The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING
AGENDA
November 10, 2015, 11:15AM
STRONG HALL – ROOM 210

I. Welcome

II. Approval of CUSA Minutes from October 27, 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: GIST 550, JWSH 562, REL 572, JWSH 563, REL 573, HIST 379, MUSE 301
         CHANGES: ABSC 304, ABSC 308, ABSC 509, EVRN 538, GEOG 538, PHSX 661, POLS 512
         DELETIONS: POLS 504, POLS 506, POLS 601, POLS 627, POLS 663, POLS 664, POLS 683
      2. Degree Requirements for Approval:
         a. Change to Existing Major – BS in Environmental Studies
         b. Elimination of Major Admission Requirements – BA & BGS in Applied Behavioral Science
      3. KU Core Proposals:
         a. COMS 496 – Goal 6
         b. HA 363 – Goal 4, Learning Outcome 2
         c. HIST 117 – Goal 3H and Goal 4, Learning Outcome 2
         d. HIST 395 – Goal 3H and Goal 4, Learning Outcome 2
   B. Academic Policies and Awards
      None at this time.

VI. Adjournment
COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING
Minutes of the Meeting for October 27, 2015

The committee met on Tuesday, October 27, 2015, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Anthony-Twarog, Atchley, Brackett, Bradley, Cotten-Spreckelmeyer, Garibotto, Goldstein, Hileman, Ledom, Morris, Quenette, Rockey, Stock, Zogry
Guest: David Gaston

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

Approval of CUSA Minutes: A motion was made to approve the September 22, 2015 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

Dean’s Office Update: Dr. Goldstein announced that the Office of the Provost has approached the College and other academic units, requesting that they cut their budget by 3% or find a way to make up this amount through additional revenue sources. The College is looking for input on this issue from department chairs.

SAS Office Update: Ms. Ledom announced that SAS continues to be very busy with advising and main enrollment. She asked CUSA members to spread the news in their respective departments that two sessions of an Undergraduate Coordinator meeting are coming up soon on Monday, November 16th and Wednesday, November 18th.

Subcommittee Assignments:
A. Curricular Changes/Degree Requirements/ KU Core Proposals
   1. Curricular Changes for Approval:
      Professor Atchley presented the Curricular Changes nominations. A motion was made to approve the Curricular Changes. The motion was seconded and passed unanimously.

      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:
      Professor Atchley 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 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:
      Professor Atchley 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 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

C. Academic Policies and Awards
   1. Proposal for Changes to the Bachelor of General Studies (BGS) Degree (Attachment 1)

      Professor Quenette presented the Proposal for Changes to the BGS Degree, which agrees in essence with the most recent previous BGS proposal. Features of this proposal include flexibility, suitable credit hour requirements, and compatibility with the growing number of newly available certificates.

      The committee discussed a number of concerns regarding the proposal, including time required for students late in their academic careers to complete the BGS requirements, timeline for availability of certificates, availability of career preparation courses, and the need to address course overlap between certificates.
The proposal was passed, and will be presented to other stakeholders within the College and other academic units for input.

D. Other
   e. Departmental Honors in Jewish Studies
      Ms. Ledom presented the proposal for Departmental Honors for the new Jewish Studies major. The proposal was passed unanimously.
      Ms. Ledom reported on the new course topic in LA&S 292, Advocacy for Social Change.

Adjournment 12:20 p. m.
A. Curricular Changes/Degree Requirements

1. Curricular Changes for Approval/Motion to File

New Courses

**New Course Proposal**

Date Submitted: Fri, 23 Oct 2015 15:04:30 GMT

**GIST 550 : Issues in Global Studies:**

Changes proposed by: f409w960

Academic Career

Undergraduate, Lawrence

Subject Code

GIST

Course Number

550

Academic Unit

Department

Global & International Studies (GIST)

School/College

College of Lib Arts & Sciences

Locations

Edwards

Lawrence

Describe Other Location

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

Yes

Please Explain

This will be a topics in course which will list relevant and select courses that will be conventional, hybrid, or online.

Title

Issues in Global Studies:_________________

Transcript Title

Issues in Global Studies:_____

Effective Term

Fall 2016

Catalog Description

An interdisciplinary study of topics with particular emphasis on issues of global importance--i.e. transnational and trans-regional. May be repeated for credit if content varies.

Prerequisites

GIST 301

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits

3

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

A-D(+/-)FI

MD Course Category

Course Offered as

Year of Student

Maximum number of students (per rotation)

Typically Offered

Describe Specific Months
Instructor Name

Is this course part of the University Honors Program?  
No

Are you proposing this course for KU Core?  
No

Typically Offered  
Not Taught in Summer  
Please explain

Repeatable for credit?  
Yes

How many times may this course be taken  
4

- AND/OR -  
For how many maximum credits  
12

Can a student be enrolled in multiple sections in the same semester?  
Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator  
Course Designator  
U - Undesignated elective

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

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?  
Describe how:

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

Which Program(s)?

Rationale for Course Proposal

We want to highlight and create "global" options for students taking electives in our major and minor. We want to have a way to direct students to particular courses that are transnational and trans-regional, rather than international. Although 80% of our relevant courses are "international" in the academic sense, we want to use this to emphasize courses representing the "global" part of our name.

Supporting Documents  
GiST 550 RATIONALE.docx

KU Core Information

Has the department approved the nomination of this course to KU Core?  
No

Name of person giving departmental approval

Date of Departmental Approval  
Selected Goal(s)

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)?

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

Selected Learning Outcome(s):
KU Core Documents
KU Core Effective Semester

Course Reviewer Comments
Karen Ledom (kjh) (Tue, 20 Oct 2015 16:41:22 GMT): Is this description too restrictive for any special topic that might be offered in the department? Global Studies seems broader than transnational alone. If this is what was intended, the committee recommends a change to the course title. In addition the committee recommends shortening the description and making it more general so that it could cover the wide variety of special topics likely to be available via GIST. By giving such specific examples the committee felt this might confuse students as the description sounds a bit more like a specific course description. Please advise as to how you would like to edit the proposal. Thank you! Karen

Karen Ledom (kjh) (Tue, 20 Oct 2015 16:41:54 GMT): Rollback: Please see comments at the bottom of proposal form. This proposal was tabled at the 10/20 subcommittee meeting. Thank you.

Karen Ledom (kjh) (Thu, 22 Oct 2015 22:56:09 GMT): Rollback: Karen Ledom (kjh) (Tue, 20 Oct 2015 16:41:22 GMT): Is this description too restrictive for any special topic that might be offered in the department? Global Studies seems broader than transnational alone. If this is what was intended, the committee recommends a change to the course title. In addition the committee recommends shortening the description and making it more general so that it could cover the wide variety of special topics likely to be available via GIST. By giving such specific examples the committee felt this might confuse students as the description sounds a bit more like a specific course description. Please advise as to how you would like to edit the proposal. Thank you! Karen

Karen Ledom (kjh) (Fri, 30 Oct 2015 22:56:56 GMT): SEE ATTACHED COMMENTS FROM DEPT ALSO.

Key: 11322

New Course Proposal
Date Submitted: Fri, 02 Oct 2015 21:48:38 GMT

JWSH 562 : Judaism and Political Theology
Changes proposed by: o093o207

Academic Career
Undergraduate, Lawrence

Subject Code
JWSH

Course Number
562

Academic Unit
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
Judaism and Political Theology

Transcript Title
Judaism and Political Theology

Effective Term
Fall 2016

Catalog Description
A consideration of the relationship between religion and politics in Judaism, and of the relevance of Judaism to broader discussions about religion and politics. Topics will include sovereignty, secularization, pluralism, democracy, and revolution.

Prerequisites
At least one course in Jewish Studies or Religious Studies, or permission of instructor.

Cross Listed Courses:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 572</td>
<td>Judaism and Political Theology</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**
Twice a Year

**Repeatable for credit?**
No

**Principal Course Designator**

**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?**
No

**Rationale for Course Proposal**
New course in REL

**Course Reviewer Comments**
Karen Ledom (kjh) (Sun, 18 Oct 2015 00:55:30 GMT): emailed depts 10/17 to ask for addition of a prerequisite.
Karen Ledom (kjh) (Thu, 22 Oct 2015 23:02:22 GMT): subcommittee asked for a prerequisite. Departments proposed the following: An introductory course in Jewish Studies or Religious Studies.

Key: 11287

**New Course Proposal**
Date Submitted: Mon, 05 Oct 2015 17:39:39 GMT

**REL 572 : Judaism and Political Theology**
Changes proposed by: o093o207

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
REL

**Course Number**
572

**Academic Unit**
Department
Religious Studies (REL)

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

**Locations**
Lawrence

**Describe Other Location**

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

**Please Explain**

**Title**
Judaism and Political Theology
Transcript Title
Judaism and Political Theology
Effective Term
Fall 2016
Catalog Description
A consideration of the relationship between religion and politics in Judaism, and of the relevance of Judaism to broader discussions about religion and politics. Topics will include sovereignty, secularization, pluralism, democracy, and revolution.
Prerequisites
At least one course in Jewish Studies or Religious Studies, or permission of instructor.
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWSH 562</td>
<td>Judaism and Political Theology</td>
</tr>
</tbody>
</table>

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/-)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
No
Typically Offered
Twice a Year
Please explain

Repeatable for credit?
No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
H - Humanities
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

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>REL-BA/BGS</td>
</tr>
</tbody>
</table>

Describe how:
Fulfills Major and minor elective hours.

Rationale for Course Proposal
This course is one of several being created by a new faculty member in the Department of Religion. It addresses important topics and methodologies in the study of religion and will be offered regularly. It was previously offered (fall 2014) as a special topics seminar (REL 404).

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

No
Name of person giving departmental approval

Date of Departmental Approval
Selected Goal(s)
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)?

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

Selected Learning Outcome(s):

KU Core Documents
KU Core Effective Semester

Course Reviewer Comments
Karen Ledom (kjh) (Tue, 06 Oct 2015 13:29:43 GMT): need to add Jewish Studies cross-listed course into CIM
Karen Ledom (kjh) (Sun, 18 Oct 2015 00:56:03 GMT): emailed depts 10/17 to ask for addition of prerequisite

Key: 11291

New Course Proposal
Date Submitted: Fri, 02 Oct 2015 21:53:21 GMT

JWSH 563 : Judaism and Sexuality

Changes proposed by: o093o207

Academic Career
Undergraduate, Lawrence

Subject Code
JWSH

Course Number
563

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
Judaism and Sexuality

Transcript Title
Judaism and Sexuality

Effective Term
Fall 2016

Catalog Description
An exploration of the complex interactions of Judaism, Jewishness, and sexuality. The course serves as a basic introduction to traditional Jewish understandings of gender and power, love and sex, and the body and embodiment. It also introduces the changes undergone by this tradition under the impact of contemporary feminism and queer theory.

Prerequisites
At least one course in Jewish Studies or Religious Studies, or permission of instructor.

Cross Listed Courses:

<table>
<thead>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 573</td>
<td>Judaism and Sexuality</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
Twice a Year

Repeatable for credit?
No

Principal Course Designator

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?

No

Rationale for Course Proposal
New course in REL

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 18 Oct 2015 00:55:45 GMT): emailed depts 10/17 to ask for addition of prerequisite
Karen Ledom (kjh) (Thu, 22 Oct 2015 23:02:58 GMT): subcommittee asked for a prerequisite. Departments proposed the following: An introductory course in Jewish Studies or Religious Studies.
Key: 11288

New Course Proposal
Date Submitted: Mon, 05 Oct 2015 17:45:14 GMT

REL 573 : Judaism and Sexuality
Changes proposed by: o093o207
Academic Career
Undergraduate, Lawrence
Subject Code
REL

Course Number
Academic Unit
Religious Studies (REL)

School/College
College of Lib Arts & Sciences

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

Title
Judaism and Sexuality

Transcript Title
Judaism and Sexuality

Effective Term
Spring 2016

Catalog Description
An exploration of the complex interactions of Judaism, Jewishness, and sexuality. The course serves as a basic introduction to traditional Jewish understandings of gender and power, love and sex, and the body and embodiment. It also introduces the changes undergone by this tradition under the impact of contemporary feminism and queer theory.

Prerequisites
At least one course in Jewish Studies or Religious Studies, or permission of instructor.

Does a student need to be admitted to the school/college in order to enroll in this course?
No

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<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

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

Grading Basis
A-D(+/-)FI

MD Course Category

Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Twice a Year

Please explain
Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
H - Humanities

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

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

Which Program(s)?

<table>
<thead>
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Describe how:
Fulfills Major and Minor elective hours.

Rationale for Course Proposal
This course is one of several being created by a new faculty member in the Department of Religion. It addresses important topics and methodologies in the study of religion and will be offered regularly.

KU Core Information
Has the department approved the nomination of this course to KU Core?
No

Name of person giving departmental approval

Date of Departmental Approval
Selected Goal(s)
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)?

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

Selected Learning Outcome(s):
KU Core Documents
KU Core Effective Semester

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 18 Oct 2015 00:56:22 GMT): emailed depts 10/17 to ask for addition of prerequisite
Karen Ledom (kjh) (Thu, 22 Oct 2015 23:03:50 GMT): subcommittee asked for a prerequisite. Departments proposed the following: An introductory course in Jewish Studies or Religious Studies.

Key: 11292

New Course Proposal
Date Submitted: Mon, 26 Oct 2015 18:53:41 GMT

HIST 379 : Europe in Crisis: Empire, Extremism, and War, 1890-1945
Title
Europe in Crisis: Empire, Extremism, and War, 1890-1945
Transcript Title
Europe in Crisis: 1890-1945
Effective Term
Fall 2016
Catalog Description
This course examines the sense of crisis that defined European life in the first half of the twentieth century, an era defined by economic spasms, cultural revolts, extreme political ideologies, and two massively destructive world wars. We will examine the period between 1890 and 1945 as a violent, at times apocalyptic, clash between three competing ideologies - communism, fascism, and liberal democracy -demonstrating how extremism both fed upon and created a sense of crisis.
Prerequisites
None
Does a student need to be admitted to the school/college in order to enroll in this course?
No
Cross Listed Courses:

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/-)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

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
Please explain

Repeatable for credit?
No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
H - Humanities
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

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

Program Code
HIST-BA/BGS
Describe how:
This course will count toward the Category 1 requirement for the History Major and Minor.

Rationale for Course Proposal
Professor Andrew Denning is a new faculty member to KU and the History Department this year and this is one of the two new courses he would like to propose. Given the character limit I have attached the rational that he submitted.

Supporting Documents
Rationale for HIST 379.docx

KU Core Information
Has the department approved the nomination of this course to KU Core?
No
Name of person giving departmental approval

Date of Departmental Approval
Selected Goal(s)
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)?

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

Selected Learning Outcome(s):
KU Core Documents
KU Core Effective Semester

Course Reviewer Comments
Key: 11371
New Course Proposal
Date Submitted: Tue, 27 Oct 2015 19:52:46 GMT

MUSE 301 : Museums and Society: Past, Present, Future
Changes proposed by: b425e693

Academic Career
Undergraduate, Lawrence

Subject Code
MUSE

Course Number
301

Academic Unit
Department
Museum Studies (MUSE)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

Title
Museums and Society: Past, Present, Future

Transcript Title
Museums&Soc: Past Prsnt Future

Effective Term
Spring 2016

Catalog Description
An introduction to museums and the field of museum studies. Using short lectures, discussion, laboratory exercises, field trips, and guest speakers, students will explore the history, role, and function of museums including types, dimensions, creation and management of collections, exhibition development, administration, and visitor experiences. Includes instruction and practice in writing for a variety of museum contexts and audiences. Designed for students interested in museums and curious about museum careers.

Prerequisites
None

Cross Listed Courses:

Credits
3.0

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 Spring

Repeatable for credit?
No

Principal Course Designator
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?
No

Rationale for Course Proposal
An undergraduate course in Museum Studies at KU will:
* Serve students in majors ranging from archaeology to zoology
* Teach students about cultural institutions found across Kansas and the country
* Give students opportunities to learn about museum careers
* Enable students to practice writing for different audiences and purposes

Supporting Documents
Undergraduate MUSE course proposal.docx

Course Changes

Course Inventory Change Request

Viewing: ABSC 304: The Principles and Procedures of Behavior Modification and Therapy

Last edit: 10/21/15 2:44 pm
Changes proposed by: another

Catalog Pages referencing this course
Bachelor of Arts and Bachelor of General Studies in Applied Behavioral Science
College of Liberal Arts & Sciences

Programs
ABSC-M: Applied Behavioral Science, M.A.

Academic Career
Undergraduate, Lawrence

Subject Code
ABSC

Academic Unit
Department: Applied Behavioral Science (ABSC)
School/College: College of Lib Arts & Sciences

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

Title
The Principles and Procedures of Behavior Modification and Therapy

Transcript Title
Prin&Procdr Bhr Modificn&Thrapy

Effective Term
Fall 2016

Catalog Description
An advanced examination of the principles of applied behavior analysis as used to address problems in developmental disabilities, childhood autism, language development, early childhood education, with adolescent and family life, and in normal everyday adult behavior. Issues in measurement, design, and evaluation of the effects of applied behavior analysis procedures and ethical implications of the use of these procedures are examined. Procedures used to teach and maintain appropriate behaviors, eliminate inappropriate behaviors, and develop comprehensive behavioral intervention programs are described.

