper Proposal, Due Monday
Optional Reading: Thornton, Ch. 9

Week 14 – Resistance and Rebellion
11/19 – BBR, Chapter 5
Assignment: Paper Bibliography, Due Monday

Thanksgiving break

Week 15 – Resistance and Rebellion
11/26 – African Slaves Found a Town (1613)
11/28 – Primary Documents, African Resistance
Assignment: Response 2 Due, Wednesday
Optional Reading: Thornton, Ch. 10

Week 16 – The 18th c. and Beyond
12/3 – SSS, Chapter 8
12/5 – SSS, Chapter 9
Optional Reading: Thornton, Ch. 11

Finals Week
Research Paper, Due Thursday Dec. 13
HIST 368

Final Research Paper -

Overview

The goal of this paper is to draw connections between past and present. Students will identify a particular aspect of the experience of Africans and Afro-Latin people in Latin America. After identifying their topic students will research its historical and contemporary manifestations. This research will be presented in a 5-7 page research paper that builds upon this class’s examination of history, methodology, and contemporary issues.

Response Paper Objectives
Identify a major issue within the history of Afro-Latin America

Research that issue’s historical and contemporary manifestations

Synthesize the existing literature of that issue and write an original essay that makes a clear argument for how historical forces shaped contemporary issues/events

The argument recognizes and uses where appropriate historical approaches and methods for evaluating evidence, claims, and theories.

Format

- 5-7 pages
- Typed, double-spaced
- 12 pt, Times New Roman (or other standard font)
- Uses an appropriate citation style consistently (MLA, Chicago, etc.)

Style

- I do not want to impose a specific style, nevertheless:
  - This should be written as an academic paper.
  - This should be written as a coherent essay do not simply respond to each objective independently. Try to construct an argument or thesis which summarizes your ideas and addresses the objectives.
  - Avoid sounding casual, avoid idioms, avoid contractions.
  - Imagine this is being read by an academic audience familiar with the general material.
    - Meaning do not summarize too much or spend too much time outlining the relevant historical events or themes. Focus on the ideas brought up by the author not the history itself.
  - “I” statements are okay, but do not over use them. “I felt” “I like” “I believe”

Grading Assessment

F - Paper does not address the above objectives or only addresses some poorly.
   Paper has serious grammatical, spelling, or formatting errors.

D - Paper addresses the objectives but does not properly use or cite sources
   Paper does not convey a clear understanding of major issues concerning Afro-Latin America.
   Paper’s discussion of methodologies and approaches may be confused, lacking, or ineffective.
   Paper does not make clear arguments and points are not supported.
   Paper does not properly incorporate appropriate sources.
   Papers may have serious grammatical, spelling, or formatting errors.

C - Paper addresses the objectives satisfactorily.
   Paper satisfactorily demonstrates an understanding of major issues concerning Afro-Latin America.
   Paper may not demonstrate reflection on broader themes or issues.
   Paper satisfactorily integrates appropriate methodologies and approaches.
   Paper’s incorporation of appropriate sources may be weak or ineffective.
   Paper may have some grammatical, spelling, and formatting errors.

B - Paper provides a good response to the objectives.
   Paper conveys a clear understanding of major issues concerning Afro-Latin America, including key issues, concepts, and/or figures.
   Paper has clear arguments but may not always support them well.
   Paper appropriately and consistently integrates relevant methodologies and approaches.
   Paper incorporates and synthesizes appropriate sources.
   Paper does not have grammatical, spelling, and formatting errors.

A - Paper excels at responding to the objectives.
   Paper conveys an excellent understanding of major issues concerning Afro-Latin America, including key issues, concepts, and/or figures.
d. CHEM 135, CHEM 150, CHEM 195 – Withdrawal from counting in KU Core

KU Core Course Withdrawal Form

<table>
<thead>
<tr>
<th>Name</th>
<th>David Benson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:drb@ku.edu">drb@ku.edu</a></td>
</tr>
<tr>
<td>Submitting College/School</td>
<td>CLAS</td>
</tr>
<tr>
<td>Submitting Department</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Has the department (and all cross-listed departments) approved the withdrawal of this course from the KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of person giving department approval:</td>
<td>Brian Laird</td>
</tr>
<tr>
<td>Date of department approval:</td>
<td>Tuesday, September 15, 2015</td>
</tr>
<tr>
<td>Course Title:</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>Subject Code and Number:</td>
<td>CHEM 135</td>
</tr>
</tbody>
</table>
Rationale for withdrawal:

