The University of Kansas  
College of Liberal Arts & Sciences  
COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING  
AGENDA  
March 8, 2016, 11:15AM  
STRONG HALL – ROOM 210

I. Welcome

II. Approval of CUSA Minutes from February 23, 2016

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: CLSX 168, CLSX 169, EURS 339/HIST 339, LA&S 260, LA&S 262
         CHANGES: DANC 101, DANC 103, DANC 105, GIST 495, HIST 587/EALC 587, PHSX 114
         DELETIONS: DANC 125, DANC 325, DANC 470, HIST 544
      2. Degree Requirements for Approval:  
         N/A
      3. KU Core Proposals:
         a. CLSX 168 AND CLSX 169, HONORS – GOAL 1.1, AND GOAL 3H
         b. EALC 142 – GOAL 5.1
         c. SLAV 370 AND SLAV 570 – GOAL 3H
      4. Other
         1. Elimination of Major Admission Requirements – Film and Media Studies
         2. Elimination of Major Admission Requirements – Communication Studies

   B. Academic Policies and Awards
      a. Certificate in Race and Ethnicity in the U.S. to the agenda.

VI. Adjournment
The committee met on Tuesday, February 23, 2016, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Anthony-Twarog, Atchley, Brackett, Bradley, Cotten-Spreckelmeyer, Goldstein, Hileman, Ledom, Morris, Rockey, Stock, Weis, Zogry

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

Approval of CUSA Minutes: A motion was made to approve the February 9, 2016 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

Dean’s Office Update: Dr. Goldstein was happy to report that the central district is moving forward and ground has been broken for new construction.

SAS Office Update: Ms. Ledom reported that DeAngela Burns-Wallace, Vice Provost for Undergraduate Studies and Chris Fischer, Professor in Physics and Astronomy and serves on the UCCC are scheduled to attend the CUSA meeting on March 22.

Subcommittee Assignments:
Curricular Changes/Degree Requirements/ KU Core Proposals

Curricular Changes for Approval:

Professor Weis presented the Curricular Changes nominations. A motion was made to approve the Curricular Changes. The motion was seconded and passed unanimously.


DELETIONS: N/A

*UPDATE: BIOL 636 and EALC 420/620 were pulled from the approved list after approval due to additional questions from department.

Degree Requirements for Approval:
Change to Existing Major – Humanities – PCS track
Change to Existing Minor – Peace and Conflict Studies
Change to Existing Major – BS Astronomy

KU Core Proposals:
N/A

Other
Elimination of Major Admission Requirements - BIOLOGY

Academic Policies and Awards
Ms. Bradley gave an update on five certificates that are in progress. One should be ready to be reviewed by
CUSA, the other four certificates are ready to go to the Provost for first review.

The subcommittee has begun discussions regarding online courses and policies and requested any feedback that CUSA could provide. The subcommittee will also reach out to Dr. Paul Atchley for his input with online policies and procedures.

Adjournment 11:55 p.m
NEW COURSE PROPOSALS

New Course Proposal
Date Submitted: Thu, 18 Feb 2016 17:38:55 GMT

**CLSX 168 : Ancient Epic Tales**
Changes proposed by: tswelch

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
CLSX

**Course Number**
168

**Academic Unit**
Department
Classics (CLSX)

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

**Locations**
Lawrence

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

**Title**
Ancient Epic Tales

**Transcript Title**
Ancient Epic Tales

**Effective Term**
Fall 2016

**Catalog Description**
This course provides a survey of ancient epic poetry, focusing on literature from the Greek, Roman, and Mediterranean world. All readings will be in English; no knowledge of any ancient languages is required. The works selected will be ancient epic tales primarily from Greece, Rome and the Mediterranean world (e.g. Epic of Gilgamesh, Homer, Apollonius, Vergil, Ovid, Status) though some ancient epics from other cultures may be used for comparative purposes (e.g. Beowulf, Popol Vuh, Mahabharata). Class discussion and assignments focus on understanding the ancient cultures and their relation to our own, evaluating the arguments of scholars, and creating well-reasoned written and oral arguments about ancient epics.

**Prerequisites**
None

**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**
Typically Once a Year

**Repeatable for credit?**
No

**Principal Course Designator**
HL - Literature & the Arts

**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?
Rationale for Course Proposal
This course seeks to introduce students to thinking critically about Greek and Roman epic literature in dialogue
with a broader comparative context (with Mediterranean and non-Mediterranean epic) and with contemporary
culture.

Supporting Documents
CLSX 168 Ancient Epic Tales Syllabus.docx
KU Core Information

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

New Course Proposal
Date Submitted: Thu, 18 Feb 2016 17:50:58 GMT

CLSX 169 : Ancient Epic Tales, Honors
Changes proposed by: tswelch

Academic Career
Undergraduate, Lawrence

Subject Code
CLSX

Course Number
169

Academic Unit
Department
Classics (CLSX)
School/College
College of Lib Arts & Sciences
Locations
Lawrence

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

Title
Ancient Epic Tales, Honors

Transcript Title
Ancient Epic Tales, Honors

Effective Term
Fall 2016

Catalog Description
Honors version of CLSX 168. This course provides a survey of ancient epic poetry, focusing on literature from the
Greek, Roman, and Mediterranean world. All readings will be in English; no knowledge of any ancient languages
is required. The works selected will be ancient epic tales primarily from Greece, Rome and the Mediterranean
world (e.g. Epic of Gilgamesh, Homer, Apollonius, Vergil, Ovid, Statius) though some ancient epics from other
cultures may be used for comparative purposes (e.g. Beowulf, Popol Vuh, Mahabharata). Class discussion and
assignments focus on understanding the ancient cultures and their relation to our own, evaluating the arguments of
scholars, and creating well-reasoned written and oral arguments about ancient epics.

Prerequisites
None

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?
Yes

Typically Offered
Typically Once a Year

Repeatable for credit?
No
Principal Course Designator
HL - Literature & the Arts

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 course seeks to introduce students to thinking critically about Greek and Roman epic literature in dialogue with a broader comparative context (with Mediterranean and non-Mediterranean epic) and with contemporary culture.

Supporting Documents
CLSX 169 Ancient Epic Tales Honors Syllabus.docx

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

See KU Core Proposal for CLSX 168/169 ALSO.

New Course Proposal
Date Submitted: Wed, 24 Feb 2016 05:36:09 GMT

EURS 339 : Screening Germany: The Tumultuous Twentieth Century through Film
Changes proposed by: vanchena

Academic Career
Undergraduate, Lawrence

Subject Code
EURS

Course Number
339

Academic Unit
Global & International Studies (GIST)

School/College
College of Lib Arts & Sciences

Locations
Kansas City, Lawrence

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

Title
Screening Germany: The Tumultuous Twentieth Century through Film

Transcript Title
Screening Germany: Film 20th C

Effective Term
Fall 2016

Catalog Description
This course traces the history of twentieth-century Germany through the medium of film. We will view a wide array of films, from turn-of-the-century silent films and Nazi propaganda to Cold War-era East German entertainments and recent depictions of the German past. We will view films critically and develop the tools and vocabulary to analyze them as historical sources. We will also contextualize the films through a wide range of primary and secondary source readings, demonstrating how film served as a tool of political power, social criticism, and national identification in Germany's tumultuous twentieth century.

Prerequisites
none

Cross Listed Courses: HIST 339

Credits
3

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

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

Are you proposing this course for KU Core?
No

Typically Offered
Typically Once a Year

Repeatable for credit?
No

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
The attached file provides Prof. Denning's rationale for proposing this course. Listing this course as EURS 339 will help draw European Studies co-majors and minors. We will promote the course as an approved upper-level nation-specific course that fulfills 3 of the 6 credit hours required in this category.