Prerequisites
ABSC 100 or ABSC 101 with a grade of C or better. 101.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D/F/I</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>S - Social Sciences</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
</tbody>
</table>

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>ABSC BA/BGS</td>
</tr>
</tbody>
</table>

Describe how: Yes, It has always been a requirement.

Rationale for Course Proposal

Instead of admission requirements, we have opted for prereq checking (C or better in ABSC 100 and 304 to enroll in higher level required courses). This change would ensure that this course works with the prereq-checking system. Also, we want to make sure that students understand the material in 100 and 304 in order to be successful in 308 and 503.

KU Core Information

Has the department approved the nomination of this course to KU Core? Yes
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 outcomes(s)?

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

Selected Learning Outcome(s):

Goal 3 - Social Sciences

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.)

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.)

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.)

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.)
Course Inventory Change Request

Viewing: ABSC 308: Research Methods and Application

Last edit: 10/21/15 2:45 pm

Changes proposed by: another

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
<th>Bachelor of Arts and Bachelor of General Studies in Applied Behavioral Science</th>
<th>ABSC BA/BGS: Applied Behavioral Science, B.A./B.G.S.</th>
</tr>
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<tr>
<td>Programs</td>
<td>ABSC-MBA: Applied Behavioral Science, M.B.A.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>ABSC</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Applied Behavioral Science (ABSC)</td>
</tr>
<tr>
<td></td>
<td>School/College</td>
</tr>
<tr>
<td></td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

No

Title
Research Methods and Application

Transcript Title
Research Methods & Application

Effective Term
Fall 2016

Catalog Description
Examines research methods used to identify, describe, understand, and intervene on socially important problems occurring across the life span (e.g., early childhood, adolescence, elders) and in varied settings (homes, classrooms, group-care facilities, and communities). Discusses research methods and concepts (e.g., prediction, experimental control, reliability, validity) within scientific, psychological, and behavior-analytic frameworks. Presents strategies and tactics regarding descriptive and experimental methods, direct and indirect measurement, graphical and statistical analysis, and single-subject and group experimental designs. Examines ethics and social responsibility in research. Provides opportunities to read primary and secondary sources, develop research questions, write and present research proposals, and assist in the conduct of research projects.
ABSC 100 and ABSC 304 with a grade of C or better in each course. ABSC 304.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Not Taught in Summer</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td></td>
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<tr>
<td>Course Designator</td>
<td>S - Social Sciences</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
</tbody>
</table>

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>Describe how</td>
<td>Course has always been required.</td>
</tr>
</tbody>
</table>

Rationale for Course Proposal: Instead of admission requirements, we have opted for prereq checking (C or better in ABSC 100 and 304 to enroll in higher-level required courses). This change would ensure that this course works with the prereq-checking system. Also, we want to make sure that students understand the material in 100 and 304 in order to be successful in 308 and 500.

KU Core Information

Has the department approved the nomination of this course to KU Core? Yes
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>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 outcome(s)?

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

Selected Learning Outcome(s)

Goal 1, Learning Outcome 1

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

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

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

Viewing: ABSC 509 : Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations

Last edit: 10/21/15 2:49 pm
Changes proposed by: another

Catalog Pages referencing this course
College of Liberal Arts & Sciences

Programs
ABSC-M: Applied Behavioral Science, Minor

Academic Career
Undergraduate, Lawrence

Subject Code
ABSC

Course Number
509

Academic Unit
Department
Applied Behavioral Science (ABSC)
School/College
College of Lib Arts & Sciences

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

Title
Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations

Transcript Title
Contmp Bshf Sci:Hst,Cncept&Comp

Effective Term
Fall 2015

Catalog

Description
This course provides a survey of modern behavioral science and its applications. It reviews the field’s history, integrates its sub-disciplines, situates it within the natural sciences, social sciences, and humanities; and compares and contrasts it with other perspectives. It covers recent advances in research, their implications for understanding human behavior, and their application to solving societal problems. And, it addresses the ethical implications of applied behavioral science.

Prerequisites
ABSC 100 or ABSC 101 and ABSC 304 with a grade of C or better in each course. 304, or instructor permission.

Cross Listed

1
<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Course Type</td>
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<td>Grading Basis</td>
<td>A-D(+)/F</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
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<tr>
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<td>Repeatable for credit?</td>
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<td>S - Social Sciences</td>
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<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
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<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
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<table>
<thead>
<tr>
<th>Which Program(s)?</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABSC-BA/BGS</td>
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</table>

Describe how: Course has always been required.

**Rationale for Course Proposal**

Instead of admission requirements, we have opted for prereq checking (C or better in ABSC 100 and 304 to enroll in higher-level required courses). This change would ensure that this course works with the prereq-checking system. Also, we want to make sure that students understand the material in 109 and 304 in order to be successful in 308 and 509.

**KU Core Information**

Has the department approved the nomination of this course to KU Core? Yes
Selected Goal(s):

**Goal 6** - Integration and Creativity

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)?

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

Selected Learning Outcome(s):

**Goal 6**

Is this course or course sequence at the required junior or senior level?

[Object Object]

Explain how students will analyze and combine information from different areas and approach and explain existing questions and problems from new perspectives, pose new questions or generate new ideas. (Please limit responses to 1000 characters.)

If your course or course sequence expects students to develop a creative product, please detail the nature of this product and how it will require students to think, react, and work in imaginative ways that produce innovative expressions and original perspectives. (Please limit responses to 1000 characters.)

Indicate the weight of the evidence in the overall grade of your course or educational experience that will evaluate students for integrative or creative thinking and how you will ensure that your syllabus reflects these assignment expectations. (Please limit responses to 1000 characters with countdown.)
**Course Inventory Change Request**

Viewing **EVRN 538 : Soil Chemistry**

Last edit: 10/23/15 8:40 am

Changes proposed by: ijk

**Catalog Pages referencing this course**

**Other Courses**

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

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

No

**Title**

Soil Chemistry

**Transcript Title**

Soil Chemistry

**Effective Term**

Fall 2016

**Catalog Description**

This course examines the chemical properties and processes of soils and methods of evaluation. Topics include solid and solution speciation, mineral solubility, soil colloidal behavior, ion exchange, surface complexation, soil salinity and sodicity, soil acidity, oxidation-reduction reactions, and kinetics of soil chemical processes. (Same as GEOG 538.)

**Prerequisites**

GEOG 335 or GEOG 536 or EVRN 335 or EVRN 535, CHEM 136 or CHEM 195, MATH 126, PHYSX-114, or consent of the instructor.

**Cross Listed Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>GEOG 538</td>
<td>Soil Chemistry</td>
</tr>
</tbody>
</table>

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A,D(+),F,I

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

No

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

No

**Typically Offered**

Typically Every Semester

**Repeatable for credit?**

No

**Principal 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**

MATH 121 has changed to MATH 125. We want to remove the PHSX requirement since GEOG 536 (Soil Physics) is a separate course and has PHSX as a prerequisite.
Course Inventory Change Request

Viewing: GEOG 538 : Soil Chemistry

Last edit: 10/23/15 8:52 am
Changes proposed by: e093e207

Catalog Pages referencing this course: College of Liberal Arts & Sciences, GEOG BA/BSCS, Geography, B A/B B G.S.

Academic Career: Undergraduate, Lawrence
Subject Code: GEOG
Academic Unit: Geography (GEOG)
School/College: College of Lib Arts & Sciences

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

Title: Soil Chemistry
Transcript Title: Soil Chemistry
Effective Term: Fall 2016

Catalog Description: This course examines the chemical properties and processes of soils and methods of evaluation. Topics include solid and solution speciation, mineral solubility, soil colloidal behavior, ion exchange, surface complexation, soil salinity and acidity, soil acidity, oxidation-reduction reactions, and kinetics of soil chemical processes. (Same as EVRN 538) Prerequisites: GEOE/GEOR 315 or 315, CHEM 315 or 315, MATH 125 or consent of the instructor.

Prerequisites: GEOG 315 or GEOG 315 or EVRN 315 or EVRN 315 or EVRN 315, CHEM 315 or CHEM 195, MATH 125 or PHSX 114, or consent of the instructor.

Cross Listed Courses:

<table>
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<tr>
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<tbody>
<tr>
<td>EVRN 538</td>
<td>Soil Chemistry</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 Spring
Repeatable for credit? No

Principal 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: MATH 121 has changed to MATH 125. We want to remove the PHSX requirement since GEOG 536 (Soil Physics) is a separate course and has PHSX as a prerequisite.

Course Reviewer Comments
# Course Inventory Change Request

**Viewing:** PHSX 661 : Introduction to Elementary Particle Physics

**Last edit:** 10/20/15 3:51 pm

Changes proposed by: shark

In The Catalog Description:
EPHX 661 : Introduction to Elementary Particle Physics

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

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

Title
Introduction to Elementary Particle Physics

Transcript Title
Intro Elemtry Particle Physics

Effective Term
Spring 2016

Catalog Description
Properties and interactions of quarks, leptons, and other elementary particles; symmetry principles and conservation laws, broken symmetry, gauge bosons; the fundamental interactions, grand unified theories of strong, electromagnetic, and weak interactions; the cosmological implications of elementary particle physics. (Same as EPHX 661.)

Prerequisites
PHSX 511 313 and MATH 320.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EPHX 661</td>
<td>Introduction to Elementary Particle Physics</td>
</tr>
</tbody>
</table>

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

Are you proposing this course for KU Core?
No

Typically Offered
Fall Semester, Even Year

Repeatable for credit?
No

Principal 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
We have found that students need a stronger background in quantum mechanics to be successful in PHSX 661. Therefore we are increasing the pre-req from PHSX 313 to PHSX 511.
# Course Inventory Change Request

**Course Deletions**

## Course Deactivation Proposal

**Date Submitted:** Mon, 19 Oct 2015 17:07:20 GMT

---

**Course: POLS 512 : Latino Politics in the U.S.**

**Last edit:** 10/18/15 2:27 pm

Changes proposed by: bjmiller

### Programs referencing this course

**POLS-BA/BGS: Political Science, B.A./B.G.S.**

### Academic Career

Undergraduate, Lawrence

### Subject Code

POLS

### Course Number

512

### Academic Unit

Department: Political Science (POLS)

School/College: College of Lib Arts & Sciences

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

No

### Title

*Latino Politics in the U.S.*

### Transcript Title

*Latino Politics in the U.S.*

### Effective Term

Spring 2016

### Catalog Description

An overview of the political position of Latinos/os in the United States. The focus is on the three largest Latino groups in the U.S.: Mexican-Americans, Cuban-Americans, and Puerto Ricans; as well as an examination of other South American and Central American populations in the U.S. The main topics include identity formation, the political circumstances of Latinos, relationship to the electoral process, political behavior, and the policy process.

### Prerequisites

None

### Cross Listed Courses:

- 3

### Course Type

Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

A-D(+)/F

### 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 Spring

### Repeatable for credit?

No

### Principal 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

to change course title

---

**Approval Path**

1. 10/16/15 2:27 pm
   - Karen Ledom (Rh)
   - Approved for CLAS Undergraduate Program and Course Coordinator

---

**Course Deletions**

**Course Deactivation Proposal**

**Date Submitted:** Mon, 19 Oct 2015 17:07:20 GMT
**POLS 504 : Millenarian Movements**

Changes proposed by: bjmiller

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
POLS

**Course Number**
504

**Academic Unit**
Department
Political Science (POLS)

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

**Title**
Millenarian Movements

**Transcript Title**
Millenarian Movements

**Last Term Offered**
Spring 2016

**Catalog Description**
A historical survey of millenarian movements (the belief in imminent, total, ultimate, this-worldly, collective salvation), with particular attention to their psychological, sociological, and political dimensions. (Same as REL 504.)

**Prerequisites**
POLS 301 or honors equivalent or for non-majors completion of Western Civilization requirement, or consent of instructor.

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REL 504</td>
<td>Millenarian Movements</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**
Repeatable for credit?
No

**Principal Course Designator**
Course Designator
S - Social Sciences

**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?**

**Rationale for Course Proposal**

**Justification for this request**
Course no longer offered.

**Course Reviewer Comments**

---

**Course Deactivation Proposal**
Date Submitted: Mon, 19 Oct 2015 16:37:38 GMT

**POLS 506 : Honors Seminar in Political Research**

Changes proposed by: bjmiller

**Academic Career**
Course Number
506

Academic Unit
Department
Political Science (POLS)

School/College
College of Lib Arts & Sciences

Title
Honors Seminar in Political Research

Transcript Title
Honors Smnr Political Research

Last Term Offered
Spring 2016

Catalog Description
Students will be exposed to a variety of topics related to the conduct of political science research. Emphasis will be on how one discerns what is known and what remains to be discovered about a research topic, the development of theories and the hypotheses about the unknown, and the collection of information for testing theories. Students will be expected to begin independent research on a topic that might eventually culminate in an honors thesis. This seminar is intended for political science majors who are in the honors or deans programs, who hold departmental scholarships, and/or who intend to write honors theses.

Prerequisites
POLS 306.

Cross Listed Courses:

Credits
3

Course Type
Independent Study (Non-research course – Examples: Private lessons, readings, independent study) (IND)

Grading Basis
A-D(+-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?

Typically Offered

Repeatable for credit?
No

Principal Course Designator
Course Designator
S - Social Sciences

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?

Rationale for Course Proposal

Justification for this request
Course no longer offered.

Course Reviewer Comments
Key: 5911

Course Deactivation Proposal
Date Submitted: Fri, 16 Oct 2015 20:01:52 GMT

POLS 601 : Political Ideologies
Changes proposed by: bjmiller

Academic Career
Undergraduate, Lawrence

Subject Code
Course Number
601

Academic Unit
Department
Political Science (POLS)

School/College
College of Lib Arts & Sciences

Title
Political Ideologies

Transcript Title
Political Ideologies

Last Term Offered
Spring 2016

Catalog Description
A systematic survey of the major political ideologies of the 19th and 20th centuries such as anarchism, socialism, liberalism, fascism, communism, and participatory democracy.

Prerequisites
POLS 301, or (for non-majors) completion of the Western Civilization requirement, or consent of instructor.

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?
Typically Offered
Repeateable for credit?
No

Principal Course Designator

Course Designator

S - Social Sciences

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?

Rationale for Course Proposal

Justification for this request
Course is no longer offered.

Course Reviewer Comments
Key: 5928

Course Deactivation Proposal
Date Submitted: Fri, 16 Oct 2015 20:30:50 GMT

POLS 627 : Advanced Issues in Survey Research
Changes proposed by: bjmiller

Academic Career
Undergraduate, Lawrence

Subject Code
POLS

Course Number
627

Academic Unit
Department
Political Science (POLS)
School/College
College of Lib Arts & Sciences
Title
Advanced Issues in Survey Research
Transcript Title
Advanced Issues Survey Research
Last Term Offered
Spring 2016
Catalog Description
This course focuses on the problems encountered while implementing surveys in specific populations (in the United States
and Europe) and in developing countries. The course identifies problem areas such as in sampling and questionnaire design;
and addresses how researchers overcome these problems.
Prerequisites
POLS 306 and POLS 626.
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?
Typically Offered
Repeatable for credit?
No
Principal Course Designator
Course Designator
S - Social Sciences
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?
Rationale for Course Proposal
Justification for this request
course no longer offered
Course Reviewer Comments
Key: 5953

Course Deactivation Proposal
Date Submitted: Fri, 16 Oct 2015 20:15:40 GMT

POLS 663 : Protest and Revolution
Changes proposed by: bjmiller
Academic Career
Undergraduate, Lawrence
Subject Code
POLS

Course Number
663
Academic Unit
Department
Political Science (POLS)

School/College
College of Lib Arts & Sciences
Title
Protest and Revolution
Protest and Revolution

Last Term Offered
Spring 2016

Catalog Description
An exploration of what happens when protesters challenge a state. The course focuses on the interactions and outcomes of dissident and state conflict. Topics include the relation between coercion and protest, strategy, violence, terrorism as adaption, civil war and regime transition.

Prerequisites
POLS 150.

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?

Typically Offered
Once a Year, Usually Fall

Repeatable for credit?
No

Principal Course Designator
S - Social Sciences

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?

Rationale for Course Proposal

Justification for this request
course is no longer offered.

Course Deactivation Proposal
Date Submitted: Mon, 19 Oct 2015 17:10:04 GMT

POLS 664 : Middle East Politics, Honors
Changes proposed by: bjmiller

Academic Career
Undergraduate, Lawrence

Subject Code
POLS

Course Number
664

Academic Unit
Political Science (POLS)

School/College
College of Lib Arts & Sciences

Title
Middle East Politics, Honors

Transcript Title
Middle East Politics, Honors

Last Term Offered
Spring 2016

Catalog Description
Honors Version of POLS 661. Survey of domestic and international political developments in the Arab countries, Iran, Turkey, and Israel. Topics include state-society relations (e.g., forms of political organization, electoral politics, opposition movements, human rights, political Islam, gender), regional and international foreign relations, and the Arab-Israeli conflict.

**Prerequisites**
Nine hours of Political Science, including POLS 150/151 and POLS 170/171, and membership in the University Honors Program; or by permission of instructor.