KU offers three two-semester general chemistry course sequences: CHEM 130 and 135 (General Chemistry I and II); CHEM 170 and 175 (Chemistry for the Chemical Sciences I and II) and CHEM 190 and 195 (Foundations of Chemistry, Honors I and II). The first course in each sequence serves as a prerequisite for any of the second courses (i.e. students can switch from one sequence into another). CHEM 130, 170 and 190 all satisfy KU Core Goals 1.2 and 3 (Natural Sciences). CHEM 135 and CHEM 195 are also currently listed as satisfying Goals 1.2 and 3 (Natural Sciences), while CHEM 170 only satisfies Goal 3 (Natural Sciences). We are requesting that CHEM 135 and CHEM 195 be removed from the Goal 1.2 list, since by necessity any student taking those courses will already have satisfied Goal 1.2 via the prerequisite (CHEM 130, 170 or 190 or the equivalent transfer course).
KU offers three two-semester general chemistry course sequences: CHEM 130 and 135 (General Chemistry I and II); CHEM 170 and 175 (Chemistry for the Chemical Sciences I and II) and CHEM 190 and 195 (Foundations of Chemistry, Honors I and II). The first course in each sequence serves as a prerequisite for any of the second courses (i.e. students can switch from one sequence into another). CHEM 130, 170 and 190 all satisfy KU Core Goals 1.2 and 3 (Natural Sciences). CHEM 135 and CHEM 195 are also currently listed as satisfying Goals 1.2 and 3 (Natural Sciences), while CHEM 170 only satisfies Goal 3 (Natural Sciences). We are requesting that CHEM 135 and CHEM 195 be removed from the Goal 1.2 list, since by necessity any student taking those courses will already have satisfied Goal 1.2 via the prerequisite (CHEM 130, 170 or 190 or the equivalent transfer course).
| **withdrawal of this course from the KU Core?** * |  |
| **Name of person giving department approval:** * | Brian Laird |
| **Date of department approval:** * | Tuesday, September 15, 2015 |
| **Course Title:** * | Chemistry for Engineers |
| **Course Subject Code and Number:** * | CHEM 150 |

**Rationale for withdrawal:**

CHEM 150 currently satisfies KU Core Goals 1.2 and 3 (Natural Sciences). We are requesting that it be removed from the list of Goal 1.2 courses. CHEM 150 is only open to students in the School of Engineering who require just one semester of chemistry. One of the prerequisites for CHEM 150 is eligibility for MATH 121 or MATH 125 (Calculus I). The prerequisite for MATH 121 and 125 is MATH 104 (Pre-calculus Mathematics), which is a Goal 1.2 course, or an ACT score of 28 or higher, above the 23 score that constitutes an exemption from Goal 1.2. Thus, there is little if any chance that any student will ever need CHEM 150 to fulfill Goal 1.2. Indeed, of the 189 students who completed CHEM 150 in Fall 2014, only six currently have CHEM 150 listed on their DPR’s as fulfilling Goal 1.2. None of those six students had received a Goal 1.2 exemption based on their ACT scores, but they would have satisfied Goal 1.2 by way of the math course they were taking the same semester (MATH 104 or MATH 121). Given this scenario, we feel that our departmental assessment efforts are better directed towards other goals.
C. Other

1. Proposal for an Honors Program in the Jewish Studies Program

The Jewish Studies Program recently received approval for a degree, the BA in Jewish Studies. This degree is effective Fall 2015. As a part of this new degree, the Program would also like to request approval of departmental honors in Jewish Studies. The proposed criteria are below.

The Jewish Studies Program invites undergraduate majors to apply for graduation with program honors. They must meet the following criteria:

1. The candidate will have an overall grade-point average of at least 3.25 and a grade-point average in Jewish Studies of 3.5 both at the time of declaring intention to seek honors and by graduation.
2. The candidate will fill out a declaration form (available on the JS Program's website) and submit a copy of that form to Student Academic Services.
3. In consultation with the JS honors coordinator and with approval from a supervising professor, the candidate will declare the intention of seeking honors no later than the time of enrollment for the final undergraduate semester.
4. The candidate will enroll in JWSH 491 Directed Study in Jewish Studies, Honors for one or two semesters during which the student will write a substantial, original research paper to be submitted to the supervising professor as an honors essay. A grade of B or higher must be earned in this/these courses.
5. A committee of three faculty members (the supervising professor and two others) will approve the honors essay and will certify to the JS honors coordinator that the candidate has successfully completed the requirements to earn honors. The JS honors coordinator will certify to Student Academic Services that the Honors Program has been successfully completed.