Supporting Documents
Rationale for HIST- EURS 339.docx

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 28 Feb 2016 22:48:48 GMT): The location needs to be changed to Lawrence, and HIST 339 needs to be added as a cross-listing. However, the system will not let me fix either so I am leaving this comment in order to request the edit via the Registrar.
Key: 11540

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New Course Proposal
Date Submitted: Mon, 26 Oct 2015 18:46:01 GMT

**HIST 339 : Screening Germany: The Tumultuous Twentieth Century through Film**

Changes proposed by: acon

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
HIST

**Course Number**
339

**Academic Unit**
Department
History (HIST)

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

**Locations**
Lawrence

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

**Title**
Screening Germany: The Tumultuous Twentieth Century through Film

**Transcript Title**
Screening Germany: Film 20th C

**Effective Term**
Fall 2016

**Catalog Description**
This course traces the history of twentieth-century Germany through the medium of film. We will view a wide array of films, from turn-of-the-century silent films and Nazi propaganda to Cold War-era East German entertainments and recent depictions of the German past. We will view films critically and develop the tools and vocabulary to analyze them as historical sources. We will also contextualize the films through a wide range of primary and secondary source readings, demonstrating how film served as a tool of political power, social criticism, and national identification in Germany's tumultuous twentieth century.

**Prerequisites**
Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EURS 339</td>
<td>Screening Germany: The Tumultuous Twentieth Century through Film</td>
</tr>
</tbody>
</table>

Credits

3

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

A-D(+/−)FI

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

No

Typically Offered

Typically Once a Year

Repeatable for credit?

No

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?

Yes

Which Program(s)?

(HIST-BA/BGS) History, B.A./B.G.S.

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 339.docx

Course Reviewer Comments

Karen Ledom (kjh) (Tue, 03 Nov 2015 17:49:09 GMT): subcommittee requests consultation with Germanic Lang & Lit and Film.

Karen Ledom (kjh) (Tue, 03 Nov 2015 17:49:15 GMT): subcommittee requests consultation with Germanic Lang & Lit and Film.

Karen Ledom (kjh) (Tue, 03 Nov 2015 17:52:15 GMT): subcommittee requests consultation with Germanic Lang & Lit and Film.

Karen Ledom (kjh) (Sun, 14 Feb 2016 01:12:15 GMT): EURS wishes to cross list and will submit new course proposal under EURS 339.

Karen Ledom (kjh) (Sun, 28 Feb 2016 21:45:36 GMT): Rollback: take back to subcomm - now a cross-listed course with EURS 339

Key: 11370

New Course Proposal

Date Submitted: Mon, 22 Feb 2016 17:58:18 GMT

LA&S 260 : Interpersonal Management

Changes proposed by: patchley

Academic Career

Undergraduate, Lawrence
Subject Code
LA&S

Course Number
260

Academic Unit
Department
Liberal Arts & Sciences (LA&S)

School/College
College of Lib Arts & Sciences

Locations
Other

Describe Other Location
Online - not Everspring

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

Please Explain
This course will be offered fully online.

Title
Interpersonal Management

Transcript Title
Interpersonal Management

Effective Term
Fall 2016

Catalog Description
This course is designed to provide students with an understanding of their personal strengths and skills that can be applied in a variety of organizational settings and in society. The course includes skills needed to be successful as a member of both professional and citizen communities, including ethical views, project management, financial management, technology, and information literacy.

Prerequisites
This course is designed for students in the Military Transitions Program and currently enrolled veterans. Instructor consent required to enroll.

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?
No

Typically Offered
Twice a Year, Fall and Summer

Repeatable for credit?
No

Principal Course Designator

Course Designator
U - Undesignated elective

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 course is part of a 4 course sequence for a Military Transition Program. A copy of the draft proposal for the program is attached. This document has since changed a bit including course titles.

Supporting Documents
160348 Military Trans Program34.pdf

Supporting Documents
LA&S 260.docx

Course Reviewer Comments
The course will have eight modules:

1. Values, Ethics and Personal Mission – Students will reflect on personal values, write a personal mission statement and learn about ethics in the workplace.

2. Strengths – Students will identify strengths and learn how they apply in the workplace.

3. Personal Project Management – Students will learn the key elements of personal project management and personal project planning models. The student will plan a project as part of the requirements of this section.

4. Stress management – Students learn about stress, its effects on the body and mind, and techniques for stress management for themselves and in the workplace.

5. Financial management – Students learn basic information about personal finance.

6. Information Literacy – Students learn basic skills in information seeking and evaluation including common library databases and services.

7. Citizen engagement – Students learn about participation in government including community service.

8. Technology management – Students learn information relating to personal use of technology and social media. Students will learn techniques to ensure personal privacy and the protection of professional reputations.

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New Course Proposal

Date Submitted: Mon, 22 Feb 2016 18:09:44 GMT

LA&S 262 : Workplace Success Skills

Changes proposed by: patchley

Academic Career
Undergraduate, Lawrence

Subject Code
LA&S

Course Number
262

Academic Unit
Department
Liberal Arts & Sciences (LA&S)

School/College
College of Lib Arts & Sciences

Locations
Other

Describe Other Location
CLAS-Online, not Everspring

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

Please Explain
This course will be offered fully online.

**Title**
Workplace Success Skills

**Transcript Title**
Workplace Success Skills

**Effective Term**
Fall 2016

**Catalog Description**
This course is designed to provide students with the skills and content they need to be successful professionals in a variety of organizational settings. The course includes professional communication skills along with an understanding of organizational culture and context.

**Prerequisites**
This course is designed for students in the Military Transition Program and currently enrolled veterans. Instructor consent is required to enroll.

**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?**
No

**Typically Offered**
Twice a Year, Spring & Summer

**Repeatable for credit?**
No

**Principal Course Designator**

**Course Designator**
U - Undesignated elective

**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 course is part of a 4 course sequence for the Military Transition Program. A copy of the draft proposal for this program is attached. Please note this document has changed since it was originally drafted, in particular the course titles of been changed.

**Supporting Documents**
160348 Military Trans Program34.pdf

**Supporting Documents**
LA&S 262.docx

**Course Reviewer Comments**
LA&S 262: Workplace Success Skills

The course will have eight modules:

1. Professional writing (2 modules) – Students will learn writing for professional organizational environments.

2. Critical thinking – Student will learn the basics of critical argument in organizational decision making.

3. Workplace communication (2 modules) – Students will learn workplace presentation skills for organizational environments

4. Team Communication – Student will learn basic team collaboration skills
5. Organizational Culture (2 modules) – Student will learn what organizational culture is and how to promote a positive culture.

Below is a snipit from the brochure. It is somewhat out of order but I couldn’t get it to copy correctly. Sorry!

KU Professional & Continuing Education is proud to offer programming that provides resources, training, and connections with local businesses for retiring active-duty military and veterans.

Military Transition Program candidates may be entering the civilian workforce for the first time after a successful career in the armed forces. By addressing key competency areas for reentry into the civilian workforce, this program will enable them to quickly acclimate to a business environment.

KU partners with leading businesses and corporations in the Kansas City metropolitan area to offer retiring military personnel professional training focused on career-readiness skills (as opposed to readiness for additional education). In addition, students will have access to partnering companies to explore immediate career opportunities.

The University of Kansas has a strong commitment to active-duty military and veterans. Regarded as a top-10 public university that is “Best for Vets” as cited by Military Times, KU offers in-state tuition for active-duty service members, National Guard and Reserves. The University also participates in the Yellow Ribbon Program, which provides funding for non-resident tuition costs not covered by the Post-9/11 GI Bill.