**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?**
Yes

**Are you proposing this course for KU Core?**
Typically Offered
Not Typically Offered

**Repeatable for credit?**
No

**Principal Course Designator**
Course Designator
S - Social Sciences

**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?

**Rationale for Course Proposal**

**Justification for this request**
Course no longer offered.

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**Course Deactivation Proposal**

Date Submitted: Fri, 16 Oct 2015 19:36:29 GMT

**POLS 683 : International Mediation, Honors**

Changes proposed by: bjmiller

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
POLS

**Course Number**
683

**Academic Unit**
Department
Political Science (POLS)

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

**Title**
International Mediation, Honors

**Transcript Title**
International Mediation, Honrs

**Last Term Offered**
Spring 2016

**Catalog Description**

This seminar examines the theories about, research on, and the practice of international mediation and other forms of non-militarized third party intervention used to address interstate, intrastate, and nonstate disputes. Specific topics include how mediation differs from other forms of non-militarized peace-building and conflict resolution; the conditions for mediation success (and how 'success' is defined; third party involvement after protracted civil conflict; the role of third parties in the
implementation of peace agreements; the relationship between mediation, peace-building, and international law; and
proactive conflict management.

**Prerequisites**
Nine hours of political science, including POLS 170/171 and membership in the University Honors Program, or by
permission of instructor.

**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?**
Yes

**Are you proposing this course for KU Core?**
Typically Offered
Not Typically Offered

**Repeatable for credit?**
No

**Principal Course Designator**
Course Designator
S - Social Sciences

**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?

**Rationale for Course Proposal**

**Justification for this request**
Course if no longer offered as honors.
2. Degree Requirements for Approval

a. Change to Existing Major – BS in Environmental Studies

Requirements for the B.S. Degree

General Education Requirements
In addition to degree and major requirements, all students must complete the KU Core.

Environmental Studies Prerequisite or Co-requisite Knowledge

Course List
Mathematics (0)
Majors must complete the following:
Calculus. Satisfied by one of the following:

- **MATH 115**  Calculus I
- & **MATH 116**  and Calculus II
- **MATH 121**  Calculus I

Statistics. Satisfied by one of the following:

- **MATH 365**  Elementary Statistics
- **GEOG 316**  Methods of Analyzing Geographical Data
- **BIOL 570**  Introduction to Biostatistics

Supporting Laboratory Science (0)
Majors must complete one of the following:
Principles of Physical Geography and Intro Lab to in Physical Geography. Satisfied by:
GEOG 104 Principles of Physical Geography
& GEOG 105 and Introductory Laboratory in Physical Geography
Introduction to Geology, Honors and Geological Fundamentals Laboratory. Satisfied by:
GEOG 102 The Way The Earth Works, Honors
& GEOL 103 and Geology Fundamentals Laboratory
Introduction to Geology and Geological Fundamentals Laboratory. Satisfied by:
GEOG 101 The Way The Earth Works
& GEOL 103 and Geology Fundamentals Laboratory

Fundamentals of Organic Chemistry and Organic Chemistry Laboratory. Satisfied by:
CHEM 310 Fundamentals of Organic Chemistry
& CHEM 331 and Organic Chemistry I Laboratory
Or
CHEM 330 Organic Chemistry I
& CHEM 331 and Organic Chemistry I Laboratory

Biology and Ecology (0)
Majors must complete the following:
Principles of Molecular and Cellular Biology. Satisfied by:
BIOL 150 Principles of Molecular and Cellular Biology
or BIOL 151 Principles of Molecular and Cellular Biology, Honors
Principles of Organismal Biology. Satisfied by:
BIOL 152 Principles of Organismal Biology
or BIOL 153 Principles of Organismal Biology, Honors
Principles of Ecology. Satisfied by:
BIOL 414 Principles of Ecology

Chemistry (0)
Majors must complete the following:
Foundations of Chemistry I. Satisfied by:
CHEM 130 General Chemistry I
or CHEM 190 Foundations of Chemistry I, Honors
Foundations of Chemistry II. Satisfied by:
CHEM 135 General Chemistry II
or CHEM 195 Foundations of Chemistry II, Honors

Course List
Environmental Studies Introduction to Science and Culture (10)
Majors must complete both of the following:
Global Environment I: The Discovery of Environmental Change. Satisfied by one of the following:
EVRN 140 Global Environment I: The Discovery of Environmental Change
or EVRN 144 Global Environment I: Discovery of Environmental Change, Honors
Global Environment II: The Ecology of Civilization. Satisfied by one of the following:
EVRN 142 Global Environment II: The Ecology of Human Civilization
or EVRN 145 Global Environment II: The Ecology of Human Civilization, Honors

Environmental Studies Core Knowledge and Skills (12)
Majors must complete a course in each of the following areas:
Environmental Policy Analysis. Satisfied by:
EVRN 320 Environmental Policy Analysis

Environmental Law. Satisfied by:
EVRN 332 Environmental Law
Field Ecology. Satisfied by:
EVRN 460 Field Ecology

Capstone Experience. Satisfied by:
Capstone Project

Environmental Studies Required Electives/Options (0)

Majors must select an option or design their own. Self-designed emphases must be approved in their entirety by an environmental studies advisor and the undergraduate studies director before implementation. Each option requires 4 courses at the 300+ level.

**Major Hours & Major GPA**

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

**Major Hours**
Satisfied by 32 hours of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 15 hours of KU resident credit in the major.

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

**Major Junior/Senior 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](#).
b. Elimination of Major Admission Requirements – Applied Behavioral Science

Program Change Request


Last edit: 09/23/15 3:40 pm
Changes proposed by another


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

A student must complete ABSC 100 with a C or better to enroll in ABSC 304. A student must complete ABSC 100 and ABSC 304 with a C or better in both to enroll in ABSC 308 and ABSC 508, Major.

All majors must complete the introductory and core course work as well choose from 1 of the following specialty area options.

Course List

Applied Behavioral Sciences Introductory Knowledge (0)

Introduction to Applied Behavioral Science (3)

- **ABSC 100** Introduction to Applied Behavioral Science (3)
- **or ABSC 101** Introduction to Applied Behavioral Science, Honors (3)

Applied Behavioral Sciences Core Knowledge and Skills (10)

Majors must complete a course in each of the following areas:

Principles and Procedures of Behavior Modification and Therapy. Satisfied by the following:

- **ABSC 304** The Principles and Procedures of Behavior Modification and Therapy (3)

Research Methods and Application. Satisfied by the following:

- **ABSC 308** Research Methods and Application (4)

Contemporary Behavioral Science: Historical, Conceptual & Comparative Foundation. Satisfied by the following:

- **ABSC 509** Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations (3)

**Early Childhood Education & Intervention Specialty**

This option is for students interested in understanding typical and atypical child development and learning to promote healthy development in young children (ages 0-6 years). Students who choose this option are required to participate in practica in
classrooms that serve toddlers and preschool children. Faculty: Professors Claudia Dozier (practicum supervisor), Pam Neidert (practicum supervisor), Lynn Marotz, and Jan Sheldon.

Course List

Required Specialty Area Core Knowledge and Skills (6)
Satisfied by the following:

- ABSC 160 Introduction to Child Behavior and Development (Students may substitute PYSC 333 Child Psychology for ABSC 160. The credit hours for PYSC 333, however, do not count toward the 33 required ABSC major hours or toward the 15 required junior/senior ABSC hours.)
- ABSC 444 Curriculum Development for Young Children

Specialty Area Electives (8)
Satisfied by completing any junior/senior-level ABSC courses except those already required as introductory, core knowledge, and required specialty courses, which include ABSC 304, ABSC 308, ABSC 444, ABSC 509. Additionally, practicum courses (ABSC 675-ABSC 699) do not count toward specialty area elective hours. Please see specialty area advisors for recommendations. (at least 8 hours)

Practicum 1 (6-10)
Two semesters are required. The courses are offered for 5 credit hours during the fall and spring semesters, and for 3 hours during the summer session. Students must select at least one of the courses listed below. For their other required semester, students may also select from ABSC 679 or ABSC 680 (in addition to those listed below)

- ABSC 675 Practicum in Infant-Toddler Care and Early Intervention I (for students new to the Toddler Care Practicum)
- ABSC 676 Practicum in Infant-Toddler Care and Early Intervention II (for students who completed ABSC 675)
- ABSC 677 Practicum in Preschool Education and Intervention I (for students new to the Preschool Education Practicum)
- ABSC 678 Practicum in Preschool Education and Intervention II (for students who completed ABSC 677)

BCABA Certification Examination Eligibility (0)
Satisfied by selecting one of the following additional practicum courses (not previously taken). By completing three consecutive semesters of ABSC practicum courses, a student is eligible to sit for BCABA Certification Examination. The additional credit hours do not count toward the ABSC major hour requirements.

- ABSC 675 Practicum in Infant-Toddler Care and Early Intervention I
- ABSC 676 Practicum in Infant-Toddler Care and Early Intervention II
- ABSC 677 Practicum in Preschool Education and Intervention I
- ABSC 678 Practicum in Preschool Education and Intervention II
- ABSC 679 Practicum in Behavior Analysis Research in Early Childhood Education
- ABSC 680 Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism

**Early Childhood Autism Intervention Specialty**
This option is for students interested in conducting intervention procedures to address language and social skill deficits of children with autism in home and school settings. Students who choose this option are required to take a preparatory course and practica focusing on children with autism. Faculty: Professors Claudia Dozier (practicum supervisor), Pam Neidert (practicum supervisor), Florence D. DiGennaro Reed, Jan Sheldon, Jim Sherman (practicum supervisor).

Course List

Required Specialty Area Core Knowledge and Skills (9)
Satisfied by the following:

- ABSC 160 The credit hours for PYSC 333, however, do not count toward the 33 required ABSC major hours or toward the 15 required junior/senior ABSC hours.)
- ABSC 350 The Behavioral Treatment of Children with Autism
- ABSC 444 Curriculum Development for Young Children

Specialty Area Electives (5)
Satisfied by completing any junior/senior-level courses, except those already required as introductory, core knowledge, and required specialty area courses (which include ABSC 304, ABSC 308, ABSC 350, ABSC 444, and ABSC 509. Additionally, practicum courses (ABSC 675-ABSC 699) do not count toward specialty area elective hours. Please see specialty area advisors for recommendations. (at least 5 hours)

Practicum 1 (6)
Two semesters are required. The courses are offered for 5 credit hours during the fall and spring semesters, and for 3 hours during the summer session. Note: ABSC 350 must be taken prior to, or concurrently with, enrollment in the above practicum courses.
**ABSC 680** Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism (3)

Select one of the following:

**ABSC 675** Practicum in Infant-Toddler Care and Early Intervention I (3)
**ABSC 676** Practicum in Infant-Toddler Care and Early Intervention II
**ABSC 677** Practicum in Preschool Education and Intervention I
**ABSC 678** Practicum in Preschool Education and Intervention II
**ABSC 679** Practicum in Behavior Analysis Research in Early Childhood Education
**ABSC 680** Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism

**BCABA Certification Examination Eligibility (0)**

Satisfied by selecting one of the following additional practicum courses (not previously taken). By completing three consecutive semesters of ABSC practicum courses, a student is eligible to sit for BCABA Certification Examination. The additional credit hours do not count toward the ABSC major hour requirements.

**ABSC 675** Practicum in Infant-Toddler Care and Early Intervention I (3)
**ABSC 676** Practicum in Infant-Toddler Care and Early Intervention II
**ABSC 677** Practicum in Preschool Education and Intervention I (3)
**ABSC 678** Practicum in Preschool Education and Intervention II
**ABSC 679** Practicum in Behavior Analysis Research in Early Childhood Education
**ABSC 680** Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism

**ABSC Early Childhood Research Specialty**

This option is for students interested in gaining research experience in early childhood possibly as preparation for graduate school or employment in educational and clinical research centers. Students who choose this option will enroll in research-oriented practica. Interested students would consult with Professor Claudia Dozier. Faculty: Professors Claudia Dozier (practicum supervisor), Pam Neidert (practicum supervisor).

**Course List**

Required Specialty Area Core Knowledge and Skills (3)

Satisfied by the following:

- Introduction to Child Behavior and Development (Students may substitute PYSC 333 Child Psychology for ABSC 160. The credit hours for PYSC 333, however, do not count toward the 33 required ABSC major hours or toward the 15 required junior/senior ABSC hours.)

Specialty Area Electives (11)

Satisfied by completing 11 hours of any junior/senior-level courses approved by the advisor. The following are recommended:

**ABSC 350** The Behavioral Treatment of Children with Autism
**ABSC 444** Curriculum Development for Young Children
**ABSC 405** Children and Media
**ABSC 455** Health, Safety, and Nutrition in Early Childhood Development
**ABSC 486** Issues in Parenting
**ABSC 535** Developmental Psychopathology
**ABSC 565** Applied Developmental Psychology
**ABSC 871** Practicum I in Behavior Analysis: _____

Practicum (6)

Two semesters are required. The courses are offered for 3-5 credit hours during the fall and spring semesters, and for 3 hours during the summer session. Note: **ABSC 308** must be taken prior to, or concurrently with, enrollment in the above practicum courses.

**ABSC 679** Practicum in Behavior Analysis Research in Early Childhood Education (Students must complete at least 1 semester) (3)

For the students' other required semester, students may select from the following:

**ABSC 675** Practicum in Infant-Toddler Care and Early Intervention I (3)
**ABSC 676** Practicum in Infant-Toddler Care and Early Intervention II
**ABSC 677** Practicum in Preschool Education and Intervention I (3)
**ABSC 678** Practicum in Preschool Education and Intervention II
**ABSC 679** Practicum in Behavior Analysis Research in Early Childhood Education (No more than 6 hours may count toward the ABSC major hours.)
ABSC 680  Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism
BCABA Certification Examination Eligibility (0)
Satisfied by selecting one of the following additional practicum courses (not previously taken). By completing three consecutive semesters of ABSC practicum courses, a student is eligible to sit for BCABA Certification Examination. The additional credit hours do not count toward the ABSC major hour requirements.
   ABSC 675  Practicum in Infant-Toddler Care and Early Intervention I
   ABSC 676  Practicum in Infant-Toddler Care and Early Intervention II
   ABSC 677  Practicum in Preschool Education and Intervention I
   ABSC 678  Practicum in Preschool Education and Intervention II
   ABSC 679  Practicum in Behavior Analysis Research in Early Childhood Education
   ABSC 680  Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism

Youth Development & Juvenile Justice Specialty
This specialty area is for students who want to work with children and adolescents who may be involved formally or informally with the juvenile justice system. It includes courses addressing issues such as juvenile law, developing relationships, counseling and problem-solving, behavioral contracting, and other techniques used when working with school-aged children and adolescents. The course sequence culminates in a yearlong practicum during which students work with children and adolescents in the Truancy Prevention and Diversion Program. The practicum is in collaboration with the school district, Social and Rehabilitation Services, the district attorney's office, and the juvenile court. Grads with this specialty are excellent candidates for positions as probation officers, counselors in mental health programs, intake and assessment officers, truancy prevention specialists, and treatment personnel in intervention and treatment programs for children and adolescents. Many students also pursue graduate study in social welfare, law, counseling, and psychology. Faculty: Professors Yo Jackson, Jan Sheldon (practicum supervisor), Ric Steele, and Eric Vernberg.

Course List
Required Specialty Area Core Courses (6)
Satisfied by the following. Students should plan their program with a department advisor.
   ABSC 410  Behavioral Approaches in Working with Adolescents (ABSC 410 must be taken prior to enrolling in the practicum. It is offered only in the spring semester.)
   ABSC 560  The Juvenile Justice System: A Behavioral and Legal Perspective
Specialty Area Electives (9)
Select 9 hours of the following. Note: Although ABSC 160 is not required for this specialty area, it is a required prerequisite for some of the specialty area electives.
   ABSC 310  Building Healthy Communities
   ABSC 360  Drugs, Addiction, and Behavior
   ABSC 405  Children and Media
   ABSC 470  Organizational Behavior Management
   ABSC 486  Issues in Parenting
   ABSC 535  Developmental Psychopathology
   ABSC 562  Behavioral Community Psychology
   ABSC 565  Applied Developmental Psychology
   ABSC 626  Psychology of Adolescence
Practicum (10)
This practicum requires a two-semester commitment (enrollment in ABSC 694), beginning in the fall semester and continuing in the spring semester. Space may be limited and enrollment may depend on the date of indication of interest and performance in ABSC 410.
   ABSC 694  Practicum in Juvenile Problems

Adults with Disabilities Specialty
This specialty area is for students interested in working with people with developmental disabilities and in the development of supportive teaching programs in the community for people with developmental disabilities. The courses teach observing and defining behavior, increasing appropriate and decreasing inappropriate behavior, developing relationships, counseling, legal and ethical issues, and experimental design. The course sequence culminates in practicum work in a community-based residential service agency or day treatment program for adults with developmental disabilities. Graduates of this specialty are excellent candidates for positions in residential treatment programs, community human service agencies, and vocational and pre-vocational teaching programs for people with disabilities. Many students also pursue graduate
studies in applied behavioral analysis, special education, and psychology. Faculty: Professors Jan Sheldon and Jim Sherman (practicum supervisor).