2. Report of Action to CUSA:

NEW LA&S 292 TOPIC
LA&S 292 – NEW TOPIC PROPOSAL

The Center for Civic and Social Responsibility and the Office of Multicultural Affairs has teamed together to respectively submit this course proposal for LA&S 292.

The course is LA&S 292 Special Topics: Advocacy for Social Change. It will be taught as a service learning course that introduces concepts of social justice.

The instructors of record will be Amanda Wright from CCSR and Precious Porras from OMA. Both have extensive teaching experience and are well versed in social justice and service.

We look forward to the College’s consideration of this course and welcome any questions.

Best Wishes,
John

John Augusto, Ph.D.
Assistant Vice Provost
Director, Center for Civic and Social Responsibility
The University of Kansas
785-864-7351 (office)

LA&S 292: Special Topics
Advocacy for Social Change
This Course is a Service-Learning Course

Course Description

The purpose of this course is to introduce students to a number of theoretical frameworks and models in social justice leadership. Through various readings, social interactions, discussions, and critical reflection activities, students will be challenged to consider multiple perspectives of the same issue, thus augmenting their cognitive skills and epistemological development. Further, the course will provide students with an opportunity to engage with the local community and develop an advocacy outreach project that addresses an issue within the community by applying leadership and social justice concepts. The service learning experience in this course will challenge students to broaden their understanding of social justice issues by providing them with a larger social context in which to understand the systematic problems that members of society face. Students will apply theories of social justice and leadership models to a social issue affecting an identified population within the local community. In groups, students will collaborate to design and implement an advocacy project to raise awareness and bring about
change related to their selected issue. This advocacy project will take students beyond ‘talking about social justice’ to exploring the potential of ‘doing something about social justice.’

Learning Outcomes
Materials and activities in this course are designed to enable students to meet the following learning outcomes:
1) Gain a general knowledge of social justice concepts and theories and an understanding of root causes of social problems.
2) Understand and apply a number of social justice leadership models related to social change, advocacy, and activism.
3) Understand how to apply one’s professional skills and interests to the betterment of society.
4) Become better prepared to work as an active citizen in diverse communities.
5) Develop a social justice advocacy leadership project that focuses on at least one issue/phenomenon related to social problems in an identified community.

Assessment of Learning Outcomes
• Learning outcome 1 will be assessed through reflection assignments based on the readings and through class discussions.
• Learning outcome 2 will be assessed through the planning and execution of the advocacy project and reflective journaling assignments.
• Learning outcome 3 will be assessed through the development and execution of the advocacy project and through reflective journaling throughout the process.
• Learning outcome 4 will be assessed through the final reflection assignment following implementation of the advocacy project.
• Learning outcome 5 will be assessed through the research and development of the advocacy project.

Other Information About the Course:
• This course is geared toward undergraduate students.
• This course is not already addressed by individual academic departments or schools.
• This course advances the Undergraduate Studies goal of exposing students to experiential learning.
• This course has an experiential learning component and will count for credit towards completion of the Service Learning Certificate, which supports KU Core Goal 5.
• This course will have a natural link to a co-curricular KU experience – the Colors of KU retreat. Students will not be required to attend the retreat, but it will be a strong co-curricular experience to support the goals of the course.
• Staffing Plan: This course will be team taught by Amanda Wright, M.S.E., J.D. (program coordinator, Center for Civic & Social Responsibility) and Precious Porras, M.S., Ed.D. (anticipated 2016) (interim director, Office of Multicultural Affairs).
• This course will be physically housed in the Sabatini Multicultural Resource Center classroom and will use university standard course evaluations.
• This course is aimed at mostly sophomore and junior level students.
• This course will use both online content and in-class meetings.
• The course will have limited enrollment (35 students).
• This course will be taught in the Spring semester only.

General Structure of the Course:

Part I – Knowledge Development
• Students will review readings related to social justice, social change, service learning, and activism.
• Students will reflect on these readings individually and in groups to develop a deeper understanding of the root causes of social problems.