- Academic Credit – Students who are taking credit will be able to apply for scholarships from sponsoring organizations.

Who qualifies?
- Retiring active-duty military, National Guard and Reserves within their last 18 months of service
- Veterans who have retired from the military, National Guard and the Reserves within the last two years

Course Tracks
Two course tracks will be offered:
- Officers – Active-duty military and veterans
- Enlisted – Active-duty military and veterans.

Both programs will follow similar formats with content tailored for each audience:
- Four classes
- Twelve hours of academic credit or 18 continuing education credits
- Online coaching sessions
- Individualized academic advising for supplemental education at KU’s Edwards Campus
- Veteran success stories and mentorship opportunities
- Optional segments for those in the Kansas City
Curriculum
The transition program will have three components.

Personal Preparation
This course is designed to help students build personal strengths and skills that can be applied in a variety of organizational settings and in society. The course includes skills needed to be successful as a member of both professional and citizen communities, including ethical views, project management, financial management, technology, and information literacy skills.

Eight modules:
- Values, Ethics and Personal Mission — students reflect on personal values and write a personal mission statement, based on Stephen Covey’s Seven Habits of Highly Effective People.
- StrengthsFinder — students take the test and work through the accompanying book to understand their strengths.
- Personal Project Management — based on David Allen’s Getting Things Done, students will learn the key elements of personal project management and the natural planning model. Students will plan a project as part of the requirements of this section.
- Stress Management — students learn about stress, its effects on the body and mind, and techniques for stress management.
- Financial Management — students will learn basic information about personal finance similar to the Finance 101 course through a more summarized format.
- Information Literacy — students will learn basic skills in information seeking and evaluation, including common library databases and services.
- Citizen Engagement — students will learn about participation in government, including community service. The content is summarized from POLS 110.
- Technology Management — students will learn information relating to personal use of technology and social media. They will also learn techniques to ensure personal privacy and the protection of professional reputations.

Career and Life Planning
The career development courses will focus on career self-assessment, exploration of the world of work, how to perform an effective job search, and how to view the job search process from the employer’s perspective.

Lessons include:
- Career and life planning
- Career beliefs and myths.
- Career theories and decisions — students will write a career autobiography
- Career assessment and exploration; career values; the influence of family; students will complete a genogram and an interest inventory
- Career assessment and exploration continued — personality and the workplace, and skills assessment
- T-shaped professionals — developing depth and breadth, and fitting into the global workforce.
- Researching employers.
- Networking and informational interviewing
- Online reputation and social media
- Job search principals and accessing the hidden job market — connecting students to the job market.
## COURSE INVENTORY CHANGES

### DANC 101

**Course Inventory Change Request**

- **Date Submitted:** 01/07/16 12:11 pm
- **Last edit:** 02/16/16 12:21 pm
- **Changes proposed by:** jhilde

**Viewing:** **DANC 101 : Ballet I**

**In Workflow**
1. ARTS
   - Undergraduate Program and Course
   - Coordinator
2. CUSA
   - Subcommittee
3. CUSA Committee
4. CAC
5. ARTS Final Approval
6. Registrar
7. PeopleSoft

| Catalog Pages referencing this course | Department of Dance  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School of the Arts (College of Liberal Arts &amp; Science)</td>
</tr>
<tr>
<td>Other Courses</td>
<td>In The Catalog Prerequisites:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>DANC</td>
</tr>
<tr>
<td>Course Number</td>
<td>101</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Dance (DANC)</td>
</tr>
<tr>
<td></td>
<td>School of the Arts, CLAS</td>
</tr>
</tbody>
</table>

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

- **No**

<table>
<thead>
<tr>
<th>Title</th>
<th>Ballet I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Ballet I</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2016</td>
</tr>
</tbody>
</table>

**Catalog Description**
Classical and modern approaches to the language of ballet for beginners. May be repeated for credit. Does not count toward the dance major requirements.

**Prerequisites**
None

**Cross Listed Courses**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0-4.5</td>
<td>Activity (Example: HS/ES or BAND) (ACT)</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Description</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Fall and Spring</td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>How many times may this course be taken?</td>
<td>99 And/Or 99 For how many maximum credits?</td>
<td></td>
</tr>
<tr>
<td>Can a student be enrolled in multiple sections in the same semester?</td>
<td>No Yes</td>
<td></td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Rationale for Course Proposal</td>
<td>Ballet I meets twice a week for 1.25 hrs each day. Changing the hours from 1.5 to 2.0 better reflects student participation and faculty contact hours.</td>
<td></td>
</tr>
</tbody>
</table>

**DANC 103**
### Course Inventory Change Request

**Viewing: DANC 103 : Modern Contemporary I**

**Last edit:** 01/07/16 12:11 pm  
**Changes proposed by:** Jinding

| Catalog Pages referencing this course | Department of Dance  
|                                      | School of the Arts (College of Liberal Arts & Science) |
| Other Courses                        | In The Catalog Prerequisites: |

| Academic Career                      | Undergraduate, Laurence |
| Subject Code                         | DANC 103 |
| Academic Unit                        | Department: Dance (DANC)  
|                                     | School/College: School of the Arts, CLAS |

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

| Title                              | Modern Contemporary I |
| Transcript Title                   | Modern Contemporary I |
| Effective Term                     | Fall 2016 |

| Catalog Description                | Dance technique for beginners with precedents in the movement vocabularies of Isadora Duncan, Martha Graham, Doris Humphrey, Merce Cunningham, and the seminal choreographers of modern dance. May be repeated for credit. Does not count toward the dance major requirements. |

**Prerequisites**  
None

| Credits                           | 2.0.15 |
| Course Type                       | Activity (Example: HSES or BAND) (ACT) |
| 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?**  
Once a Year, Usually Fall  
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?**  
No  
Yes

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

**Rationale for Course Proposal**  
Modern I meets twice a week for 1.25 hrs each day. Changing the hours from 1.5 to 2.0 better reflects student participation and faculty contact hours. Changing the course title more accurately reflects the course content.

**Course Reviewer Comments**
DANC 105

Course Inventory Change Request

Date Submitted: 01/07/16 12:12 pm

Viewing: DANC 105 : Jazz I

Last edit: 01/07/16 12:12 pm

Changes proposed by: jillclg

Catalog Pages referencing this course

Department of Dance
School of the Arts (College of Liberal Arts & Science)

Other Courses

In The Catalog Prerequisites:

Academic Career
Undergraduate, Lawrence

Subject Code
DANC

Course Number
105

Academic Unit
Department
Dance (DANC)

School/College
School of the Arts, CLAS

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

Title
Jazz I

Transcript Title
Jazz I

Effective Term
Fall 2016

Catalog Description
Dance technique for beginners based on elements of Latino, African, popular and classical jazz dance forms. May be repeated for credit. Does not count toward the dance major requirements.

Prerequisites
None

Cross Listed Courses:

Credits
2.0

Course Type
Activity (Example: HSES or BAND) (ACT)

Grading Basis
A/D+/D/Fi

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Once a Year, Usually Fall

Repeatable for credit?
Yes

How many times may this course be taken
99

AND/OR
For how many maximum credits
99

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

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

Rationale for Course Proposal
Jazz I meets twice a week for 1:25 hrs each day. Changing the hours from 1.5 to 2.0 better reflects student participation and faculty contact hours.