Course List

Required Specialty Area Course (3)

Satisfied by the following:

- **ABSC 350** The Behavioral Treatment of Children with Autism 3

Specialty Area Electives (11)

Satisfied by completing 11 hours of any junior/senior-level courses to meet the 33 hour major requirement. The following are recommended:

- **ABSC 410** Behavioral Approaches in Working with Adolescents
- **ABSC 437** Independent Living and People with Disabilities
- **ABSC 535** Developmental Psychopathology
- **ABSC 560** The Juvenile Justice System: A Behavioral and Legal Perspective
- **ABSC 565** Applied Developmental Psychology
- **ABSC 671** Applied Behavior Analysis

Practicum (11)

Satisfied by completing of any ABSC courses, except those already required as introductory, core knowledge, and required specialty area courses, including ABSC 100, ABSC 304, ABSC 308, ABSC 350, ABSC 509. Additionally, at least 9 hours of coursework must be at the junior/senior level. Practicum courses (ABSC 675 - ABSC 699) do not count toward specialty area elective hours. Please see specialty area advisors for more specific recommendations.

Community Health & Development Specialty

This specialty area is for students interested in building healthy and well-functioning communities. They may do so through public service (e.g., AmeriCorps, Peace Corps) or in a career following graduate study in an appropriate field such as public health, public policy, law, rehabilitation, psychology, social welfare, or medicine. It provides opportunities to better understand and make a difference with important community problems and goals (e.g., substance abuse, violence, education, child and youth development, independent living of people with disabilities, well-being of older adults).

Course work and practicum experiences focus on (a) intervention methods used to address community problems and goals (e.g., strategic planning, intervention, advocacy) and (b) research methods used to study the effects of community initiatives for health and development (e.g., community assessment, evaluation). The course sequence culminates in a 2-semester practicum arranged with faculty members and representatives of community organizations or governmental agencies (e.g., in public health, child advocacy, independent living, youth development, community development). Faculty: Professors Jomella Watson-Thompson (practicum supervisor), Stephen Fawcett (practicum supervisor), and Glen White (practicum supervisor).

Course List

Required Specialty Area Course (6)

Satisfied by the following:

- **ABSC 150** Community Leadership 3
- or **ABSC 151** Community Leadership, Honors
- **ABSC 310** Building Healthy Communities 3
- or **ABSC 311** Building Healthy Communities, Honors

Specialty Area Electives (8)

Satisfied by completing any junior/senior-level ABSC courses, except those already required as introductory, core knowledge, and required specialty courses (including **ABSC 304**, **ABSC 308**, **ABSC 310/311**, **ABSC 509**). Additionally, practicum courses (**ABSC 675 - ABSC 699**) do not count as specialty area electives. Please see specialty area advisors for recommendations. (at least 8 hours)

Practicum (6)

Two semesters of practicum (**ABSC 690/ABSC 691**) are required (3 hours in both fall and spring semesters). Note: **ABSC 310/ABSC 311** must be taken prior to, or concurrently with, enrollment in the above practicum courses.

- **ABSC 690** Practicum in Community Health and Development 3
- or **ABSC 691** Practicum in Community Health and Development, Honors

Basic Research

Students pursuing the basic research option learn about behavioral processes and research methods, and acquire skills in the experimental analysis of behavior. Students completing this option complete a 2-semester hands-on practicum in which they assist in the conduct of research on human or nonhuman behavioral processes. Students are involved in all aspects of the research
endeavor, from conceptualization of problems to data collection, analysis, and presentation. Students pursuing this option are required to complete an introductory course in statistics. Faculty: Professors Derek Reed (practicum supervisor), Florence D. DiGennaro Reed (practicum supervisor), and Edward K. Morris (practicum supervisor).

Course List
Specialty Area Electives (11)
Satisfied by completing any junior/senior-level ABSC courses, except those already required as introductory and core knowledge courses (ABSC 304, ABSC 308, ABSC 509). Additionally, practicum courses (ABSC 675-ABSC 699) do not count toward specialty area elective hours. Please see a specialty area advisor for recommendations.

Statistics in Psychological Research (3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 210</td>
<td>Statistics in Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 211</td>
<td>Statistics in Psychological Research, Honors</td>
<td></td>
</tr>
</tbody>
</table>

Practicum (6)
Two semesters of practicum (ABSC 692) are required. Practicum courses are offered for 3-6 credit hours during the fall and spring semesters, and 3 hours during the summer session. However, no more than 6 hours total apply to the major. The prerequisite is the permission of the supervisor, as space permits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSC 692</td>
<td>Practicum in Basic Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Conceptual Foundations
Students pursuing the conceptual foundations option learn about contemporary conceptual issues in behavior analysis, its history and philosophy, and its relations with the behavioral, social, and cognitive sciences in general. As a result, they acquire skills in critical thinking about behavior and the behavior of scientists. Students who complete this option complete a 2-semester practicum in which they read and research a relevant literature and write a paper that advances their understanding of the field. Faculty: Professors Derek Reed (practicum supervisor), Florence D. DiGennaro Reed (practicum supervisor), and Edward K. Morris (practicum supervisor).

Course List
Required Specialty Area Course (3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSC 800</td>
<td>Conceptual Foundations of Applied Behavioral Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialty Area Electives (8)
Satisfied by completing any junior/senior-level ABSC courses, except those already required as introductory and core knowledge courses (including ABSC 304, ABSC 308, ABSC 509, ABSC 798). Additionally, practicum courses (ABSC 675-ABSC 699) do not count toward specialty area elective hours. Please see a specialty area advisor for more specific recommendations. (at least 8 hours)

Practicum (6-10)
Satisfied by the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSC 693</td>
<td>Practicum in Historical and Conceptual Foundations</td>
<td>6-10</td>
</tr>
</tbody>
</table>

Organizational Behavior Management Research & Practice
This specialty area is for students interested in studying the application of behavioral principles to people and groups in business, industry, government, and human service settings. This specialty area includes courses in behavior analysis, research methods, and organizational behavior management with a focus on its three sub-disciplines including performance management, systems analysis, and behavior-based safety. The program culminates in practica that provide students with direct experiences improving employee behavior, work safety, or organizational systems within businesses in the community. Students completing this program will gain knowledge and experience in the areas of behavior analysis, management, staff training, and systems-level interventions.

Careers: This area is relevant for students interested in behavioral consulting, management, human services, and business.

Course List
Introductory Course (3)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ABSC 100</td>
<td>Introduction to Applied Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>or ABSC 101</td>
<td>Introduction to Applied Behavioral Science, Honors</td>
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Core Courses (10)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ABSC 304</td>
<td>The Principles and Procedures of Behavior Modification and Therapy</td>
<td>3</td>
</tr>
<tr>
<td>ABSC 308</td>
<td>Research Methods and Application</td>
<td>4</td>
</tr>
<tr>
<td>ABSC 509</td>
<td>Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations</td>
<td>3</td>
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Required Area Electives (6)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ABSC 150</td>
<td>Community Leadership</td>
<td>3</td>
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</tbody>
</table>
ABSC 470  Organizational Behavior Management  3

Specialty Area Electives (8)
Satisfied by completing any junior-senior level ABSC courses, except those already required as introductory, core knowledge, and required specialty area courses (including ABSC 304, ABSC 308, ABSC 470, ABSC 509). Additionally, practicum courses (ABSC 675-ABSC 699) do not count toward specialty area elective hours. Please see specialty area advisors for recommendations.

Practicum (6-10)
This practicum requires a 2-semester commitment (enrollment in ABSC 682), beginning in the fall semester and continuing in the spring semester. Space may be limited and enrollment may depend on the date of indication of interest. No more than 6 hours of practicum apply to the major.

ABSC 682  Organizational Behavior Management Practicum

BCABA Certification Examination Eligibility (optional)
By completing three consecutive semesters of ABSC practicum courses, a student is eligible to sit for BCABA Certification Examination. The additional credit hours do not count toward the ABSC major hour requirements.

Applied Behavioral Science Major Hours & Major GPA
While completing all required courses, majors must also meet each of the following hour and grade point average minimum standards:

**Major Hours**
Satisfied by 33 hours of major courses.

**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 12 hours from junior/senior courses (300+) 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.

**Double Majors**
The department encourages double majors and minors in other departments. Double majors are especially appropriate for students planning to attend graduate school or enter professional programs (e.g., psychology, law, medicine). Any of the College’s other majors may be appropriate, but among the more common are psychology, human biology, sociology, political science, and speech-language-hearing.
3. KU Core Proposals

a. COMS 496 – Goal 6

COMS 496 : Capstone in: ______
Changes proposed by: sgrachek
Academic Career
Undergraduate, Lawrence
Subject Code
COMS

Course Number
496
Academic Unit
Department
Communication Studies (COMS)

School/College
College of Lib Arts & Sciences
Locations

Describe Other Location

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

No
Please Explain

Title
Capstone in: ______
Transcript Title
Capstone in:
Effective Term
Spring 2016
Catalog Description
In the capstone course students synthesize and apply knowledge and skills gained through the major. Capstone coursework requires students to integrate practices and theories learned in their areas of concentration. Topics within each concentration change as needs and resources develop.
Prerequisites
Senior standing, COMS 130, and completion of COMS 235 and COMS 356 or concurrent enrollment.
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+-)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
Are you proposing this course for KU Core?
Yes
Typically Offered
Typically Every Semester
Please explain

Repeatable for credit?
Yes
How many times may this course be taken
99
- AND/OR -
For how many maximum credits
999
Can a student be enrolled in multiple sections in the same semester?
Yes
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
S - Social Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?
No
Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

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>COMS-BA/BGS</td>
</tr>
</tbody>
</table>

Describe how:
Capstone for the major

Rationale for Course Proposal
We would like the course to fulfill the KU core goal 6.

**KU Core Information**
Has the department approved the nomination of this course to KU Core?
Yes
Name of person giving departmental approval
Tom Beisecker

Date of Departmental Approval
9/30/2015
Selected Goal(s)
Goal 6 - Integration and Creativity
Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
The course meets Learning Outcome 1—students will be able to analyze and combine information from different areas within a discipline to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas—by asking students to prepare a mini-organizational ethnography. The project explicitly involves analyzing and combining information from different areas because it encompasses the four main disciplinary areas: theory, method, skills, and reflection. The three creative products are a journal, two analytical papers, and a project presentation. The presentation involves students integrating readings and theories, applying them to an actual organization, and recommending how the organization can improve or maintain its organizational culture—an outcome consistent with Learning Outcome 2: students will be able to think, react, and work in imaginative ways that produce innovative expressions and original perspectives.

Selected Learning Outcome(s):
KU Core Documents
COMS_496_Syllabus_OrganizationalCulture_Communication_FS2015-2.pdf
KU Core Effective Semester

Course Reviewer Comments
496 Syllabus - Fall, 2015 1
Organizational Culture & Communication – COMS 496
12:30-1:45 p.m. Monday & Wednesdays
Wescoe Hall, Room 4001
Angela N. Gist, Ph.D.
Office: Bailey 116E - Office Phone: 785.864.9874
E-mail: angela.gist@ku.edu
Office Hours: Mondays & Wednesdays 9:30-10:30am & 2:30-3:30pm

COURSE DESCRIPTION
Organizational communication scholars and practitioners have long considered organizational culture as a vital and influential aspect of organizational life (Alvesson, 1990). Both academics and professionals have a wide scope of conceptualizations and approaches to the study and management of organizational culture. Communication creates, maintains, and transforms organizational culture (Keyton, 2011). In this course, we will be discussing, analyzing, and critiquing historic and contemporary literature on organizational culture. The ultimate goal is for members of this seminar to better understand the important role communication plays in the emergence of organizational culture. Furthermore, it is my goal to facilitate an appreciation for our participation in the organizational cultures that we currently engage as organizational members. Lastly, we will also consider the study of culture through ethnography. After completing this class, you will be able to:

- Understand multiple concepts and ideas about organizational culture
- Understand implications of organizational culture in personal and professional contexts
- Understand the central role that communication plays in organizational culture
- Appreciate the communicative challenges experienced by organizational leaders and members that operate within organizational cultures
- Develop a competency and understanding of organizational ethnography
- Practice basic ethnographic skills such as participant observation, interviewing, taking field notes, writing memos, and qualitative analysis

REQUIRED BOOKS
Course Pack – COMS 496 – Printed by University of Kansas

*Additional readings may be assigned. If so, citations for these readings will be announced in class and on Blackboard.

COMS 496 Syllabus - Fall, 2015 2

POLICIES
WRITTEN WORK: Students must use correct spelling and grammar in all written assignments. All submitted work must be typed and must conform to guidelines established in the Sixth Edition of the American Psychological Association’s (APA) Style Manual. Late work will not be accepted for a grade unless you and I agree that you have encountered an emergency.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate constructively and enthusiastically in class discussions and activities.
A tentative, detailed schedule of readings is included at the end of the syllabus.

ATTENDANCE: Regular attendance and participation are basic expectations of college students and organizational members. Attendance will be taken at every class period. When you miss class you miss important material, and you deny your classmates the opportunity to learn from contributions you might make to the day’s events. This class relies heavily on student participation, including participation in class discussions, exercises, work sessions, and by providing an audience when classmates present. 150 points of your final grade will be based on class contributions and you must be present in order to contribute. If you miss more than 5 class periods, you will receive 0 points out of 150 for your final class contributions grade. Excused absences still count toward that total.

PROFESSIONAL ATTIRE POLICY: Much of what you communicate in organizational contexts is done through non-verbal communication. This can include your attire. For any in-class presentations and panel discussions, please dress in business casual attire. For men, acceptable attire includes a button down or polo style shirt and slacks with dress shoes. For women, acceptable attire includes dresses, blouses, skirts, slacks/pants with dress shoes or flats. Sandals, sneakers, denim, cargo pants, shorts, mini-skirts, capris, hats and any clothing that shows excessive skin are not appropriate for men or women. Please do NOT hesitate to contact your instructor if you are ever in doubt that your attire is appropriate. I do not wish to create an undue financial burden for students with this policy. Yet, attire is an important part of organizational communication. All KU Students may obtain professional attire from KU’s Professional Clothing Closet free of charge. For more information visit: https://career.ku.edu/clothing.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we (1) display respect for all members of the classroom – including guests, professors, staff, and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., repeatedly arriving late, having private conversations, reading the newspaper, doing work for other classes, sending or receiving cell phone calls or text messages, etc.); and (4) avoid racist, sexist, homophobic and all other negative or derogatory language that may unnecessarily exclude members of our classroom and campus. In addition, while disagreeing with or challenging various methodological and theoretical approaches is appropriate and encouraged, disparaging in an unconstructive way (or “bashing”) any particular methodological or theoretical approach or those who employ it is not acceptable and will not be tolerated. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Your final grade will be reduced each time you engage in these sorts of behaviors.

ACADEMIC DISHONESTY: Giving or receiving unauthorized assistance, general plagiarism of papers, and cheating of any kind (e.g., using someone else’s paper, having access to test questions prior to the testing session, copying something published elsewhere, reusing your own work from another class, reusing your work from a previous semester for this same class, etc.) constitutes grounds for failure of this course. Do not mess with this policy. Please see me if you have any questions about collaborating, paraphrasing, reusing your own work, etc. All work done for this class should be your own original work newly created and completed for this class during this semester alone. You are expected to do your own work. Please remember that you must give credit to sources whether you are quoting or paraphrasing ideas presented in articles, books, lectures, videos, websites, etc. Always ask your professor first if you have questions.

ACADEMIC ACHIEVEMENT & ACCESS: If you anticipate learning/educational barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements please see me as soon as possible privately after class, or at my office, Bailey Hall, Room 116E. 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 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.access.ku.edu.

GRADES: It is the philosophy of the university and the instructor that for grades to be meaningful, a C should be average and high grades must be reserved for exceptional work. C’s (not B’s or A’s) will be given for work that is acceptable, meets the basic requirements, and of average college level quality. The grade of C does not indicate any shortcoming, and will likely be the most common grade given. Grading will be done as follows:

C: Represents achievement that meets the course requirements in every respect. Although there is room for improvement, there is nothing wrong with work that receives a C.

B: Represents achievement that is significantly above the quality level necessary to meet course requirements. This work is very good, and indicates you’ve exceeded minimum expectations in some or many ways.
A: Represents achievement that is outstanding relative to the quality level necessary to meet course requirements. This work is superior and exceeds my expectations in every respect, and stands out from the ordinary.

D: Represents achievement that is worthy of some credit even though it does not fully meet course requirements or expectations. There are some notable deficiencies in the quality of D work.

F: Represents performance that fails to meet the basic requirements or the assignment or shows other notable shortcomings.

Zero: Represents work that is never turned in or that has no relevance to the assignment (e.g., turning in an essay about birds and hoping your instructor won’t notice.)

Your Final Grade Will Be Calculated As Follows:
A 698-750 B+ 653-674 C+ 578-599 D+ 503-524 F 449 or fewer points
B- 600-622 C- 525-547 D- 450-472

COURSE REQUIREMENTS

Class Contributions 150 points 20%
Journals 100 points 13%
Critical Incident Analysis Paper 75 points 10%
Cultural Analysis Paper 75 points 10%
Midterm Exam 150 points 20%
Final Exam 150 points 20%
Final Presentation 50 points 7%

TOTAL 750 points 100%

COMS 496 Syllabus - Fall, 2015

Class Contributions (20%)

Your participation in this course is vital to the quality of this class. As students, you will be expected to come to class prepared; this means that you will have thoroughly read the materials, carefully reflected on the readings, and crafted critiques and talking points to guide our discussions. Ideally we will all actively discuss the readings and engage course material and one another’s perspective in a meaningful academic dialogue. You will be responsible for bringing important insights to class to share. Class contributions will be earned throughout the semester through your efforts to complete small homework assignments, active engagement in small group work, participation during in class discussion and activities. The quality of your contribution will earn your grade not simply attendance or frequency of participation. Every time you miss class you miss an opportunity to earn a higher grade. Make positive, respectful contributions. The nature of the course—not to mention the communication process itself—requires active, informed, respectful contributions. Please note attendance does not equal participation, and participation does not equal a contribution. Come prepared and willing to engage others’ ideas—as well as your own. We will often use in-class exercises to illustrate principles so your absence will deprive you of this material, and therefore cannot be made up at a later date. You learn about communication best by communicating with others, actively and vigorously.