Part II – Identification of Social Problem
• In groups, students will select a social problem affecting an identified population within the local community.
• Students will research this identified social problem and will identify root causes and contributing factors.
• Students will meet with local non-profit organizations and individual community members related to their selected social problem to learn more about the issue.

Part III – Advocacy Project
• Based on the knowledge developed in Part I and the research conducted in Part II, students will develop an advocacy service-learning project to address their selected social problem.
• This advocacy project will be implemented in consultation with the instructors of the course. The project will serve as the final product for the course and will serve to benefit an identified community need.
• As part of the development of this project, one class period will be devoted to an in-class discussion about academic ethics of social research and how to ethically engage with the community.
• Assessment of the final project will include feedback from community partners.

General Grading Structure
• Critical Reflection Discussions & Journaling – 20%
• Research portfolio on social issue – 20%
• Advocacy Project – 50%
• Final reflection – 10%

SYLLABUS

LA&S 292 Special Topics
Advocacy for Social Change
Spring 2016
Mondays & Wednesdays xx:xx – xx:xx
SMRC Classroom

Instructors: Precious Porras & Amanda Wright
Email: pporras@ku.edu & amanda.wright@ku.edu
Phone Number: (785) 864-0960

Required Text:

This Course will actively use the Blackboard website. Be sure that you are able to login and access this site.

Course Description:
The purpose of this course is to introduce students to a number of theoretical frameworks and models in social justice leadership. Through various readings, social interactions, discussions, and critical reflection activities, students will be challenged to consider multiple perspectives of the same issue, thus augmenting their cognitive skills and epistemological development. Further, the course will provide students with an opportunity to engage with the local community and develop an advocacy outreach project that addresses an issue within the community by applying leadership and social justice concepts. The culturally based service learning experience in this course will challenge students to broaden their understanding of social justice issues by providing them with a larger social context in which to understand the systemic problems that members of society face. Students will apply theories of social justice and leadership models to a social issue affecting an identified population within the local community. In groups, students will collaborate to research, design, and implement an advocacy project to raise awareness and bring about change related to their selected issue. This advocacy project will take students beyond ‘talking about social justice’ to exploring the potential of ‘doing something about social justice.’

Student Learning Outcomes:
Materials and activities in this course are designed to enable students to meet the following learning outcomes:
1) Gain a general knowledge of social justice concepts and theories and an understanding of root causes of social problems.
2) Understand and apply a number of social justice leadership models related to social change, advocacy, and activism.
3) Understand how to apply one’s professional skills and interests to the betterment of society.
4) Become better prepared to work as an active citizen in diverse communities.
5) Develop a social justice advocacy leadership project that focuses on at least one issue/phenomenon related to social problems in an identified community.

Attendance & Participation:
You get out only as much as you put in. Attendance for this course is required. This is because research clearly shows that class attendance = higher grades and better understanding of the course content. You must also actively participate in this class. Asking questions, contributing to discussion, and sharing your thoughts, experiences, and ideas will help you and your classmates more thoroughly understand the subject matter and will make class much more interesting and enjoyable!

Because of the experiential nature of this class, students are allowed a minimal number of absences. Students are allowed two unexcused absences per semester without penalty. In order for an absence to be excused, you must notify us (the
instructors) prior to class of the reason for your absence. Absences will only be excused in extenuating circumstances, including but not limited to University sanctioned events, cases of documented illness, family crisis issues, and other emergencies.

Every unexcused absence after the 2nd unexcused absence results in a full letter grade deduction:

- 3 absences: one full letter grade deduction (if A, student earns B.)
- 4 absences: two full letter grade deductions (if A, student earns C, if C, student fails course, etc.)
- 5 absences: three full letter grade deductions (if A, student earns D, if B, student fails course, etc.)
- Note: A student cannot pass the course with more than 5 unexcused absences.

Statement of Inclusion
KU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, gender identities and gender expression, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from the Jayhawk community or if you have a need of any specific accommodations, please speak with us early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Academic Support: The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.disability.ku.edu. Please contact me privately in regard to your needs in this course.

Academic Honesty: Cheating and plagiarism will not be tolerated in this class. When writing for this class, DO NOT copy information directly from a book, the internet, or any other source. Information needs to be put into your own words – otherwise we won’t be able to determine whether you understand the information you’re supposed to be learning. Please feel free to stop by and speak with us about how to properly cite information in your papers and projects – we’re more than happy to help you with this task.