Course Reviewer
Comments
# Course Inventory Change Request

**Course:** GIST 495 : Global Internship

**Date Submitted:** 02/16/16 1:11 pm

**Last Edit:** 02/16/16 1:11 pm

**Changes Proposed by:** 409w960

<table>
<thead>
<tr>
<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>GIST</td>
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<tr>
<td>Academic Unit</td>
<td>Department, Global &amp; International Studies (GIST)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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Do you intend to offer any portion of this course online?

- No

**Title**

Global Internship

**Transcript Title**

Global Internship

**Effective Term**

Summer 2016

**Catalog Description**

Semester-long internship with a business or organization located abroad or that provides a global or international working context for the intending student. A term paper is required.

**Prerequisites**

Consent of instructor.

**Cross-Listed Courses**

- 3 Credits
- Course Type: Internship (INT)
- 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

- As necessary

Repeatability for Credit?

- Yes
- No

How many times may this course be taken?

3 - AND/OR - For how many maximum credits?

9

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

- No

Principal Course Designator

U - Undesignated elective

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 intended for this course to be repeatable for different internship opportunities and simply did not indicate that when we created the course the first time.
**Course Inventory Change Request**

**Viewing:** HIST 587 : Age of Shoguns: Early Modern Japan

**Last edit:** 02/21/16 4:18 pm

Changes proposed by: acon

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of East Asian Languages and Cultures</td>
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<table>
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<tr>
<th>Other Courses</th>
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<tbody>
<tr>
<td>In The Catalog Description</td>
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<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
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<tr>
<td>Course Number</td>
<td>587</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department History (HIST)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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</table>

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

Please Explain

A possibility of offering this course online in the future.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Age of Shoguns: Early Modern Japan</td>
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</table>

<table>
<thead>
<tr>
<th>Transcript Title</th>
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<tbody>
<tr>
<td>Japan in the Age of Shoguns, Early Modern Japan</td>
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<tr>
<th>Effective Term</th>
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<tr>
<td>Fall 2016</td>
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**Catalog Description**

Early modern Japan (16th to 19th century) examines the history, culture, and patterns of life during an era of rigid social structure, total artistic brilliance. After an historical overview of the period, students will explore topics including the social structure, travel, religion, thought, and the formation of traditional cultural forms such as kabuki theater. (Same as EALC 587.)

**Prerequisites**

An earlier course in history or a related discipline or permission of the instructor.
ALREADY APPROVED FOR THE CORE.
# Course Inventory Change Request

**Viewing: PHSX 114 : College Physics I**

**Last edit: 02/22/16 10:51 am**

Changes proposed by: tatokits

<table>
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<tbody>
<tr>
<td>BS in Biology with concentration in Ecology, Evolution, &amp; Organismal Biology</td>
</tr>
<tr>
<td>BS in Biology with concentration in Molecular, Cellular, &amp; Developmental Biology</td>
</tr>
<tr>
<td>BS in Biology with concentration in Teaching Biology</td>
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<tr>
<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
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</tr>
<tr>
<td>Academic Unit</td>
<td>Physics &amp; Astronomy (PHSX)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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Do you intend to offer any portion of this course online?  

**No**

<table>
<thead>
<tr>
<th>Title</th>
<th>College Physics I</th>
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</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>College Physics I</td>
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<tr>
<td>Effective Term</td>
<td>Summer 2016</td>
</tr>
</tbody>
</table>

**Catalog Description**

Principles and applications of mechanics, fluids, heat, thermodynamics, and sound waves. Three class hours and one laboratory per week. This course emphasizes the development of quantitative concepts and problem solving skills for students needing a broad background in physics as part of their preparation in other major programs, and for those who wish to meet the laboratory science requirement of the College. **Students who enroll in this course are expected to have had 3.5 years of college-prep math, including trigonometry.** In special circumstances, permission to enroll in less than four hours may be obtained from the department. Not open to students with credit in PHSX 211 or PHSX 215 or PHSX 212 or PHSX 236.

**Prerequisites**

MATH 104 or three and one-half years of college-preparatory mathematics including trigonometry and a score of 25 or higher on ACT mathematics.
ALREADY APPROVED FOR THE CORE

COURSE DEACTIVATIONS

Course Deactivation Proposal

Date Submitted: Thu, 31 Dec 2015 05:57:41 GMT

DANC 125 : Movement Efficiency for Athletes

Changes proposed by: jhilding

Academic Career
Undergraduate, Lawrence

Subject Code
DANC

Course Number
125

Academic Unit
Department
Dance (DANC)

School/College
School of the Arts, CLAS

Title
Movement Efficiency for Athletes

Transcript Title
Movmmt Efficiency for Athletes
Last Term Offered
Summer 2016

Catalog Description
A course designed to improve athletic performance potential by improving initiation and follow-through of movement; improving coordination, timing, and ease of action; and reducing the risk of injury through better technique. Students will learn how to apply the basic principles of Rudolf Laban and Irmgard Bartenieff to the specialized movement skills of various sports. Students will also learn to develop individualized warm-ups and drills to improve performance.

Prerequisites
Participation in team sports, dance, martial arts, other skilled sport movement, or consent of instructor.

Cross Listed Courses:

Credits
3

Course Type
Activity (Example: HSES or BAND) (ACT)

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

Repeateable for credit?
No

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

Rationale for Course Proposal
Justification for this request
The faculty member who taught this course is no longer at KU. There are no plans to offer it in the future.

Course Reviewer Comments
Key: 992

Course Deactivation Proposal

Date Submitted: Thu, 31 Dec 2015 05:57:59 GMT

DANC 325 : Movement Efficiency for Athletes

Changes proposed by: jhilding

Academic Career
Undergraduate, Lawrence

Subject Code
DANC

Course Number
325

Academic Unit
Dance (DANC)

School/College
School of the Arts, CLAS

Title
Movement Efficiency for Athletes

Transcript Title
Movmnt Efficiency for Athletes

Last Term Offered
Summer 2016

Catalog Description
A course designed to improve athletic performance potential by improving initiation and follow-through of movement; improving coordination, timing, and ease of action; and reducing the risk of injury through better technique. Students will learn how to apply the basic principles of Rudolf Laban and Irmgard Bartenieff to the
specialized movement skills of various sports. Students also will learn to develop individualized warm-ups and drills to improve performance.

**Prerequisites**
Participation in team sports, dance, martial arts, other skilled sport movement, or consent of instructor.

**Cross Listed Courses:**

**Credits**
3

**Course Type**
Activity (Example: HSES or BAND) (ACT)

**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

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

**Rationale for Course Proposal**

**Justification for this request**
The faculty member who taught this course is no longer at KU. There are no plans to offer it in the future.

**Course Reviewer Comments**
Key: 1020

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**Course Deactivation Proposal**

Date Submitted: Thu, 31 Dec 2015 05:53:55 GMT

**Viewing:** DANC 470 : Renaissance and Baroque Dance

Changes proposed by: jhilding

**Academic Career**
Undergraduate, Lawrence

**Subject Code**
DANC

**Course Number**
470

**Academic Unit**
Dance (DANC)

**School/College**
School of the Arts, CLAS

**Title**
Renaissance and Baroque Dance

** Transcript Title**
Renaissance and Baroque Dance

**Last Term Offered**
Summer 2016

**Catalog Description**
Students will analyze, interpret, reconstruct, and perform historic dance forms, such as the galliard and minuet, by working with treatises of Renaissance and Baroque dancing masters, scholarly studies, and other documentary materials. The dance forms will be studied in relation to the music, visual arts, and literature of the period.

**Prerequisites**
None

**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?
No

Typically Offered
No

Repeatable for credit?
No

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

Rationale for Course Proposal

Justification for this request
DANC 470 Baroque and Renaissance Dance was deleted in 2009 prior to Dance becoming a Department in SOTA. The faculty member who taught the course has been retired since 2008.