Exams (40%)

There will be a mid-term and final exam. Each is worth 20% of your grade or 150 points. The format of the exam could include the following types of questions: multiple choice, fill-in-the-blank, true/false, matching, short answer, short essay. Exam study guides will be provided on Blackboard to aid you as you START to prepare for these examinations. I do not recommend that the study guide be your sole source of preparation. Attending class regularly, completing all course readings, and taking detailed notes over readings, discussion, and activities will help you to prepare for the exams. You are responsible for mastering and knowing all of the material and content covered in this course. Thus, you could be tested on ideas, concepts, material, etc. covered within any context of this class (i.e. lecture, discussion, videos, activities, etc.). The final exam is not cumulative only covering material covered since the midterm exam.

Semester Project: Mini-Organizational Ethnography (40%)

Each of you will be asked to select an organization to use as your communication lab this semester. This organization can be your workplace; your local church; an organization in which you are volunteering; one in which you would like to begin an internship, or an organization in the field you hope to pursue after graduation, etc.

You will conduct 10 weekly observations and 3 interviews in this organization throughout the semester and participate in any way that you can: watch, listen, ask questions, and take notes. The purpose of this experience is to be of service to an organization, to translate the theoretical material that we are studying to actual experience, and to use the field notes that you will collect as material for class discussion and data for your written analysis.

Journals (13%)

You will be required to keep a field notes journal about your experience in your organization
and in this class. These observations serve several purposes. First, they will provide the
opportunity for you to apply course concepts to actual organizational contexts. Second, they
will provide you a basis for exploring your vocational future – giving you a basis for
understanding what type of organization fits your talents, interests and potentials. Finally, your
observations should help you begin to formulate a sense of who you will be as an organizational
member and how you might work to be a change agent, creating an organization that is “more
for people.”

Your journal entries will include detailed descriptions of what you observe, your reactions to
these observations, you interpretation of these observations, connections to course
concepts/theories, and your analysis of these incidents. You will also submit a log of hours that
records each time you observe at your organizational site. Journal entries will be posted to
Blackboard on a weekly basis from September 18 - November 20. A total of 10 journal entries
capturing a minimum of 10 hours of observation and notes from 3 interviews are required.
Journals will be evaluated based upon clarity and depth of descriptions, level of insight in
reactions, depth of analysis, and appropriate connection to course concepts and ideas. More
details will be provided in class.

Analytical Papers (20%)
Throughout the semester, you will write 2 analytical papers that expand on a topics and
experiences found in your journals. Each paper is worth 10% of your final grade or 75 points.
The papers will be short, tightly edited (2 – 3 pages, double-spaced) reflections on your
organizational experience as it relates to class content and discussion. The first paper will
analyze a particular incident within the organization that you observe within your first several
weeks of observation. The second paper will be your ethnographic account and analysis of the
organization’s culture as a whole. Both papers should use at least one organizational
theory/concept we’ve learned this semester to analyze your subject matter and explain what is
happening within your organization.

Ethnographic Project Presentation (7%)
This 5-7 minute presentation gives you an opportunity to share your research and experiences.
Please provide an overview of your organization, one of the incidents addressed in your analysis
papers, and a recap of what you learned as it relates to the reading/theories you’ve applied this
semester, and recommendations for your organization on how they can improve or maintain
their organizational culture.

Semester Schedule
Unit 1: Foundations of Organizational Culture
Week 1
Monday – August 24, 2015
Introduction to course

Wednesday – August 26, 2015
Reading in Course Packet pages 1-16
Western Journal of Speech Communication, 46, 115-130.

Week 2
Monday – August 31, 2015
Chapter 1: Positioning Organizational Culture in:
Keyton, J. (2010). Communication and Organizational Culture: A Key to Understanding Work
*Due: Organizational Site Proposal

Wednesday – September 2, 2015
Chapter 2: Unpacking Organizational Culture in:
Keyton, J. (2010). Communication and Organizational Culture: A Key to Understanding Work

Week 3
Monday – September 7, 2015 (LABOR DAY – NO CLASS)

Wednesday – September 9, 2015
Chapter 3: Lenses for Understanding Organizational Culture in:
Keyton, J. (2010). Communication and Organizational Culture: A Key to Understanding Work

Week 4
Monday – September 14, 2015
Chapter 4: Developing, Managing, and Changing Organizational Culture in:

**Due: Signed Organizational Approval Letter**

**Wednesday – September 16, 2015**

Chapter 5: The Culture Toolkit: Methods for Exploring Organizational Culture in:


**Friday – September 18, 2015**

*Due: Journal Post #1 posted to Blackboard by 11:59pm*

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**Unit 2: Researching Culture – Ethnography of Communication**

**Week 5**

**Monday – September 21, 2015**

Reading in Course Packet pages 17-37


**Wednesday – September 23, 2015**

Reading in Course Packet pages 38-45 – Textual Analysis


**Friday – September 25, 2015**

*Due: Journal Post #2 posted to Blackboard by 11:59pm*

**Week 6**

**Monday – September 28, 2015**

Reading in Course Packet pages 47-63 – Observation


**Wednesday – September 30, 2015**

Reading in Course Packet pages 64-77 – Interviews & Surveys


**Friday – October 2, 2015**

*Due: Journal Post #3 posted to Blackboard by 11:59pm*

**Week 7**

**Monday – October 5, 2015**

Reading in Course Packet pages 78-89 – Synthesizing & Interpreting Cultural Data


**Wednesday – October 7, 2015**

Midterm Exam Review

**Friday – October 9, 2015**

*Due: Journal Post #4 posted to Blackboard by 11:59pm*

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**Week 8**

**Monday – October 12, 2015 (FALL BREAK – NO CLASS)**

**Wednesday – October 14, 2015**

MIDTERM EXAM

- Remember to bring a number two pencil
- Exam Material: Keyton Chapters 1-6; Course Packet pages 1-89 class lecture, discussion, & activities

**Friday – October 16, 2015**

*Due: Journal Post #5 posted to Blackboard by 11:59pm*

**Unit 3: Alternative Conceptualizations of Organizational Culture & Cultural Analysis in Organizational Communication**

**Week 9**

**Monday – October 19, 2015**

Peer Paper Workshop – No Reading Assignment

*Due Rough Draft of Critical Incident Analysis Paper*

**Wednesday – October 21, 2015**
Reading in Course Pack pages 91-112

*Due Cultural Incident Paper
Friday – October 23, 2015
*Due: Journal Post #6 posted to Blackboard by 11:59pm

Week 10
Monday – October 26, 2015
Reading in Course Pack pages 113-140

Wednesday – October 28, 2015
Chapter 1: Seeing Cultures from Different Points of View AND
Chapter 2: OZCO: Gathering the Data in:

Friday – October 30, 2015
*Due: Journal Post #7 posted to Blackboard by 11:59pm
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Week 11
Monday – November 2, 2015
Chapter 3: OZCO: An Integration View AND
Chapter 4: The Integration Perspective: Harmony and Homogeneity in:

Wednesday – November 4, 2015
Chapter 5: OZCO: A Differentiation View AND
Chapter 6: The Differentiation Perspective: Separation and Conflict in:

Friday – November 6, 2015
*Due: Journal Post #8 posted to Blackboard by 11:59pm

Week 12
Monday – November 9, 2015
Chapter 7: OZCO: A Fragmentation View AND
Chapter 8: The Fragmentation Perspective: Multiplicity and Flux in:

Wednesday – November 11, 2015
Chapter 9: Cultural Change: Moving Beyond a Single Perspective AND

Friday – November 13, 2015
*Due: Journal Post #9 posted to Blackboard by 11:59pm

Week 13
Monday – November 16, 2015
Reading in Course Pack pages 141-150

Wednesday – November 18, 2015
Reading in Course Pack pages 151-168

Friday – November 20, 2015
*Due: Journal Post #10 posted to Blackboard by 11:59pm
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Week 14
Monday – November 23, 2015

**Wednesday – November 25, 2015 (HOLIDAY BREAK – NO CLASS)**

**Week 15**

**Monday – November 30, 2015**

Peer Paper Workshop – No Reading Assignment

*Due Rough Draft of Critical Incident Analysis Paper*

**Wednesday – December 2, 2015**

Ethnography Presentations

*Due: Cultural Analysis Paper*

**Week 16**

**Monday – December 7, 2015**

Ethnography Presentations

**Wednesday – December 9, 2015**

Course Wrap Up & Final Exam Study Session

**FINAL EXAM: Monday, December 14, 10:30am**

- Remember to bring a number two pencil
- Exam Material: Martin Chapters 1-10; Course Packet pages 91-181 class lecture, discussion, & activities

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**Tentative Fall, 2015 Semester Schedule At-A-Glance**

**Week DATE Topic Assignment**

1 Mon Aug 24 Introduction to Course

Wed Aug 26 Communication and Organizational Culture Course Packet pgs 1-16

2 Mon Aug 31 Positioning Organizational Culture Keyton – Chapter 1

Wed Sept 2 Unpacking Organizational Culture Keyton – Chapter 2

Organization Site Proposal Due

3 Wed Sept 9 Lenses for Understanding Organizational Culture Keyton – Chapter 3

4 Mon Sept 14 Developing, Managing, and Changing Organizational Culture

Signed Org. Approval Due

Wed Sept 23 Ethnography of Communication: Textual Analysis Course Packet pgs 38-45

Fri Sept 18 **Journal Post #1 Due**

5 Mon Sept 21 What is Qualitative Research?

Use Multiple Methods for Gathering Cultural Info

Course Packet pgs 17-37

Wed Sep 23 Ethnography of Communication: Textual Analysis Course Packet pgs 38-45

Fri Sept 25 **Journal Post #2 Due**

6 Mon Sept 28 Ethnography of Communication: Observation Course Packet pgs 47-63

Wed Sept 30 Ethnography of Communication:

Interviews & Surveys

Course Packet pgs 64-77

Fri Oct 2 **Journal Post #3 Due**

7 Mon Oct 5 Ethnography of Communication: Synthesizing & Interpreting Cultural Data

Course Packet 78-89

Wed Oct 7 Midterm Exam Review

Fri Oct 9 **Journal Post #4 Due**

8

**MIDTERM**

Wed Oct 14 **Midterm Exam** (Midterm Material: Keyton Chapters 1-5, Course Packet pgs 1-89, class lecture, discussion, and activities)

Fri Oct 16 **Journal Post #5 Due**

9 Mon Oct 19 Cultural Incident Paper Peer Workshop **Rough Draft of Critical Incident Paper Due**

Wed Oct 21 Organizational Communication as Cultural
Performance
Course Packet pgs 91-112

Critical Incident Paper Due
Fri Oct 23 Journal Post #6 Due
10 Mon Oct 26 The culture audit: A tool for understanding organizations & Organizational (Counter)Culture
Course Packet pgs 113-140
Wed Oct 28 Seeing Cultures from Different Points of View
OZCO: Gathering Data
Martin – Chapters 1 & 2
Fri Oct 30 Journal Post #7 Due
11 Mon Nov 2 OZCO: An Integration View & Integration Perspective: Harmony and Homogeneity
Martin – Chapters 3 & 4
Wed Nov 4 OZCO: A Differentiation View & Differentiation Perspective: Separation and Conflict
Martin – Chapters 5 & 6
Fri Nov 6 Journal Post #8 Due
12 Mon Nov 9 OZCO: A Fragmentation View & Fragmentation Perspective: Multiplicity and Flux
Martin – Chapters 7 & 8
Wed Nov 11 Cultural Change: Moving Beyond a Single Perspective & Giving Up the Authority Game
Martin – Chapters 9 & 10
Fri Nov 13 Journal Post #9 Due
13 Mon Nov 16 Speaking “Like a Man” in Teamsterville Course Packet pgs 141-150
Wed Nov 18 Consulting and Organizational Culture Course Packet pgs 151-168
Fri Nov 20 Journal Post #10 Due
Course Packet: 170-181
Wed Nov 25 HOLIDAY BREAK – NO CLASS
15 Mon Nov 30 Peer Paper Workshop Rough Draft of Cultural Analysis Paper Due
Wed Dec 2 Ethnography Presentations Cultural Analysis Paper Due
16 Mon Dec 7 Ethnography Presentations
Wed Dec 9 Course Wrap Up & Final Exam Study Session

FINAL
EXAM
Mon Dec 14 @
10:30am
Final Exam (Final Material: Martin Chapters 1-10; Course Packet pgs 91-181, class lecture,

b. HA 363 – Goal 4, Learning Outcome 2

HA 363: Modern Korean Art and Culture
Changes proposed by: lcloar
Academic Career
Undergraduate, Lawrence
Subject Code
HA

Course Number
363
Academic Unit
Department
History of Art (HA)

School/College
College of Lib Arts & Sciences
Do you intend to offer any portion of this course online?
Yes
Please Explain
HA 363 has been developed and taught as an online course.

Title
Modern Korean Art and Culture

Transcript Title
Modern Korean Art & Culture

Effective Term
Fall 2016

Catalog Description
This course is a thematic introduction to Korean art and culture with an emphasis on modern and contemporary Korea. Pre-modern works are contextualized with respect to contemporary issues. Students learn how to conduct a comprehensive analysis of an artwork by considering the political, historical and social conditions of its time within a broader East Asian cultural framework.

Prerequisites
An introductory course in art history at the college level, or consent of instructor.

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

Repeatable for credit?
No

Principal Course Designator

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?
No

Rationale for Course Proposal
This is an existing course that is being proposed for the KU Core Goal 4 Learning Outcome 2.

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

Name of person giving departmental approval
Faculty approved

Date of Departmental Approval
9/24/2015

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.

The course objective is to develop an understanding of the arts and cultures of Korea. Students develop a sensibility towards Korean cultural beliefs, practices and behaviors, which will prepare them to negotiate cross-cultural situations, by analyzing a
variety of topics such as North Korean propaganda art, traditional Korean architecture, and the post-modern development of urban space in Seoul. Students are also required to compare and contrast Korean value systems with their own value assumptions.

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.)

Students demonstrate their understanding of Korean culture and Korean values by composing weekly blog entries, participating in online and/or face-to-face meetings and taking exams. Each week, students examine a new Korean artwork through visual examination and assigned readings, and then analyze the piece in a group blog. After listening to a 10-15 minute recorded lecture to gain a deeper understanding of the object, students then discuss and evaluate the object and a wider range of questions in an online and/or face-to-face class meeting. Every 3-4 weeks students complete a high-stakes assignment, i.e., an exam, in which they are required to demonstrate a thorough understanding of Korean artworks discussed in previous lectures. Each exam typically includes one or two comparative questions, which asks students to describe the differences between U.S. culture and Korean culture and value systems.

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.)

Throughout the course, students analyze Korean artworks in relation to their own value assumptions. For example, in unit 3, they analyze anti-American artworks produced in South Korea in the 1980s, when artists called for political freedom, fair labor laws and reunification of the two Koreas. By discussing the social and political context of 1980s Korean art, students develop the awareness that some people outside the U.S. do not appreciate U.S. intervention in their country’s affairs, and that core democratic values that students often take for granted do not necessarily exist in other countries. In unit 9, students examine the style and design of a nineteenth century Korean elite residence. Through visual analysis, readings, lectures and discussions, students develop an awareness of the ways in which social and cultural conditions can influence architecture and design (for example, living space separation by gender).

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.)

This course sensitizes students to the various cultural beliefs and behaviors in North and South Korea, and prepares them to better engage in cross-cultural interactions with Koreans. In lectures and class meetings, I discuss Korean art and culture based on the most recent research on cultural competency. Students read academic articles written by Korea specialists on a given topic each week. In the first part of the course, students develop an awareness of how political decisions can alter the production and appreciation of art by examining state-sponsored artworks in N Korea and anti-governmental artworks in S Korea. In the second part students compare cultural symbols representing the US with those of Korea, and analyze how and why art is sometimes used to promote a national/cultural identity. Lastly, they develop an awareness of non-U.S. practices and behaviors by examining Korean traditional food culture, architecture, and duties ascribed to female artists in a Confucian society.

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.)

Weekly group blogs, weekly online and/or face-to-face discussion meetings, and a number of mid-term and final written exams are used to evaluate and document students’ understanding of Korean cultures and values. Each blog comes with a specific blog prompt, which asks students to reflect on their own cultural values and behaviors, and/or imagine themselves in a non-U.S. cultural/historical situation. Discussion meetings are designed to help students develop a deeper understanding of Korean artworks. Exams, consisting of five to six essay-type questions, are used to evaluate students’ reflective analysis of Korean culture and their grasp of the similarities and differences between U.S. culture and Korean culture.

c. HIST 117 – Goal 3H and Goal 4, Learning Outcome 2
HIST 117 : Russia, an Introductory History
Changes proposed by: lowrance
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
117
Academic Unit
Department
Title
Russia, an Introductory History

Effective Term
Fall 2016

Catalog Description
A survey of the evolution of Russia from its origins to the present. The focus will be on the interaction of government and society and on internal and external pressures affecting modernization and reform, revolution, and territorial expansion.