For details concerning KU’s policies on academic misconduct please see the academic misconduct policy http://policy.ku.edu/governance/USRR#art2sect6

General Structure of the Course:

Part I – Knowledge Development
- Students will review readings related to social justice, social change, service learning, advocacy, and activism.
- Students will reflect on these readings individually and in groups to develop a deeper understanding of the root causes of social problems.

Part II – Identification of Social Problem
- In groups, students will select a social problem affecting an identified population within the local community.
- Students will research this identified social problem and will identify root causes and contributing factors.
- Students will meet with local non-profit organizations and community members related to their selected social problem to learn more about the issue.

Part III – Advocacy Project
- Based on the knowledge developed in Part I and the research conducted in Part II, students will develop an advocacy service-learning project to address their selected social problem.
- This advocacy project will be implemented in consultation with the instructors of the course. The project will serve as the final product for the course and will serve to benefit an identified community need.
- As part of the development of this project, one class period will be devoted to an in-class discussion about academic ethics of social research and how to ethically engage with the community.
- Assessment of the final project will include feedback from community partners.
- Students should remember that this project is designed to help you learn about advocacy and applying social justice theories to real-life contexts. It is not expected that you will create full “social change” on an issue in one semester.

Course Readings Beyond the Required Text:**

Selected Chapters from: (PDFs provided on Blackboard)
• Canning & Reinsborough (2010). *RE:imagining Change: How to Use Story-based Strategy to Win Campaigns, Build Movements, and Change the World*

*Selected Articles and Online Readings, including:* **
• Toolkits from the Community Toolbox Website, ctb.ku.edu
• Various tools from The Advocacy Institute, advocacy.org
• Fenton Communications, “Now Hear This: The Nine Laws of Successful Advocacy Communications.” (PDF provided on Blackboard)

**Additional selected readings will be listed on Blackboard.**

**GRADING**
This course will be graded on a standard scale. 
Although you will do work in groups for this course, you will receive an individual grade based on your individual work and contributions in the course.

Your grade in this course will be based on several components:

- **Critical Reflection Class Discussions and Journaling Assignments** (200 points = 20% of your grade): This grade will be based on your in-class participation in discussions and on your submission of journaling assignments throughout the course.

- **Research Portfolio** (200 points = 20% of your grade):
  Each student will put together an individual research portfolio for their selected topic. This portfolio may include, but is not necessarily limited to, articles in popular media, scholarly research articles, interview notes and site visit notes from community partners, and other observational notes. It is the responsibility of each student to do their own research, even though they will be working in a group on the final project.

- **Advocacy Project** (500 points = 50% of your grade):
  Each student will work in a group to develop and implement an advocacy project to address their selected social issue. The group will be evaluated as a whole, but the contribution of each group member will also be evaluated individually. The project must be implemented as a final product in order to receive a grade for the course. There will be several drafts of a project plan due prior to the final product and each group will give a peer presentation to receive feedback from the class before the final draft.

- **Final Reflection** (100 points = 10% of your grade):
  Each student will submit an individual reflection on the final project and the course as a whole. Reflection questions will be provided as prompts for this assignment. This written reflection will be approximately 5-7 pages in length.

**Late Work:** Absent *extraordinary* circumstances, it will not be accepted.

<table>
<thead>
<tr>
<th>Grading Summary:</th>
<th></th>
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<tbody>
<tr>
<td>Reflection/Journaling</td>
<td>200 points</td>
</tr>
<tr>
<td>Research Portfolio</td>
<td>200 points</td>
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<tr>
<td>Advocacy Project</td>
<td>500 points</td>
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<tr>
<td>Final Reflection</td>
<td>100 points</td>
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<tr>
<td>900-1,000 points:</td>
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<tr>
<td>800-899 points:</td>
<td>B (80-89%)</td>
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<tr>
<td>700-799 points:</td>
<td>C (70-79%)</td>
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<tr>
<td>600-699 points:</td>
<td>D (60-69%)</td>
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<tr>
<td>599 or less points:</td>
<td>F (59% and below)</td>
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</table>