Course Reviewer Comments
Key: 1031
### Course Inventory Change Request

**Course Deactivation Proposal**

**Viewing:** HIST 544 : Britain and Ireland from 1200 to 1500  
**Last edit:** 02/16/16 10:05 am  
**Changes proposed by:** acon

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<tr>
<td>Subject Code</td>
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<td>Academic Unit</td>
<td>History (HIST)</td>
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<td>Title</td>
<td>Britain and Ireland from 1200 to 1500</td>
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<tr>
<td>Transcript Title</td>
<td>Britain &amp; Ireland from 1200-1500</td>
</tr>
<tr>
<td>Last Term Offered</td>
<td>Summer 2016</td>
</tr>
</tbody>
</table>

**Catalog Description:** Survey of social, cultural, political, and economic developments with particular emphasis on interaction between Anglo-Norman/English and Celtic societies.

**Prerequisites:** None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LRIC)</td>
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<td>Grading Basis</td>
<td>A-D+YFI</td>
<td></td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
<td></td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Not Typically Offered</td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
<td></td>
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<tr>
<td>Principal Course Designator</td>
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<tr>
<td>Course Designator</td>
<td>H - Humanities</td>
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<tr>
<td>Are you proposing that the course count towards the GLAS 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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**Rationale for Course Proposal**

This course has not been taught in many years and will not be taught in future semesters as we do not have any current faculty member who teach on this specialized subject.

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### DEGREE REQUIREMENTS

**N/A**

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### KU CORE PROPOSALS
New Course Proposal

Date Submitted: Thu, 18 Feb 2016 17:38:55 GMT

CLSX 168 : Ancient Epic Tales and CLSX 169: Ancient Epic Tales, Honors

Changes proposed by: tswelch

Academic Career
Undergraduate, Lawrence

Subject Code
CLSX

Course Number
168

Academic Unit
Department
Classics (CLSX)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

Title
Ancient Epic Tales

Transcript Title
Ancient Epic Tales

Effective Term
Fall 2016

Catalog Description
This course provides a survey of ancient epic poetry, focusing on literature from the Greek, Roman, and Mediterranean world. All readings will be in English; no knowledge of any ancient languages is required. The works selected will be ancient epic tales primarily from Greece, Rome and the Mediterranean world (e.g. Epic of Gilgamesh, Homer, Apollonius, Vergil, Ovid, Statius) though some ancient epics from other cultures may be used for comparative purposes (e.g. Beowulf, Popol Vuh, Mahabharata). Class discussion and assignments focus on understanding the ancient cultures and their relation to our own, evaluating the arguments of scholars, and creating well-reasoned written and oral arguments about ancient epics.

Prerequisites
None

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
Typically Once a Year

Repeatable for credit?
No

Principal Course Designator
HL - Literature & the Arts

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?
Rationale for Course Proposal
This course seeks to introduce students to thinking critically about Greek and Roman epic literature in dialogue with a broader comparative context (with Mediterranean and non-Mediterranean epic) and with contemporary culture.

Supporting Documents
CLSX 168 Ancient Epic Tales Syllabus.docx

KU Core Information

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

Date of Departmental Approval
2/15/2015

Selected Goal(s)
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 consists of reading, analyzing and interpreting important literary works within their cultural context and their relation to contemporary society. The works selected will be ancient epic tales primarily from Greece, Rome and the Mediterranean world (e.g. Epic of Gilgamesh, Homer, Apollonius, Vergil, Ovid, Statius) though some ancient epics from other cultures may be used for comparative purposes (e.g. Beowulf, Popol Vuh, Mahabharata). Central questions will include the literary genre of epic poetry; socio-cultural contexts of the epics; essential human themes such as war, heroic journeys, the creation of the world, companionship, the afterlife, etc. The course will also engage with material culture, allowing students to study, for example, the iconography of vase paintings and the archaeological remains of Bronze Age cultures.

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).

Students will read, analyze, evaluate, and formulate a variety of arguments about ancient epic. At the beginning of the semester, students will be instructed in how to formally analyze the assumptions, premises and conclusions expressed in the arguments of scholars of ancient epic through the “Argument Analyses” assignments. Once these essential critical thinking skills have been mastered, students will formulate their own arguments by developing well-reasoned conclusions based on the evidence from ancient epics. Sample assignments that require students to formulate arguments include the “Ancient Epic and Modernity Analyses”, “Epic Literary Analyses”, “Argumentative Essay” assignments, discussed below.

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.) *

Sample assignments include: 1) “Argument Analyses”: reading various scholarly viewpoints on literary interpretations and the socio-cultural context of ancient epics; dissecting scholarly arguments into assumptions, premises and conclusions; evaluating validity and soundness of scholars’ arguments. 2) “Ancient Epic and Modernity Analyses”: analysis of modern reactions to and interpretations of the cultural systems expressed in the ancient epics; expressed using claims and evidence to establish a reasoned argument. 3) “Epic Literary Analyses”: analysis and synthesis of the cultural context and value systems expressed in the ancient epics; expressed using
claims and evidence to establish a reasoned argument. 4) “Argumentative Essay”: formulating a reasoned argument, based on evidence from the ancient epics, on a topic synthesizing the material from numerous ancient epics.

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. *

60% of the final grade for the course depends on critical thinking assignments. A sample breakdown is as follows: Scholarship Argument Analyses 20%; Epic Literary Analyses 20%; Ancient Epic and Modernity Analysis 10%; Argumentative Essay 10%. Students will have a chance to revise and resubmit assignments to improve their critical thinking skills.

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.)

Each ancient epic undergoes several layers of analysis: reading the text, understanding the literary and cultural context through class discussion, evaluating the literary criticism of scholars and engaging in one’s own criticism (“Argument Analyses”, “Ancient Epic and Modernity Analyses”), and comparing the epics with epic poems from other cultures and discussing other aspects of their reception in modern culture. As the course consists of reading numerous epics, each new epic read in class provides an opportunity to reinforce and strengthen central questions about, for example, the literary genre of epic, the relation between literature and art, and themes such as heroism and war. The course culminates with a deep critical analysis of multiple epics in the “Argumentative Essay”, described below.

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 final assignment, “Argumentative Essay”, is a comparative essay that synthesizes student comprehension of multiple epics from the course. It requires that students understand numerous literary sources within their cultural context and think critically about what accounts for the similarities and differences between the epics from different cultures: Are there aspects of human thought that are shared by diverse cultures and reflected in epic poems? Or are similarities the result of either cultural diffusion or an ancestral inheritance of traditional stories?

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.)

In our class discussion and in assignments, the ancient epics are evaluated in terms of contemporary issues through relating the ancient systems of thought to our own. For example, students will be asked to engage with differences between modern and ancient conceptions of the “hero”, an essential element in ancient epic. In one assignment, students are asked to analyze a 1952 abstract painting by Barnett Newman entitled Achilles: “What about this painting evokes Achilles? Why do you think the artist chose to represent Achilles in this way? Do you think this is a comprehensive representation of Achilles as a whole or just particular aspects of his character? Is Newman using criteria only from the Iliad or are his own cultural assumptions influencing his choices?” The prompt raises questions about the differences between visual arts and literature, cultural evaluation and authorial bias in the creation of artistic works.

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.)