Prerequisites

Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

MD Course Category

Course Offered as

Year of Student

Maximum number of students (per rotation)

Typically Offered

Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Typically Every Semester

Please explain

Repeatable for credit?
No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
HT - Historical Studies

Course Designator
H - Humanities
W - World Culture
Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

Yes

Which Program(s)?

Program Code
HIST-BA/BGS

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

Describe how:

Rationale for Course Proposal
HIST 117 is an existing course. This request is to nominate it for KU Core standings, Goal 3 - Humanities and 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

Date of Departmental Approval
10/15/15

Selected Goal(s)
Goal 3 - Breadth of Knowledge
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.

This course meets the breadth of knowledge goal in its intellectual themes as well as in the skills it imparts. Thematically, the course covers over one thousand years of history in the world’s largest country, so it is chronologically broad and geographically expansive. In terms of skills, students learn how historians construct accounts about the past, learn to distinguish between and analyze primary and secondary sources, gain an understanding of the Russian past’s connections with the present, and make historical arguments through written and oral assignments. This course also introduces students to the history of Russia, a vast multiethnic and multi-confessional state that has influenced global developments. Students will learn to appreciate and analyze a set of cultural perspectives different from their own. After taking the course, students will be conversant in the major themes of Russian history and will have the tools needed to understand events/issues beyond the U.S.

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 structure of the course unites an introductory survey of Russian history with assignments that will help students develop and employ basic historical skills. Lectures will introduce students to the most important themes of Russian history, which include the relationship between church and state, the relationship between state and society, imperial expansion and diversity, the experience of war, gender, class, social change, and revolution. These lectures will also connect historical topics with contemporary issues in Russia and Eurasia. The assigned readings are a combination of primary and secondary sources and written assignments require students to analyze both. The midterm and final exam ask students to synthesize course themes and put the skills they have developed into practice.

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.)

Class discussions will offer students the opportunity to analyze and synthesize the themes of lectures and to apply them to the assigned readings. Written assignments will cumulatively build in scope and length, and students will have the opportunity to rewrite one of the longer assignments, since revision is an important part of what historians do. The midterm and final exam feature synthetic essay assignments that ask students to apply their historical skills and knowledge to the overall themes of the course.

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.)

Lectures and class discussions will frequently connect historical issues with contemporary events in Russia and Eurasia. An oral history assignment will ask students to gather and analyze contemporary recollections about the Russian and Soviet past. Finally, a section of the midterm exam asks students to recast an important nineteenth-century source (Radishchev’s A Journey from St. Petersburg to Moscow) for a contemporary audience, relaying the author’s main ideas in the form of a letter to the editor and a tweet.

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.)

Frequent discussions will allow the instructor to track student participation and progress over the course of the semester. Written assignments will help the instructor evaluate how well students are able to analyze and write about historical and contemporary issues. The midterm and final exam will allow the instructor to assess whether students have gained a fundamental understanding of course themes and historical concepts and methods.

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.)

All assignments, readings, discussions, and lectures will be devoted to raising student awareness of and engagement with the Russian historical experience. Readings will include secondary sources that present a wide array of historical perspectives and primary sources that include a diverse set of Russian historical voices. Discussions and lectures will offer the historical and cultural context necessary to interpret these sources.

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.)

Class discussions and writing assignments will encourage students to consider events from a Russian historical perspective and to contrast past views and issues with contemporary ones. Students will learn how to engage and address views different from their own by analyzing primary sources and constructing evidence-based historical arguments based on them. Finally, a section of the midterm exam asks students to recast an important nineteenth-century source (Radishchev’s A Journey from St. Petersburg to Moscow) for a contemporary audience, relaying the author’s ideas in the form of a letter to the editor and a tweet. This assignment requires a keen understanding of the similarities and differences between the Russian past and the present-day United States.

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.)

This course will sensitize students to cultural beliefs, behaviors, and practices largely different from their own by challenging them to understand Russian history from the perspective of those who lived it. Within the context of Russia itself, it will incorporate diverse viewpoints to show how the experience of major events was shaped by class, gender, nationality, and religion.
This course will prepare students to negotiate other cross-cultural situations they may encounter in the future by showing them how beliefs, behaviors, and practices vary greatly across time and space.

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.)

Students' grasp of Russia's culture and value systems will be measured by their participation in classroom discussions of course themes and reading assignments, by written assignments that will encourage them to engage the assigned readings in essays, by an oral history assignment that will ask them to examine perceptions of Russia among Americans and to contrast them with Russian perspectives, and by a midterm and final exam that will require students to put their knowledge of the Russian past into practice by analyzing textual and visual sources and by writing interpretive essays that assess and integrate key secondary and primary sources.

KU Core Documents
HIST 117 Syllabus 2015.doc
HIST 117 Midterm.docx
HIST 117 Final Exam.docx
KU Core Effective Semester

Course Reviewer Comments
Key: 4662

HIST 117
Russia: An Introductory History

This course introduces you to the history of Russia, the state and its peoples, from its beginnings to contemporary times. In addition to gaining familiarity with the most significant events, societal structures, and world-views, you will also learn the techniques that historians use to uncover and understand the past. Simultaneously, you will gain expertise in expressing your ideas in a variety of written genres, as well as orally.

Course goals:

1. To gain familiarity with the most significant events in Russian history.
2. To learn how historians (and others) construct accounts about the past.
3. To gain insight into how understandings of the past connect with present concerns.
4. To gain experience in critical reading of primary and secondary sources.
5. To learn how examine evidence and make solid arguments about the past through effective writing and oral presentations.
6. To appreciate a diversity of perspectives, both those of people in the past and those of people striving to understand the past, and understanding the assumptions and experiences that underlie their viewpoints.

Course requirements:

This course consists of several components, all essential. The first component of the course consists of assigned readings, including the textbooks and additional materials that are posted on the course Blackboard site. They will introduce you to the narrative of Russian history and some revealing primary sources. Second, there are class meetings, three times per week, which combine lecture and discussion. Class meetings highlight significant issues in Russian history and the methods historians use to understand them. You will act as historians yourselves, by dissecting original documents and answering “big questions” about Russian history. Class meetings will also include lessons on how to express yourself more effectively in writing. Third, there are writing assignments. In these assignments, you will practice not only techniques of critical thinking and argumentation in relation to Russian history, but also the skillful use of language, structure, and documentation. In order to do well in this course, you need to involve yourself fully in all components of the course.

Like many of my colleagues, I really enjoy talking with students, so don't be shy about stopping by to get acquainted during office hours. At that time, I will be able to give you my full attention—unlike before and after class, when I have other duties that have to come first. If my regular office hours don't fit into your schedule, we can set up a different appointment time. I answer questions via email, but please don’t anticipate a quick turn-around. If you're facing a challenge in this course, I can help you to thrive. If you'd like to consider a major or a career in History or Russian studies, I can advise you.

Required reading:

The following books are assigned for this course. You should purchase your own copies—you will need to bring these books to class on a number of occasions. The books are available at area bookstores (including the KU bookstore in the Kansas Union), or
by order from a variety of on-line vendors. Used copies are okay; just ignore anything a prior owner might have written into the margins.


These books were selected because they are reliable. Some books (and many electronic sources) on Russia are not reliable, so don't depend upon them without checking with me.

The additional required readings listed in the syllabus are posted on the course Blackboard site. You should plan to locate these readings, print out a paper copy, and bring them to class.

**Attendance and late-work policy:**

You are required to attend class. I circulate sign-in sheets, and you need to make sure that you sign it each class period. (Signing the sheet and then leaving is dishonest, as well as disruptive. Don't do it!) I understand that life happens, and so you can miss up to three classes without a penalty. Save these "skips" for serious circumstances--the dead battery in your car, your brother's wedding, etc. If you have an extended emergency, bring documentation and I will consider waiving this rule. Otherwise, if you miss more than three classes, you will lose one point from your final grade, deducted from the 15 Participation points. It doesn't take many absences to seriously impact your grade. You can choose, as adults, not to make this course a priority, but if you do, you must be prepared, as adults, to accept the consequences of your decision.

At class meetings, turn off and stow away all communications devices, including especially cellphones. If you are physically present but engaged in activities unrelated to the course (such as text-messaging, reading the newspaper, passing notes, or making eyes with your significant other, or other forms of “multi-tasking”), you will be counted absent.

You may use your computer or tablet in class, but exclusively for the purpose of taking notes and accessing course materials. In order to avail yourself of this option, you must sign a pledge (available on the class Blackboard site under the “Syllabus” tab) to use the computer in accordance with the rules enumerated here. If you are found violating the terms of this pledge even once, you will lose the entire Participation portion of your grade (20%), and you will lose the privilege of using the computer during class in the future.

Audio-visual recordings of class meetings are not permitted, except by my special permission. For reasons of copyright, do not duplicate and distribute course materials to persons other than students registered for this course.

I accept late work only when you can document an unavoidable and pressing obligation. Examples of valid excuses: personal illness; serious illness in the immediate family; death in the family; personal death; child care emergency; religious observance; military service; university service; incarceration by public authorities; court appearance. If you are physically able to do so, let me know via email that you will be absent or late with an assignment. That way, we can arrange more easily to accommodate your circumstances.

**Assignments:**

Written work for this course includes a midterm examination and a final examination; both will be take-home, open-book tests in essay format. You will also create a blog related to this course, and contribute responses to your classmates’ blogs. The four exercises focus on enhancing skills as well as course content. You will find additional information about these assignments posted on the course Blackboard site. The reading quizzes are multiple-choice tests posted on Blackboard, also open-book.

Fifteen percent of your grade will reflect your participation—in class and in Blackboard forums. Presence alone does not earn participation credit (although it is impossible to participate in absentia!). In order to earn full credit for participation, you must regularly contribute thoughtful ideas and questions that are informed by the assigned reading, classroom activities, and Blackboard postings.

Grades will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm examination</td>
<td>20%</td>
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<tr>
<td>Final examination</td>
<td>20%</td>
</tr>
<tr>
<td>Blog</td>
<td>10%</td>
</tr>
<tr>
<td>3 reading quizzes</td>
<td>15% (5% each)</td>
</tr>
</tbody>
</table>
4 exercises 20% (5% each)
Participation 15%

In written work, you will be graded not only on factual accuracy, but also the cogency of your arguments and the effectiveness of your writing. In your essay assignments, you need to provide proper citations to your sources to receive full credit and (more importantly) to avoid plagiarism (see "academic misconduct," below). History is conveyed verbally, so an essay that is riddled with grammar and spelling errors, slang, misused words, and other stylistic mistakes is not good history. Format matters; follow the instructions, or expect to see a significant deduction in the grade on the assignment.

**Academic misconduct:**

The university’s policy on academic misconduct may be found at [http://www.writing.ku.edu/~writing/instructors/guides/academic_misconduct.shtml](http://www.writing.ku.edu/~writing/instructors/guides/academic_misconduct.shtml).

Be sure that you have read this policy and that you understand it. I report all incidents of academic misconduct so that they are handled through official procedures.

**Plagiarism.** Scholars are meticulous about documenting the words and ideas of others, whether they come from printed sources, electronic media, or personal conversation. You need to be careful about this, too. If you use someone else's words (direct quotations), or substitute other words to say the same thing (paraphrases), or even just present someone else's ideas, you need to acknowledge this intellectual debt appropriately. There are different ways of acknowledging that you borrowed material that are appropriate for different genres of writing, and we will be practicing them this semester. However, it is never okay, in any sort of writing, to copy someone else’s work without attribution.

**Collusion.** Although I encourage my students to study together, collaboration must cease when you begin to write your assignments—before you draw up outlines of answers or select examples. You must complete every assignment for this course yourself. If you ask someone else to do assignments for you, you are not only cheating—and that is a serious violation of university rules, subject to penalties up to expulsion from KU—but you are also depriving yourself of an opportunity to learn. Similarly, if you involve yourself with unauthorized notetaking services or make unauthorized audio/visual recordings of class sessions, you are colluding in the theft of intellectual property. Most important: don't share drafts of your answers for exercises and exams with classmates. If they hand your answers in as their own, you will get in trouble, too!

**Forgery.** Because attendance is required in this course, falsifying attendance records becomes a serious offense. Don't have someone else sign the attendance sheet for you. And don't sign my name to university forms.

**Weekly assignments:**

You should complete assigned readings before the first class of the week.

**August 26-30**

| Introduction | Rowley, v. 1, Preface, Ch. 1-2 |
| Beginnings of Russia | Primary Chronicle (Blackboard) |

**September 2-5**

**No class Monday: Labor Day!**

| Russian Orthodoxy | Rowley, v. 1, Ch. 3 Corrections to Church Statute (BB) |

**September 9-12**

**Exercise 1 due in class on Monday, September 9.**

| Life in Medieval Russia | Rowley, v. 1, Ch. 4 |
| Mongol conquest | Battle on the River Kalka (BB) |

**September 16-20**

| Moscow expands | Rowley, v. 1, Ch. 5-6 |
| Ivan the Terrible |  |
You must set up your blog by Monday, September 16, 11 p.m.

September 23-27

Time of Troubles   Rowley, v. 1, Ch. 7-8
Romanov restoration

Reading quiz 1 must be completed by Thursday, September 26, 11 p.m.

September 30-October 3

Religious opposition   Rowley, v. 1, Ch. 9
Peter the Great

Exercise 2 due in class on Friday, October 3.

October 7-11

Catherine the Great   Rowley, v. 1, Ch.10-11
Intellectuals and the state   Chaadaev’s letter (BB)

October 14-18

Fall Break: Monday October 14 & Tuesday October 15

Peasants

October 21-25

Midterm Exam is due Monday, October 21, in class.

Reforms of Alexander II   Rowley, v. 2, Ch. 12
Empire

October 28-31

Opposition to the government   Rowley, v. 2, Ch. 13-14
1905 and its impact

Reading Quiz 2 must be completed by Thursday, October 30, 11 p.m.

November 4-8

World War I   Rowley, v. 2, Ch. 15
Revolutions of 1917

Exercise 3 is due on Friday, November 8, in class.

November 11-15

Cultural experiments of the 1920s   Rowley, v. 2, Ch. 16-17
Stalinism   Stefan Podlubny’s diary (BB)

November 18-22

World War II   Rowley, v. 2, Ch. 18-19
The Khrushchev Thaw

No class Friday: research day
November 25-26
The Cold War

Happy T-Day! Thanksgiving Break, November 27-29.

December 2-6
Stagnation and dissent
Collapse of the Soviet Union
Rowley, v. 2, Ch. 20-21

Exercise 4 is due Friday, December 6, in class.

December 9-12
Post-Soviet Russia
Russia’s future
Rowley, v. 2, Ch. 22

Reading Quiz 3 must be completed by Thursday, December 12, 11 p.m.

Stop Day, Friday, December 13: No class

Blogs close at 11 p.m. on Friday, December 13.

Take-home final examination due Wednesday, December 20, 1:30 p.m. You may submit the exam electronically, or early, if you choose.

History 117, Fall 2013 Professor Levin

MIDTERM EXAMINATION

This is a take-home, open-book, open-note exam. Because you will have a long time to work on this exam with all course materials available to you, I expect a higher level of accuracy and documentation than you might provide in an in-class exam. Be sure to allow sufficient time to implement the instructions below on how to write the exam.

Use the structure of the question to guide you in structuring your answers. Be sure to answer all parts of each question: even the best answer to half a question cannot receive more than half credit.

In your answers, you need to draw upon assigned readings and material from class and Blackboard (when relevant) in order to receive full credit. I do not recommend that you consult other sources, because so many of the readily available ones are not reliable. If they lead you astray, your grade will suffer.

You may consult with classmates (or anyone else) as you think about how to answer these questions. However, you may not outline answers in collaboration with any other person, or write essays together. Do not share your outlines or completed essays with anyone in the class, because should that person turn in your essay as his/her own, you would get charged with academic misconduct, too.

Refer to the instructions for Exercise 1 on how to paraphrase properly and construct footnotes. Use footnotes when it is appropriate to cite sources on this exam, rather than other citation methods (such as parenthetical citations). When citing documents posted on Blackboard, construct a footnote giving the title of the document, followed by “History 117 Blackboard site.” When citing material from class, use a footnote saying, for example, “History 117 lecture, 10/3/2011.”

The quality of your writing counts in your exam grade. Use the type of writing that is appropriate for each part of the exam. Proofread your paper to assure accurate spelling, grammar, and punctuation. Dew knot trust your come pewter to cache miss takes four you! (The previous sentence passed the computer check, despite its many errors!) Use the skills you practiced in Exercise 2 to rewrite the first draft of your exam and improve it.

Print out your examination in double-spaced format, 12-point type, with one-inch margins. Observe word-count limits strictly! Exams that do not conform to format specifications, exceed word-count limits, or use documentation formats other than the one specified will be returned, unread, for revision, and will count as being turned in late. As specified in the course syllabus, late work will be graded down by one full letter per day late.
This exam is due in class on Monday, October 21, in class.

I. Source analysis:

Re-read the primary source “Battle on the River Kalka” (posted on Blackboard, under Course Documents). Answer the following questions about this text, drawing also upon the knowledge of Russian history you have gained in this course.