*Students with questions about their grades should feel free to contact us.*
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1/20</td>
<td><strong>Part I – Knowledge Development</strong>&lt;br&gt; Review Syllabus, Social Change</td>
<td></td>
</tr>
<tr>
<td>M 1/25</td>
<td><strong>Social Justice</strong></td>
<td></td>
</tr>
<tr>
<td>W 1/27</td>
<td>Privilege &amp; Oppression</td>
<td>Journal Assignment 1</td>
</tr>
<tr>
<td>M 2/1</td>
<td>Privilege &amp; Oppression</td>
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<td>W 2/3</td>
<td>Exploring Self-Awareness/Identities</td>
<td>Journal Assignment 2</td>
</tr>
<tr>
<td>M 2/8</td>
<td>Exploring Self-Awareness/Identities</td>
<td></td>
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<tr>
<td>W 2/10</td>
<td>Class Privilege</td>
<td>Journal Assignment 3</td>
</tr>
<tr>
<td>M 2/15</td>
<td>Other Identities</td>
<td></td>
</tr>
<tr>
<td>W 2/17</td>
<td><strong>Non-Profit Partner &amp; Guest Speaker Presentations</strong></td>
<td>Journal Assignment 4</td>
</tr>
<tr>
<td>M 2/22</td>
<td><strong>Part II – Identification of Social Problem</strong>&lt;br&gt; Allies and Advocates&lt;br&gt; Ethics of Social Research &amp; Service</td>
<td>- Submit your issue preferences online by 8 AM on Feb. 21st.&lt;br&gt;- Select Social Issue/Groups in class.</td>
</tr>
<tr>
<td>W 2/24</td>
<td>Issue Identification Strategies &amp; Research Methods</td>
<td></td>
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<tr>
<td>M 2/29</td>
<td>Types of Service, What is Advocacy</td>
<td>Journal Assignment 5</td>
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<tr>
<td>W 3/2</td>
<td>Advocacy and the Internet</td>
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<td>M 3/7</td>
<td>Strategies for Creating Systemic Change</td>
<td>Journal Assignment 6</td>
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<tr>
<td>W 3/9</td>
<td>Successful Communication for Advocacy; Use of Story-Telling</td>
<td>RESEARCH PORTFOLIO DUE</td>
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<td>M 3/14</td>
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<td>W 3/16</td>
<td><strong>NO CLASS – Spring Break</strong></td>
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<td>M 3/21</td>
<td><strong>Part III – Advocacy Project Development/Implementation</strong>&lt;br&gt; What’s in Your Advocacy Toolbox?</td>
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<tr>
<td>W 3/23</td>
<td>Finding the Right Tools for Your Issue</td>
<td>Finalize Project Groups</td>
</tr>
<tr>
<td>M 3/28</td>
<td>Work in groups on Project Plan First Draft</td>
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<tr>
<td>W 3/30</td>
<td>Coalition Building – What Makes a Movement?</td>
<td>1st PROJECT PLAN DRAFT DUE</td>
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<tr>
<td>M 4/4</td>
<td>Case Study 1 Discussion</td>
<td>Journal Assignment 7</td>
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<tr>
<td>W 4/6</td>
<td>Peer Presentations &amp; Feedback</td>
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<tr>
<td>M 4/11</td>
<td>Peer Presentations &amp; Workshop Session</td>
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<tr>
<td>W 4/13</td>
<td>Workshop Session</td>
<td>FINAL PROJECT PLAN with implementation details DUE</td>
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<td>M 4/18</td>
<td>Case Study 2 Discussion</td>
<td>Journal Assignment 8</td>
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<tr>
<td>W 4/20</td>
<td>Checking-In &amp; Group Processing</td>
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<tr>
<td>M 4/25</td>
<td>Workshop Session</td>
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<tr>
<td>W 4/27</td>
<td>Case Study 3 Discussion</td>
<td>Journal Assignment 9</td>
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<tr>
<td>M 5/2</td>
<td>Advocacy in Current Events</td>
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<tr>
<td>W 5/4</td>
<td>Writing Your Own Case Study - Telling Your Story</td>
<td></td>
</tr>
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<td></td>
<td><strong>FINAL EXAM DATE</strong></td>
<td></td>
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</tbody>
</table>

*The Final Implementation of your Advocacy Project must be complete/produced by the Last Day of Classes for Spring, May 5th. Some Advocacy Projects may be completed in advance of May 5th.*

*Note: This syllabus and schedule is subject to change.*