Epic poetry provides a window through which students can evaluate larger concerns of ancient culture, ethics, and value systems and how they relate to contemporary society. The examinations assess student comprehension of how the societies in the ancient world function, as seen through epic poetry. Class discussions require daily oral reflection on ancient cultures and literatures, and assignments require students to analyze literature in concrete ways and appraise them in relation to their own culture: the “Argument Analyses” assignments expose students to contemporary literary criticism, allowing them to assess and evaluate the viewpoints of various scholars; the “Epic Literary Analyses” develops the ability to analyze literature from a cultural standpoint; the “Argumentative
Essay” asks students to write a large-scale comparative essay that evaluates literary, cultural and ethical connections between multiple cultures.

KU Core Documents
CLSX 168 Ancient Epic Tales Syllabus.docx
CLSX 168 Argument Analysis 1.docx
CLSX 168 Ancient Epic and Modernity Assignment.docx

Course Reviewer Comments
Key: 11533

CLSX 168: Ancient Epic Tales

Professor Craig Jendza
Wescoe 1025
cjendza@ku.edu

Fall 2016

Sample Syllabus

Course Description

This course is intended to familiarize you with many of the epic tales told by the ancient Greeks and Romans, Mesopotamians and other ancient cultures through reading and analyzing the literature of their respective societies. We will also examine some ancient and modern artistic representations of these epics and their relationship to their literary counterparts. In addition, we will consider the topics and themes found in these ancient epic tales in relation to our own cultural experiences and conflicts today.

As a result of this course, you should be able to:

- Identify characters, plots and themes found in ancient epic
- Know the social, cultural, historical and literary context for the epics in their individual ancient societies
- Utilize some common theoretical and historical methods for interpreting literature
- Understand a variety of ancient and modern artistic representations of and reactions to epic
- Increase your awareness of global cultures and the diversity of opinions expressed in their literature
- Develop your ability to critically examine the arguments of others
- Create well-reasoned arguments based on evidence

Required Texts:


**Grade Breakdown:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom Discussion and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Argument Analyses</td>
<td>20%</td>
</tr>
<tr>
<td>Epic Literary Analyses</td>
<td>15%</td>
</tr>
<tr>
<td>Ancient Epic and Modernity Analyses</td>
<td>10%</td>
</tr>
<tr>
<td>Argumentative Essay</td>
<td>15%</td>
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</tbody>
</table>

**Attendance:**

Unless you have a doctor’s note, please do not ask me to re-teach the material covered on a day when you were not in class. The exams will encompass material from assigned readings, class meetings, and discussions (this means you must not only come to class but remain engaged while present). It is your responsibility to attend the class meetings and to take your own notes.

**Attendance policy for assignments and exams:**

No makeup assignments or exams will be granted for any reason other than a medical or family emergency. This includes travel plans, even those for which airline tickets have been purchased. Please make sure that your travel plans do not conflict with the dates for the examinations in the class. If you have a medical or family emergency, please contact me 24 hours prior to the exam. Upon returning to class, you will be asked for appropriate documentation of your absence, such as a medical note signed by a doctor or discharge papers from a hospital, or a program from the funeral you attended.

**Complaints:**

If you have a complaint, please discuss it first with me. If you feel that you cannot discuss it with me, you may take your complaint to the Chair of the Classics Department, Professor Tara Welch (tswelch@ku.edu). She may convene a panel of three Classics Professors to hear your complaint. If you do not receive a satisfactory solution, you may submit a written complaint to the University Judicial Board in the College office of Governance in Strong Hall.

**Academic Misconduct (Plagiarism, Cheating, Inappropriate Behavior):**

- **Plagiarism:** turning in someone else's work as your work; quoting another person's work or statement without acknowledgement. For more information see the Writing Center's website on avoiding plagiarism.
- **Cheating:** getting answers on exams from someone else or from some help that is not in your own brain (e.g., iPods, cell phones).
- **Academic Misconduct:** "Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments [= cheating]; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research." For more information on academic misconduct, see the Writing Center's website on academic misconduct.

**Special Accommodations**

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. 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. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). For information about their services click here (http://disability.ku.edu). You may also contact me privately in regard to your needs in this course.
Religious Observances
Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

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

Disclaimer
If it becomes necessary to modify any information in this syllabus, you will be notified in class and in Blackboard.

Schedule of Assignments

Week 1
Mon 8/22 Introduction to Course
Wed 8/24 *Gilgamesh* Introduction, 1-3
Fri 8/26 *Gilgamesh* 4-6

Week 2
Mon 8/29 *Gilgamesh* 7-9
Wed 8/31 *Gilgamesh* 10-12

**Argument Analysis 1: Gilgamesh and Heroism Due**

Fri 9/2 Homer *Iliad* 1-4

Week 3
Mon 9/5 Labor Day, No Class
Wed 9/7 Homer *Iliad* 5-8

**Argument Analysis 2: World of Homer Due**

Fri 9/9 Homer *Iliad* 9-12

Week 4
Mon 9/12 Homer *Iliad* 13-16
Wed 9/14 Homer *Iliad* 17-20

Fri 9/16 Homer *Iliad* 21-24

Week 5
Mon 9/19 Homer *Odyssey* 1-4

**Argument Analysis 3: Oral vs. Literary Epic Due**

Wed 9/21 Homer *Odyssey* 5-8
Fri 9/23 Homer *Odyssey* 9-12

Ancient Epic and Modernity 1: *Achilles* Painting Due

**Week 6**

Mon 9/26 Homer *Odyssey* 13-16

Wed 9/28 Homer *Odyssey* 17-20

Fri 9/30 Homer *Odyssey* 21-24

**Week 7**

Mon 10/3 **Midterm**

Wed 10/5 Apollonius *Jason and the Argonauts* 1

Fri 10/7 Apollonius *Jason and the Argonauts* 2

**Week 8**

Mon 10/10 **Fall Break, No Class**

Wed 10/12 Apollonius *Jason and the Argonauts* 3

Ancient Epic and Modernity 2: Modern Odysseys Due

Fri 10/14 Apollonius *Jason and the Argonauts* 4

**Week 9**

Mon 10/17 Virgil *Aeneid* 1-2

Wed 10/19 Virgil *Aeneid* 3-4

Fri 10/21 Virgil *Aeneid* 5-6

Epic Literary Analysis 1: Medea and Jason; Dido and Aeneas Due

**Week 10**

Mon 10/24 Virgil *Aeneid* 7-8

Wed 10/26 Virgil *Aeneid* 9-10

Fri 10/28 Virgil *Aeneid* 11-12

**Week 11**

Mon 10/31 Ovid *Metamorphoses* 1-2

Epic Literary Analysis 2: Epic and Imperial Propaganda Due

Wed 11/2 Ovid *Metamorphoses* 3-4

Fri 11/4 Ovid *Metamorphoses* 5-6

**Week 12**
CLSX 168: Ancient Epic Tales

Argument Analysis 1: The World of Homer

Professor Craig Jendza

Goals

• To understand a particular scholar’s conclusions about a historical issue
• To gather the evidence used by the scholar to establish her claims
• To evaluate that evidence and see if the scholar’s conclusions are valid.

Argument Analysis 1: The World of Homer

Your job is to do the following.

1) Read “The World of Homer” p. 7-34, focusing on the opinions of modern scholars, p. 21-34.
2) Read the example argument analysis that I completed below for illustrative purposes, on Moses Finley, “The World of Odysseus” p. 21-26.
4) Complete an argument analysis for Barry Strauss, “The Trojan War: A New history”, p. 29-34.
5) Answer the following question: List any premises (they don’t have to be worded exactly the same) that both Finley and Snodgrass would agree upon, and those that Finley and Strauss would agree upon. How does Snodgrass differ from Finley? How does Strauss differ from Finley? Are their conclusions based on different premises? Or do they reach different conclusions from the same premises?
Two Kinds of Arguments

Arguments have premises and a conclusion. A premise is a statement that gives a reason or support for a conclusion. There may be one or many premises in an argument but only one conclusion. However, those conclusions may then be used as premises in another argument – this leads to “stacking” or “nesting” of arguments.