1. What can you surmise about the author of this text?
2. What clues can you find in the text itself about when it was written?
3. Why did the Russians go into battle with the Tatars?
4. What is the author’s opinion about the steppe nomads, the Polovtsy and the Tatars?
5. What mistakes does the author attribute to the Russian princes?

Back up your conclusions with specific examples from the “Battle on the River Kalka” text itself. Use footnotes to cite quotations and close paraphrases. Remember to answer the questions in full, grammatical sentences, using formal language. (Maximum total length: 700 words. 25% of exam grade.)

II. Recasting a source:

Re-read the primary source “Radischchev, A Journey from St. Petersburg to Moscow,” found on pp. 213-214 in your textbook. In keeping with the style of the time, Radischchev wrote in a discursive manner—lots of words, much elaboration, emotional vocabulary. Your task on this section of the exam is to recast Radischchev’s original as though for an audience of our time.

In our time, authors might instead write a letter to the editor of a newspaper or broadcast a tweet to disseminate their ideas. So in this exercise, you will assume Radischchev’s identity, and recast his core ideas, as enunciated in this passage, into 1) a letter to the editor of a newspaper; and 2) a tweet.

In a letter to the editor of a newspaper, you can assume that readers are vaguely familiar with Russia in this period (that is, they have as much background at you do from class), but they have not read Radischchev’s writings. You need to remind them about the situation, and make a clear statement of your own (that is, Radischchev’s) opinion. You should try to persuade readers, but you must avoid defamation (name-calling), which is illegal and not very persuasive. Use correct, formal language so readers will believe that you are smart enough to have an opinion worth considering. (Maximum length: 300 words.)

In a tweet, you don’t have space to provide any background at all; you need to identify your topic and express your ideas in a memorable way. You don’t need full sentences, but you still should spell words correctly. You can use informal language, but not imprecise language. In trying to attract attention to your tweet, you don’t want to be so outrageous that recipients will be scandalized. (Maximum length: 140 characters.)

Because letters to the editor and tweets do not use footnotes, you should not use footnotes in your recasting. Because you are assuming Radischchev’s identity, you may use close paraphrases or even short quotations without footnoting them.

The two recastings together are worth 25% of the exam grade. Each is worth ½ of the grade for this section, or 12.5%

III. Interpretive essay:

Answer the following question, drawing upon material from the assigned readings, from class, and from Blackboard postings. Because this is a formal essay, you should write in well-structured paragraphs, with full sentences, using formal language. (Maximum length: 1000 words; 50% of exam grade.)

Evaluate Ivan the Terrible and Peter the Great as rulers. Enumerate the different ways that people have viewed each of them, and what purpose (what “usable past”) each view supports. Summarize briefly for each the major accomplishments and failures of his reign. Finally, provide your own assessment of Ivan and of Peter, and make a convincing argument in favor of it.

History 117
Fall 2013

Final Examination
This is a take-home, open-book, open-note exam. Because you will have a long time to work on this exam with all course materials available to you, I expect a higher level of accuracy and documentation than you might provide in an in-class exam. Be sure to allow sufficient time to implement the instructions below on how to write the exam.

In your answers, you need to draw upon assigned readings, lecture material, and discussion section material in order to receive full credit. (I do not recommend that you consult other sources, because so many of the readily available ones are not reliable. If they lead you astray, your grade will suffer.) On certain questions, you will be required to integrate materials from specific readings into your answer.

When quoting or paraphrasing material, be sure to include footnotes to the sources. Refer to the instructions for Exercise 1 on how to paraphrase properly and construct proper footnotes. When citing material from lectures or discussion sections, use a footnote saying, for example, “History 117 lecture, 10/8/2012.”

The quality of your writing counts in your exam grade. Remember what you did in Exercises 2 and 3, and revise the first draft of your essays to make them well-organized, expressive, and grammatical. Be sure to use complete sentences and well-structured paragraphs. Use only formal language (no slang, no text-message abbreviations, no second-person [“you”] constructions) and complete sentences. Proofread your paper to assure accurate spelling, grammar, and punctuation. Papers that have too many writing mistakes will be graded down up to two full letter grades.

You may consult with classmates (or anyone else) as you think about how to answer these questions. However, you may not outline answers in collaboration with any other person, or write essays together. Do not share your outlines or completed essays with anyone in the class, because should that person turn in your essay as his/her own, you would get charged with academic misconduct, too.

Prepare your examination in double-spaced format, 12-point type, with one-inch margins. Observe word-count limits strictly!

This examination is due by 1:30 p.m. on Friday, December 20. You should email it to me (evelevin@ku.edu) no later than that day and time.

Part I: Analysis of Visual Sources

Imagine that the museum in your home town is hosting an exhibit: “The World of the 20th Century in Pictures.” The display includes several pictures of Russia in the 20th century. Because you took this course in Russian history, you are now your community’s expert on Russia, and the museum curator has asked you to provide for each picture an explanation of what the picture can tell visitors to the museum about Russia at that time. The curator has posed a question about each picture to guide you. So write a paragraph (maximum 150 words for each) to help visitors understand how they should interpret it. (50% of final exam grade)

1. What does this photograph of haymaking from c. 1909 reveal about traditionalism and modernization in the Russian countryside?

2. What message does this poster deliver about a) the power of the working class; and b) the artistic culture of the early 1920s?

3. What image of Stalin and of the Soviet people does this poster project? (The caption reads “Beloved Stalin—the people’s happiness.”)

4. What does this photograph reveal about the distribution of goods in the Brezhnev era?

5. How did Russians respond to the attempted coup in August, 1991? (This picture is also found on p. 282 of your textbook.)

Part II: Essay

Write an essay to answer the question below (1000 words maximum; 50% of final exam grade):

What longstanding issues caused disaffection among peasants and workers in Russia in the period 1861-1917? Why did the Imperial government fail to respond adequately in 1905-1914? Why did the Provisional government fail to respond adequately after the February Revolution of 1917?
In answering this question, be sure to use (in addition to material from class and the narrative sections of the textbook) the following primary source texts:

- “Protests by Peasant Women” (pp. 71-73)
- “Reports of Factory Inspectors in the 1880s” (pp. 73-75)
- “Petitions to the First State Duma
  I. A Resolution by Peasants
  II. Instrustion from Workers” (pp. 93-94)
- “The Fundamental Laws of Imperial Russia, 1906” (pp. 96-98)
- “N.N. Sukhanov, The Russian Revolution, 1917” (pp. 120-121)
- “Peasant Resolution” (pp. 122-123)

d. HIST 395 – Goal 3H and Goal 4, Learning Outcome 2

HIST 395: History of Sushi
Changes proposed by: lowrance
Academic Career
Undergraduate, Lawrence
Subject Code
HIST

Course Number
395
Academic Unit
Department
History (HIST)

School/College
College of Lib Arts & Sciences
Locations

Describe Other Location

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

No
Please Explain

Title
History of Sushi
Transcript Title
History of Sushi
Effective Term
Fall 2016
Catalog Description
Sushi, now served at Midwestern supermarkets and university cafeterias, reveals the transformation of an ancient Japanese dish into a global phenomenon. This course takes familiar Japanese dishes like sushi and ramen as starting points to ask how food accrues or sheds national characteristics in an age of globalization. To learn the origin of sushi and ramen, the class traces the evolution of the diet in the context of the development of Japanese civilization. Using the methodology of food history, course assignments include short research papers on Japanese foodstuffs; analyses of primary sources from statistics to comic books to movies; and short essays drawing from participant observation of Japanese foods now available locally.

Prerequisites
None
Does a student need to be admitted to the school/college in order to enroll in this course?

Cross Listed Courses:

Credits
3
Course Type
Lecture (Regularly scheduled academic course) (LEC)
Grading Basis
A-D(+/−)FI
MD Course Category
Course Offered as
Year of Student

Maximum number of students (per rotation)

Typically Offered
Describe Specific Months

Instructor(s)

Instructor Name

Is this course part of the University Honors Program?
No
Are you proposing this course for KU Core?
Yes

Typically Offered
Please explain

Repeatable for credit?
No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Principal Course Designator
Course Designator
H - Humanities

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

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?
Describe how:

Will this course be required for a degree, major, minor, certificate, or concentration?
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 395 is an existing course. This request is to nominate it for KU Core standing, Goal 3 - Humanities and 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

Date of Departmental Approval
10/23/15

Selected Goal(s)
Goal 3 - Breadth of Knowledge
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 outcome(s)?

Yes

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

HIST 385 fulfills category 3 in the KU Core by: 1) focusing on the history of Japanese dietary cultures and the methodology of food history and food studies; 2) having writing assignments that ask students to apply theories of gender, identity formation, and nationalism in the context of their deepening understanding of Japanese (dietary) culture; 3) addressing contemporary issues such as food safety, national identity, and globalization. Food is central to questions of personal, local, and national identity. The course meets learning outcome 4.2 because 1) the content focuses on Japanese food and the cultural and historical context that produced it; 2) students begin by examining Japanese food available in Kansas, which makes them aware about their assumptions about Japanese culture, which will change as they learn more in the course; 3) assignments deepen students’ knowledge of Japan and the way historians study that country.

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 utilizes readings on Japanese food culture and a textbook that introduces critical issues and methods in food studies. The assignments challenge students to find and evaluate primary sources critically. For example, the second paper assignment asks students to analyze reviews of Japanese restaurants in the US against contemporary representations of Japan in the media to consider how US-Japan relations affected coverage of Japanese food domestically. Additionally, online quizzes, available on Blackboard, will test the students’ mastery of the course material.

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.)

The papers are designed so that they increasingly require that students demonstrate their knowledge gained in the course. The first and second paper assignments offer the opportunity to reflect on Japanese food in Kansas and the US; later assignments require study of food in Japan such as its regional manifestations (paper 5). The capstone assignment challenges students to revise a short introduction to Japanese food synthesizing the methodology and information that they gained in the course.

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.)

Food safety is one critical contemporary issue. The fourth paper assignment tasks students to evaluate the claims made on the websites of food corporations, testing students’ ability to think critically about this information by drawing from the lectures and secondary readings, especially the chapter on food safety from the text Food and Society to evaluate these claims. Students often rely on the internet for sources, and this assignment challenges them to think critically about the content and veracity of websites.

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 focus of the course is on Japanese dietary cultures and all of the writing assignments charge students to analyze primary sources pertaining to Japanese food history. Online quizzes test students’ knowledge of course material including Japan’s historical and cultural background.
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.)

The course begins by having students explore the Japanese foodstuffs and dishes available in Kansas and the United States, which engages their own value assumptions about them. Through lectures, writing assignments, and class discussions, students will gain a deeper understanding of Japanese dietary culture and culinary history. Later assignments in the course require that they apply this knowledge to study the historical and contemporary food scene in Japan.

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.)

Since what we eat becomes us, food is an ideal way for studying the construction of identity cross culturally and historically. Students may not learn to like sushi after taking this course, but they will understand its history, how it has become a global product, and how sushi is often cited as a metaphor for Japanese (dietary) culture.

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.)

The course focuses heavily on writing assignments which are the best ways to ascertain student understanding of Japanese culture and historical methodology. Copies of the assignments are included in the syllabus.

KU Core Documents
History of Sushi syl, Rath.pdf
KU Core Effective Semester
Course Reviewer Comments
Key: 4766
1
History of Sushi (History 395)
Professor Rath Office Hours:
Office: 3624 Wescoe Tue & Thur 11:00-12:00; 2:30-3:00
erath@ku.edu (and by appointment)

Course Description
Sushi, now served at Midwestern supermarkets and university cafeterias, reveals the transformation of an ancient Japanese dish into a global phenomenon. This course takes familiar Japanese dishes like sushi and ramen as starting points to ask how food accrues or sheds national characteristics in an age of globalization. To learn the origin of sushi and ramen, the class traces the evolution of the diet in the context of the development of Japanese civilization. Using the methodology of food history, course assignments include short research papers on Japanese foodstuffs; analyses of primary sources from statistics to comic books to movies; and short essays drawing from participant observation of Japanese foods now available locally.

The course begins with a thematic survey comparing the Japanese food available in Kansas and in contemporary Japan. As we can gain familiarity with the topic and the approaches to the scholarly study of food history, the class introduces some current issues in food studies. After the spring break, we will make a historical overview of Japanese food with some thematic interludes.

Course Goals and Expected Outcomes
1. To understand the history of Japanese food in the context of the story of Japanese civilization.
2. To gain an introduction to the approaches used in food history and food studies.
3. To develop skills used in historical research including the analysis of primary sources.
4. To make improvements in academic writing.

This Syllabus is a Learning Contract
By remaining enrolled in this course, students acknowledge that they have read and understand this syllabus (“learning contract”), and agree to adhere to its terms. While this syllabus might seem too formal and long, it represents the instructor’s attempt to communicate his expectations of students enrolled in this course to facilitate their learning experience and enable them to succeed in the class. Students can expect the instructor to apply the terms of this contract in managing this course.

I. EXPECTATIONS
How hard is this course? Article 5, Section 1.1 of the Faculty Senate Rules and Regulations stipulates that students spend at least two hours of outside study and preparation for every hour of class time. This means you should expect to study at least five hours a week for this class. However, doing the minimal amount of work does not guarantee a high grade in this class. One reason for this misconception is the problem of grade inflation, which gives the false impression that minimal student effort should yield
satisfactory or exemplary results. KU has been better than other universities at combating this problem, but grade inflation is still a problem here (see Gradeinflation.com). The instructor does not grade on a curve, and he would be happy to see all of the students earn As, but that has not happened yet. Even earning a C in this course requires effort. Moreover, since this is an East Asian history course, it will require an additional investment of time and energy to learn new names and terms depending on your previous knowledge of Japan. Students without prior background in Japanese history or culture should read the assigned texts closely, take notes on these, and meet with the instructor if they have any questions about the course material. Taking a passive attitude toward learning will yield poor results.

The instructor expects that all students maintain an open and mature outlook toward the material studied and the contributions of other people in the class. Students must arrive for class on time, remain attentive, stay for the entire class period, and conduct themselves in a manner conducive for creating an environment suitable for learning. (Students who need to leave class early should inform the instructor beforehand). Repeat offenders will be counted as absent, incurring the penalties described below.

2 Students can expect the instructor to arrive on time and prepared for class. They can expect to be able to meet with the instructor during his office hours or at a mutually agreed upon time, and to have his assistance in meeting the goals for the course.

Communication between students and the instructor is the basis for learning and it is essential for the success of this and any class. The instructor will do his best to specify his expectations, but students must also communicate with the instructor and listen. It is the student’s responsibility to ask if they have any questions or concerns about the course. When emailing the instructor, please use the formal forms of address that you would use in a business context. Messages that begins with “hey,” “sup?,” or similar casual salutations may be deleted as junk mail.

Students should promptly inform the instructor privately if there are any issues that may affect their performance in this class. It is especially important for students to contact the instructor early if they have a physical challenge, a special need, or if a personal crisis arises that will affect their class work.

According to university policy, accommodations for physical disabilities require documentation from the Office of Student Access Services. If you are eligible for their services, please contact DR early in the semester in their office located in 22 Strong Hall or by phone: 785-864-4064 or 785-864-2620 (V/TTY). For information about their resources, see http://access.ku.edu. The instructor will provide accommodations, but he needs to be informed in a timely manner of any required.

II. CLASS CONDUCT

The use of computers, phones, and other gadgets is forbidden in this class. Turn off and put away all of these devices before class begins – i.e., before the instructor starts talking. Students who have these devices out in class will be asked to leave the room and will be counted as absent. Save the instructor from wasting his time and yours by putting your phones or computers away promptly before class begins.

Reading newspapers, working puzzles, and doing course work for other classes are forms of academic misbehavior that pollute the learning environment, disturbing the instructor and other students. The instructor can see what goes on in class. Students who engage in these activities will be asked to leave the room and will be counted as absent. It is the instructor’s view that students who waste his time and theirs by engaging in these activities do not belong in class and should drop the course.

Audio and video recordings of classes are prohibited. In special circumstances, the instructor will grant permission for a student to make audio recordings of the lectures provided that these are for that student’s personal use as a study aid and that they will be deleted after the course is completed. The instructor retains the copyright of all the materials presented in class including the lectures, handouts, and course website. These are for the exclusive use of students enrolled in the course, and students are prohibited from making commercial use of these materials.

Objective academic discussions and the lively exchange of ideas are important goals for this class. However, the instructor reserves the right to limit the scope and duration of class discussions and other verbal exchanges in order to keep the class on schedule. Students who disrupt the boundaries set by the instructor regarding inappropriate talking or physical actions are disturbing the classroom atmosphere and are subject to sanction according to provisions governing academic and non-academic misconduct described in the Code of Student Rights and Responsibilities and the University Senate Rules and Regulations. Offenders will be asked to leave the class and drop the course.