1. Valid Argument
   Consider the following argument:
   
   Premise 1 (P1): All men are hamburgers.
   Premise 2 (P2): All hamburgers are lettuce.
   Conclusion (C): All men are lettuce.

   A valid argument is an argument such that if you accept the premises, then you must accept the conclusion. The argument above is a valid argument, even though all of the premises and the conclusion are false.

2. Sound Argument
   Consider the following argument:
   
   Premise 1 (P1): All men are mortal.
   Premise 2 (P2): All mortals die.
   Conclusion (C): All men die.

   A sound argument is a valid argument in which each premise is true. Since the premises are true, then the conclusion is true as well.

Valid arguments are good, but sound arguments are better. With ancient history, we can often only achieve valid arguments based on reasonable evidence, since in order to make a sound argument, we must know whether the premises are true. This is something that is unlikely to always be the case for ancient history (often due to the fragmentary nature of our evidence).

Sample Argument Analysis for Moses Finley, “The World of Odysseus” p. 21-26

The goal of this assignment is to reduce the article into a series of premises and conclusions. By doing this, we can exercise our critical thinking skills and better understand what argument the historian is making, what evidence they are using, and if their argument holds up. Sometimes a premise may be expressed only with a few words. Sometimes several paragraphs can be reduced to one premise. When we reduce a larger amount of material to one premise, we are omitting some of the reasons why he believes that premise to be true. If we were going to be really complete about this assignment, we would track all that evidence as well. However, in the interests of time, we will not do so, and instead we will focus on the main claims the historian makes.

To illustrate what I mean by this, consider P3 below in Argument A: “The world of Homer does not accurately reflect the realities of Mycenaean archaeology. (p. 23-24)”. Finley believes this is true based on other evidence, dealing with armor, temples, burial practices, and battle chariots. We might have explained that each of these (armor, temples, burial practices, battle chariots) were premises, and that because of them, there was a conclusion that “The world of Homer does not accurately reflect the realities of Mycenaean archaeology.” However, doing this would take a long time, and so we will not do so. Instead we will focus on the main point that Finley is making, which is that there is a mismatch between Mycenaean archaeology and what Homer describes.

As such we will be omitting much of the historian’s article, which often adds background information or (at times) rambles about irrelevant material (if we’re being very strict about it). For example, much of the material on p. 21 and 22 before the break in the right column is introductory or informational, and largely irrelevant.
Argument A

P1 Nothing about the destruction of Troy suggests an invasion or Mycenaean Greece (p. 23)
P2 There is no historical trace of the Trojans except in Homer. (p. 23)
P3 The world of Homer does not accurately reflect the realities of Mycenaean archaeology. (p. 23-24)
P4 The world of Homer does not accurately reflect the realities of Linear B texts. (p. 23-24)
P5 The Trojan War that Homer describes does not reflect the way that wars actually took place, which took the form of short raids, not 10-year long wars. (p. 24)

C The world of Homer cannot have taken place in Mycenaean times (1400-1200 BCE)

Argument B

P1 There is no mention of a polis (city-state) in Homer (p. 22)
P2 There is no mention of Ionia in Homer (p. 25)
P3 There is no mention of Dорians to speak of in Homer (p. 25)
P4 There is no mention of writing in Homer (p. 25)
P5 There is no mention of iron weapons in Homer (p. 25)
P6 There is no mention of cavalry in Homer (p. 25)
P7 There is no mention of colonization in Homer (p. 25)
P8 There is no mention of Greek traders in Homer (p. 25)
P9 There is no mention of communities without kings in Homer (p. 25)

C The world of Homer cannot have taken place in the time that Homer was writing (8th-7th C. BCE)

Argument C

P1 The world of Homer cannot have taken place in Mycenaean times (1400-1200 BCE) (above)
P2 The world of Homer cannot have taken place at the time Homer wrote (8th-7th C. BCE) (above)
P3 The poem Song of Roland is comparable to Homer because it is also heroic poetry. (p. 24-25)
P4 The world of the Song of Roland took place about a century before when the author was writing. (p. 25)

C The world of Homer took place about a century before the time that Homer was writing (i.e. 10th-9th c. BCE)

CLSX 168: Ancient Epic Tales

Ancient Epic and Modernity Assignment 1

Professor Craig Jendza

Consider the artwork below, painted by Barnett Newman in 1952, entitled Achilles, and answer the following prompt in a 2-3 page paper (12 pt. font, double space, 1 inch margins).
What about this painting evokes Achilles? Why do you think the artist chose to represent Achilles in this way? Do you think this is a comprehensive representation of Achilles as a whole or just particular aspects of his character? Is Newman using criteria only from the *Iliad* or are his own cultural assumptions influencing his choices?

As you are thinking about this prompt, study the painting closely. While at first the painting may seem too abstract to represent Achilles, there actually is significance in the choices that Newman made: colors, shades of color, shapes, their arrangement and order, etc. Use these pieces of information, as well as the *Iliad*, to answer the question.

As you are creating an argument, be sure to provide a specific justification for the answers you choose by citing specific lines or passages from the text and identifying specific features about the painting. Make sure that your conclusion follows from the premises. There is no need to consult any other resources; I am interested only in your opinions about the painting.
Course Inventory Change Request

Viewing **EALC 142 : Ethics in Chinese Philosophy**

Last approved: 12/19/15 4:30 am
Last edit: 02/24/16 1:30 pm
Changes proposed by: c271k57

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

Prerequisites
None

Cross Listed Courses:

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

**Supporting Documents**
FALC 142 attachment.docx

**KU Core Information**

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

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**Selected Goal(s)**

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.

Students will learn about the wide variety of distinct and competing ethical perspectives that existed in Early China and apply these to contemporary ethical questions. These perspectives include: Confucian Virtue ethics; Mohist Consequentialism; Yangist Egoism; Daoist ideas of spontaneity and harmony with the natural environment; and Legalism – an "amoral statecraft" based on strict law-and-order ethics. These debates on government, the place of the individual in society and nature, are directly relevant to current ethical dilemmas. On questions of human nature, many ideas coincide instructively with findings in modern cognitive science. The ethical decision-making process will be taught and written and discussion exercises will allow students to practice application of these ethical theories to real-world problems. Students will leave the course with the skills and knowledge necessary to apply ethical principles to their daily lives, and to major ethical dilemmas.

Selected Learning Outcome(s):

**Goal 5, Learning Outcome 1**
State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.)

From the 5th to the 3rd centuries BC, in the context of war and the breakdown of lineage-based society, different schools of thought in China proposed competing views on how best to govern, and the individual’s place in society and in the natural order. Through English translations of the original texts, and in-class lectures, students will learn about these distinct ethical positions. For example, Confucian virtue ethics argues that one should lead a virtuous life, and that a virtuous paternalistic ruler is essential for a well-ordered state. A hierarchical society based on respect, close social relationships, and ritual, will be harmonious and have little need for laws and punishments. Legalism, in contrast, believes that relying on anyone to have positive character traits is unrealistic, and that an ordered society results from strict laws and punishments, a well-run bureaucracy, and an authoritarian leader. The syllabus lists other distinct ethical theories to be introduced.