Plagiarism -- copying someone else’s words or ideas without citation -- is unethical, illegal, and prohibited. Evidence of plagiarism, such as turning in a paper similar to one handed in by another student in this course, will result in a failing grade for the class and academic sanctions according to university policies. Since this is an upper level history course, there is only one penalty for plagiarism – a failing course grade and a potential notation on your transcript that will make it much more difficult for you to enter graduate school or your chosen profession. The instructor is glad to assist students to make sure that they cite all their sources properly, however it is the student’s responsibility to ensure that their work is the result of their own independent effort. Students who plan to download their papers from the internet are
advised to drop out of college and obtain their degrees from the same source. All papers will be submitted in paper and electronically through Blackboard so that they can be scanned for plagiarism using Safe Assign. Safe Assign automatically measures submitted papers against its database of papers turned in at KU and other institutions and materials available on websites to determine potential plagiarism. The instructor expects students to adhere to KU’s code of academic conduct, which can be found at http://www.writing.ku.edu/academic-misconduct

III. ATTENDANCE

In Japan and other East Asian countries, it was long believed that the most profound knowledge was conveyed only by speech because the highest truths could not be learned simply by reading books, which themselves would be misunderstood without oral guidance. The instructor does not take such a rigid view toward information about Japanese history, but mandatory class attendance is a principle of his teaching philosophy. In the future, all education might take the form of distance learning and the instructor might be replaced by recorded lectures or by an automaton. Such a future has yet to arrive fully at KU. Therefore we should take advantage of the opportunity for meeting together in person to explore the answers history offers us to questions of why and how people lived and thought the ways they did. Such experiences, if we are open to them, might just cause us to look at our own lives differently, and should be the reason why we are studying in a university rather than taking classes by mail or simply remaining ignorant. By missing class you will miss out on these experiences, making it a waste of time for you and the instructor for you to be in this course. Consequently, students who cannot commit to attending all of the class sessions should not take this course. Even if one’s reason for attending college is simply to gain a higher paying job after graduation, it still makes sense to work hard while in school to be able to prove that a company should hire you and not someone else who worked harder.

The instructor will take attendance every class. Attendance has its own rewards, but students with perfect or excellent attendance will also earn extra credit toward their final grade. Students who make a habit of missing class will suffer the consequences including the following penalties:

0 Absences = +5 points on the final assignment
1 Absence = +3 points on the final assignment
2 Absences = no additional points
3 Absences = one letter grade off of the final assignment
4 Absences = two letter grades off of the final assignment
5 Absences = minus one course grade
6 Absences = F for the course grade

The instructor will assume that absences are unexcused unless a student provides written documentation from an authoritative third party (e.g., a licensed physician) that explains their absence. All documentation for absences and all pending course work except for the final assignment is due in class on the last day of class, Thursday May 5, and it will not be accepted after that deadline. The instructor reserves the right to determine if an absence is excused. The attendance policy is enforced irrespective of a student’s grades in the course: just because a student is earning a B or better in their course work does not mean that he or she will not fail due to excessive absences. Unfortunately, that happens all too frequently. Students are responsible for keeping track of their number of absences, but the instructor will also post the number of absences on Blackboard. The instructor usually sends academic warnings to students about their attendance and progress in class, but failure to receive a warning does not absolve a student from their unexcused absences or other responsibilities in this class.

Attending class means more than ensuring that your body is in the correct room at the right time. Attendance also means that you bring and use your mind especially the parts responsible for attention and higher reasoning. It is pointless to simply attend class and not take notes. Since the CRQ quizzes draw heavily on the content of the lectures, it is essential to take good class notes. The instructor has witnessed students who have excellent attendance fail to take notes and thereby fail or do poorly in the course.

The last day to withdraw from any course this semester is TBD.

IV. HOW GRADES ARE CALCULATED

The course grade is a combination of the average grade earned on writing assignments and completion of the minimum standards for the online assignments for each grade. For example, to earn a B in the class, a student must earn an average grade of at least B on the writing assignments and fulfill the minimum standards to earn a B for the online assignments. Grades for the assignments will be posted on Blackboard including the running total for the course, but the final course grades will only be available on Enroll and Pay. The instructor calculates the course grade based upon the results a student earns in the following assignments:

Writing Assignments (deadlines and percentage of course grade)

Paper 1 (due 2/4) 14%
Paper 2 (due 2/18) 16%
Standards for Online Assignments

Letter grades for the course have these minimum requirements:
A = passing 6 Cumulative Review Quizzes
B = passing 5 Cumulative Review Quizzes
C = passing 4 Cumulative Review Quizzes
D = passing 3 Cumulative Review Quizzes

Once a student reaches the threshold for their grade level, they will receive an additional 2 points added to their course grade for each CRQ they pass.

Cumulative Review Quizzes (C.R.Q.)

The Cumulative Review Quizzes (CRQ) are online quizzes on course material up to and including the lectures presented that week. Thus, you will need to finish the week’s work before you can take the CRQ. The Cumulative Review Quizzes are available on Blackboard from Monday 8:00 AM to Sunday 11:00 PM the week they are assigned. Students can take the quizzes multiple times during the week until earning a grade of 90%. The aim of the quizzes is to assist students in mastering the course material.

General Requirements for the Papers

Papers must be typed and they are due in class at the start of class. Papers that are faxed or emailed will not be accepted in lieu of a paper copy. See the attached Writing Check List for further information about style. In addition to the paper copies used for grading, electronic versions of the papers must be submitted through Blackboard by the assignment deadline. Both versions are required.

Chose any style of citation that you like for the papers. One easy method is simply to include the name of the author and the date and page number in parentheses at the end of the sentence, thus: (Cwiertka 2006: 45). Many of the assignments require web sources, which should be cited to include the date you visited (accessed) the site, omitting the www or http prefix, as follows: (stats-japan.com/t/categ/50005: accessed 10 February 2016)

Regardless of the style of citation that you employ, you need to include full bibliographic information about your sources somewhere in your paper.

In fairness to students who turn their assignments in on time, anyone failing to turn in either version of the paper without a legitimate prior excuse (i.e., illness or dire family crises) will be penalized one letter grade per day that the paper is late including weekends. Papers turned in on the same day after class will receive a half letter grade deduction. If you must turn in a paper later, email a copy to the instructor so that he will know when you completed the assignment. An electronic version still needs to be uploaded to Blackboard and a paper copy is still due and must be handed in by the next class period.

The instructor can meet with you to answer questions about the paper assignments, discuss outlines, drafts, and comments on graded papers. He can answer questions by email on upcoming assignments up to 48 hours before an assignment is due. He also encourages you to visit the writing centers on campus and to have a friend read your paper before you turn it in. Writing is hard work and usually takes longer than one might expect. Taking shortcuts actually adds time and leads to a weaker results. Take notes as you read. Write a detailed outline. Spend time revising.

Rubric for the Evaluation of Papers

The purpose of the paper assignments is to focus your study and interpretation of primary sources and secondary texts. Papers cannot simply recapitulate the lectures or summarize the readings, and the instructor is not looking for the “right answers.” He is more interested in how students interpret the texts. All papers are different, but in general there are three levels of quality that determine the grade earned. The 5 most critical factors in a successful paper are a clear thesis statement, which indicates what the paper is about and what the author will conclude, and specific citations from sources to support the argument.
A mediocre response lacks a coherent thesis statement, does not address the topic in full, does not utilize all of the required texts, and does not engage the texts seriously. It might parrot the lectures or make sweeping statements based upon limited information such as drawing broad contrasts between Japanese and American culture, or simply string together a series of long quotes without much explanation. This sort of response defeats the purpose of the assignment. The reader’s sense is that the respondent simply wants to hand something in and that most of their creative energies are exhibited in their awkward spacing and font choice to meet the page requirements, which are not that rigid. These responses earn a C or below.
A middle-level response does evaluate all of the texts, presents a response to the assignment in a thesis statement, and meets the basic requirements for the assignment, but it does so in a perfunctory and formulaic way. Typically, the respondent has their mind made up about the “right answers,” and they just fish in the texts for enough “evidence” to support their preconceived views, which usually differ little from the ideas presented in class. The author either tries to make the evidence carry too much weight and they
over generalize, or s/he fails to show adequately how cited passages support their argument, which may not be fully articulated in the thesis. These papers tend to summarize texts instead of analyzing them and have weak thesis statements. Papers in this category usually earn a grade between a C+ to B.

A superior response offers a sense of genuine discovery in the materials and the respondent provides a clear framework for these observations beginning with the thesis statement. The response conveys that the student has read through the materials and has thought about them. The student understands that anything within the texts and other sources might become “evidence,” but the student turns a citation into evidence by interpreting the cited passage to illustrate the argument introduced in a clear thesis statement. These responses earn between a B+ and A.

Generally the quality of the paper depends on the amount of time put into the assignment. (Writing takes a lot of effort). If a student does the assigned work according to the class schedule, takes notes from the readings and other sources, allows sufficient time to write the assignment, and consults the instructor if any clarification is needed, then a superior response is within the grasp of any KU student.

Writing Assignments
Additional clarification about the following assignments will be provided in class. The page numbers indicated are the required minimum, not including references. It is fine to exceed the page requirements within reason. In writing your papers follow Japanese custom and write a person’s family name first and use family names, rather than personal names.

**Paper 1: Is There Real Japanese food in Kansas? (3 pages)**
In *Dubious Gastronomy*, Robert Ji-song Ku describes, "the cult of gastronomic authenticity, a quasi-religious, fashion-driven system of veneration directed toward a particular set of comestibles commonly organized along racial, ethnic, national, or regional axis" (p. 38). What does Ku mean by this term “cult of gastronomic authenticity,” and how are the Japanese foods that you find locally presented as “authentic” or not?

**Paper 2: Eating “Japanese” (4-5 pages)**
In the 1985 movie *The Breakfast Club*, Claire Standish, a character played by Molly Ringwald, establishes her sophistication by having sushi for lunch, introducing the dish to many American audiences for the first time in an era when Japanese businesses seemed poised to dominate the United States. This assignment asks you to review press reviews of Japanese restaurants alongside other news reports to determine the image of Japanese food in the US media historically.

Find two reviews of Japanese restaurants from before 1989 in two different newspapers such as the *New York Times* or *Chicago Tribune* from the database Proquest accessible with your KU account. Examine how these restaurants are portrayed. For example, what adjectives are used to describe them? What designates the restaurants or their food as “Japanese?” Then, review several news stories about Japan in the same newspapers from the same years as the restaurant reviews. Do you find any correlation between the description of Japanese food and other news about Japan? Include a bibliography listing your web sources and the date you visited (accessed) them.

**Paper 3: The (Male?) Food Expert (3 pages)**
Tim Holden writes that masculinity in Japanese television programming, “embodies a hegemonic discourse of authority, power, and possession” (p. 128). Does the culinary journalist Yamaoka Shirō in Tetsu Kariya’s graphic novel *Oishinbo* have the same traits as they pertain to his expertise in Japanese food? If not, how would you characterize his masculinity?

**Paper 4: What the Food Makers Say (3 pages)**
Consumers concerned about where their food comes from can turn to company websites, but what sort of information do these websites provide? Visit the corporate websites of at least two Japanese food or beverage companies. The following all have English-language websites: Ajinomoto, Fujimitsu, Glico, Gyu-Kaku, House Foods, Itokuyemon, Kagome, Kikkoman, Maruchan, Maruha Nichiro, Marukawa Confectionery, Meidi-ya, Meiji, Mizkan, Moringa, Nihon Shokken, Nippon Flour Mills, Nippon Ham, Nissui, Nissin, Royce Chocolate, Snow Brand Milk, Toraya, Vie de France, Yamasa, Yamazaki Baking

What do these websites tell consumers about the health claims of their products or their connection to traditional Japanese dietary cultures? How are these claim substantiated? Do you believe them? Pick approximately three points to write about in your paper, referencing also the secondary readings we have covered in class.

**Paper 5: Prefectural Profile: “Local Food” in Japan (4-5 pages)**
In America we eat “Japanese food,” but there are many thriving local cuisines in Japan. For this assignment, profile one prefecture and write about its specialty dishes and local food products, answering the question “are the foods associated with certain prefectures arbitrary; if not, what is the rationale for them?” The Japanese National Tourism board (www.jnto.go.jp/eng/attractions/dining/food/jfood_01.html) provides an overview of some traditional dishes. Current demographic and consumption information organized by prefecture can be found at Statistics Japan Prefecture Comparisons (statsjapan.
Most prefectures also have government and tourism websites in English. Include references from at least five websites in your paper.

**Final Assignment (7 pages)**

You have been charged by the Japanese Travel Bureau to update the following pamphlet: Katsumata Senkichiro, *Notes on Japanese Cuisine*, Tokyo: Japan Travel Bureau, 1946.

Although published in 1946, most of the information in this pamphlet seems to date from before World War II. For the purpose of this assignment, imagine that you are just beginning to revise this pamphlet and you need to convince the Japanese Tourism Bureau of three to five areas that need to be changed or expanded (beyond simply updating information like restaurant listings and adding new photos). Would you include any information about how Japanese foods are sourced? How should the pamphlet be adapted so that it is more informative for visitors or general readers interested in an introduction to Japanese food?

The Japanese tourism bureau will not be convinced by your argument unless you present sufficient data from both print and online sources to make your case. Demonstrate how you have understood and synthesized the knowledge and approaches to studying Japanese food that you gained in this course.

**Additional Notes about Grades**

- No incompletes will be granted.
- The instructor reserves the right to change the grading structure and course content.

V. **READING ASSIGNMENTS**

Begin reading the assigned texts anytime but complete them by the date of class that they are assigned since the day’s lecture is premised on your familiarity with the readings. The instructor recommends that you take notes as you read since this will help you master the material and prepare for the quizzes and papers.

**7 Required Texts**

Purchase all of the books listed below. Books sell out quickly, and unsold books are returned by the bookstores early in the semester. So, buy all the books as soon as possible. It is your responsibility to order any books that become unavailable. The instructor does not have any extra copies to lend.


Other readings and media indicated below are all available on Blackboard.

VI. **COURSE CALENDAR**

I. **Course Introduction: Toward a History of (Japanese) Food**

1/19 Course Introduction

Review the syllabus and familiarize yourself with the course Blackboard site

1/21 Lecture: “What Should We Call Japanese Food?”

Read: *Food and Society*, chapter 1; *Japan’s Dietary Transition*, preface and chapter 1

II. **Real Japanese Food in Kansas?!**

1/26 Lecture: TBD


2/4 **Paper 1 Due**

IV. **(Japanese) Food in the Media**

**Take the Practice CRQ (Practice Map Quiz)**

1/26 Lecture: TBD


1/28 Lecture: TBD

Read: *Japanese Dietary Transition*, chapters 2-3

III. Film: *Jiro Dreams of Sushi*


2/4 **Paper 1 Due**

8

IV. **(Japanese) Food in the Media**

**Take the online Japanese Map Quiz (CRQ1)**

2/9 Lecture: TBD

Bring two restaurant reviews that you will use in the assignment due next week.


V. (Japanese) Food in the Popular Media

2/16 Lecture: TBD
Read: *Food and Society*, chapter 3

2/18 Lecture: TBD
Read: Tetsu Kariya, *Oishinbo* (all)

**Paper 2 due**

VI. Branding Japanese Cuisine

**Take CRQ 2**

2/23 Watch: *Washoku: Beyond Sushi*

2/25 Finish: *Washoku: Beyond Sushi* / Discussion
Read: *Food and Society*, chapters 6

VII. Is Japanese Food Healthy?

2/23 Lecture: TBD
Read: Read: *Food and Society*, chapter 4;

**Paper 3 due**

2/25 Lecture: TBD
Read: *Japanese Dietary Transition*, chapter 4

VIII. Sourcing Modern Japanese Food

**Take CRQ 3**

3/8 Video: *Sushi, the Global Catch*

3/10 Discussion
Read: *Japanese Dietary Transition*, chapter 5

IX. Spring Break

3/15
3/17

X. Surplus and Scarcity

3/22 Lecture: “Staples and Famine Foods in Premodern Japan”
Read: *Food and Society*, chapter 4; *Japanese Dietary Transition*, chapter 6

3/24 Lecture: “Coping with Famine in Premodern Japan”

**Paper 4 due**

XII. Meanings for Food in Late Medieval and Early Modern Culture

**Take CRQ 4**

3/29 Lecture: What did Food Mean in Medieval Japan?

3/31 Lecture: What did Food Mean in Early Modern Japan?

XIII. Food in Modern Japan

4/5 Lecture: TBD
Read: Cwiertka, through Chapter 2

4/7 Lecture: TBD
Read: *Japanese Foodways*, Chapters 6-7

XIV. The Rise of Japanese Cuisine

**Take CRQ 5**
4/12 Lecture: World War II
Read: Cwiertka, chapters 3-5; Japanese Foodways, Chapter 8
4/14 Lecture: Food in Postwar Japan

XI. Food and Social Values
4/19 Lecture: Designating “Japanese” Food

4/21 Lecture: TBD
Read: Japanese Foodways, Chapters 11-12.

Paper 5 Due

XV. Noodle Cultures in Premodern and Modern Japan
Take CRQ 6

4/26 Lecture: “From Soba to Ramen”
Read: Cwiertka, Chapters 6-7

4/28 Discussion
Read: Read Cwiertka, conclusion and postscript; Japanese Foodways Chapter 9
Watch video about the invention of instant ramen:
www.youtube.com/watch?v=fqseyLw2Flg

XVI. Film: Tampopo
5/3 Read: Katsumata Senkichiro, Notes on Japanese Cuisine, Tokyo: Japan Travel Bureau, 1946 (on Blackboard).
5/5 Work on final assignment

Note: All documentation for absences due in class.

Final Assignment Due

5/12
Submit the assignment on Blackboard and deliver a paper copy to my office in 3624 Wescoe by noon.