**Indicate and elaborate on how your course or educational experience will present and apply ethical decision-making processes. (Please limit responses to 1000 characters.)**
Students will learn to use ethical thinking and apply ethical decision making. Ethical reasoning will be defined and a model for ethical decision making presented. The model will require consideration of: the ethical question; the relevant to the issue; the purpose of the decision-making; the needs/wants of affected parties; the relevant facts; the relevant ethical principles; potential answers; and the implications of potential decisions. Early Chinese thinkers, the required text, "Trying Not to Try" suggests, grasped the point that feelings and emotions play a significant role in "rational" decision making, and this will be taken into account. Through discussions and written assignments, students will apply the model to a variety of ethical dilemmas, making use of the ethical principles introduced in the course. They will learn that many of these ethical principles are applicable not only to occasional big ethical issues, but to one’s daily life and daily interactions with the world.

**State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.)**
Ethics in Chinese Philosophy (F16)

Syllabus (draft)

Class number: EALC 142

Class time / room: TuTh 9:30AM–10:45AM, Wescoe 4041

Instructor: Crispin Williams (Department of East Asian Languages and Cultures)

Office hours: Thursdays, 2:30–4:30 p.m.

Office: Wescoe Hall 2110

Email: clw@ku.edu

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

Books to purchase and other required readings: The following two books are required and can be purchased from the bookstore. Supplementary readings will be placed on the course’s Blackboard site.


Method and assessment

Readings will be assigned to be completed before class. Unannounced reading quizzes will be given to ensure readings have been completed. Classes will comprise of short lectures, interspersed with in-class writing exercises and both small- and large-group discussions.

You will keep a journal in which you regularly record personal observations about motivations that guide you and decisions you make in your daily life, and interactions with others and the natural world, within the context of the knowledge and skills being learned in the course. You will also complete a longer project in which you
demonstrate your application of the ethical decision-making process to a contemporary issue, making use of ethical principles discussed in the course. There will also be a number of short quizzes, a mid-term and a final.

Schedule –

**class topics and readings**

Class 1: Introduction to the Course


Class 3: Belief and Science in Early China

Class 4: Ethics and ethical decision making
Christopher Panza, Adam Potthast, “Approaching Ethics: What Is It and Why Should You Care?” …


Class 5: Personal cultivation in Chinese philosophy, and modern insights: an introduction Slingerland, *Trying Not to Try*, Introduction, Chapters 1 and 2

Class 6: Confucius: Government through example and ritual

Class 7: Confucius: Moral Cultivation and the social order
*Trying Not to Try*, Chapter 3

Classes 8/9: Mozi: Consequentialism

Classes 10/11: Yang Zhu, Shen-nong: Private lives and small communities (Egoism)
A.C. Graham “Yangist Chapters” from Zhuangzi translation

Classes 12/13: Mencius: Morality and Nature
*Trying Not to Try*, Chapter 5

Classes 14: Later Mohism: Morality and rationality
A.C. Graham, *Later Mohist Logic, Ethics, and Science* …

Classes 15/16: Laozi: Ruling by Spontaneity

Classes 17/18: Guodian texts: Charismatic Rulers and the Question of Abdication
Selections from Scott Cook *The Bamboo Texts of Guodian*

Classes 19/20: “Inward Training”: Self-cultivation
Harold Roth, *Original Tao*, pp. 46-97

Classes 21/22: Zhuangzi: Living by Spontaneity

Classes 23/24: Xunzi: Morality in Controlling Human Nature

Classes 25/26: Legalism: Building a State
Selections from the Book of Lord Shang

Classes 27/28: Han Feizi: A Theory of Bureaucracy
*Readings in Classical Chinese Philosophy*, pp. 311-361.

Classes 29/30: Syncretism: Mixed Approaches to Ethics and Morality

*Trying Not to Try*, Chapter 8
EALC 142 “Ethics in Chinese Philosophy”

Assessment of KU Core Educational Goals

Evaluation of students for the KU Core assessment will follow the sample rubric for KU Core goal 5.1, as shown below:

Core Goal #5: Practice social responsibility and demonstrate ethical behavior.

Learning Outcome 1: Upon reaching this goal, students will be able to: Develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior.

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Assessment mechanism

Assessment of student achievement of the learning outcome will be based on the following:

- Students will keep a journal in which, within the context of the knowledge and skills being learned in the course, they write down observations about motivations that guide them and the decisions they make in their daily lives, and their interactions with others and the natural world.
- Every class will include some time for in-class writing assignments and/or discussion. These will generally be on ethical principles raised in the readings and class lectures, and usually involve discussion of the application of these principles to ethical problems. These writing assignments will sometimes be collected for assessment purposes.
- Quizzes and other exams will require demonstration that the factual knowledge introduced in the readings and lectures has been learned, and short answer questions will assess basic understanding of ethical decision making.
- A longer take-home written project will be assigned, requiring students to demonstrate the application of the ethical decision-making process to a contemporary issue, making use of the ethical principles discussed in the course. The issue would be situated in the context of other contemporary problems. Students would be required to follow the decision-making process clearly, satisfying each step in the process, including gathering of relevant facts and application of a range of relevant competing ethical perspectives. By completing these steps and writing up the project in a suitable format, the student will demonstrate a clear understanding of social responsibility and ethical behavior.
This is an example of an in-class writing/discussion assignment. The students would, in this case, have read passages from the philosophical text *The Mencius* before class. This assignment would follow a short presentation on aspects of the reading related to Mencius’s argument that humans are naturally inclined to be good – they have “sprouts” of virtue in their hearts, but these sprouts must be nurtured or they do not develop.

**PART 1**

Mencius’s famous thought experiment

Today’s assigned reading included the following thought experiment:

> “The reason why I say that humans all have hearts that are not unfeeling toward others is this. Suppose someone suddenly saw a child about to fall into a well: everyone in such a situation would have a feeling of alarm and compassion—not because one sought to get in good with the child’s parents, not because one wanted fame among their neighbors and friends, and not because one would dislike the sound of the child’s cries. “From this we can see that if one is without the heart of compassion, one is not a human. …

**Question:** What do you imagine your reaction would be in this situation? Can you imagine circumstances in which your reaction would be different?

**Answer:**

[Students are given a few minutes to write down their answers]

[Then students discuss their answers in small groups as I go round and listen to what they have to say, then, after a few minutes, I lead a brief full-class discussion.]

[Students continue with the following task:]

**PART 2**

Now, read the following report of a well-known experiment on “helping behavior”


This is the famous seminary experiment about the Good Samaritans. Previous studies have failed to find a link between personality traits and the likelihood of helping others in an emergency. However, changes in the # of people present did have a big effect on behavior.

The parable of the Good Samaritan is an interesting example. What possessed the priest and the Levite to pass by the injured man by the side of the road? Possibly they were in a hurry and were filled with busy, important thoughts. Maybe the Samaritan was in less of a hurry. Or maybe the virtues that the religious leaders espoused were not something they followed themselves (unlike the Samaritan). The researchers had three hypotheses: 1. People thinking religious, "helping" thoughts would still be no more likely than others to offer assistance. 2. People in a hurry will be less likely to offer aid than others. 3. People who are religions in a Samaritan fashion will be more likely to help than those of a priest or Levite fashion. In other words, people who are religious for what it will gain them will be less likely than those who value religion for it's own value or are searching for meaning in life. **Procedure** The recruited seminary students for a study on religious education. First they completed personality questionnaires about their religion (to help evaluate hypothesis #3). Later they began experimental procedures in one building and then told to go to another building to continue. On the way they encountered a man slumped in an alleyway (the victims condition is unknown -- hurt, or drunk?). They varied the amount of urgency they told the subjects before sending them to the other building, and the task they would do when they got there. One task was to prepare a talk about seminary jobs, and the other about the story of the Good Samaritan. In one condition they told the subject they were late for the next task, in the other they said they had a few minutes but they should head on over anyway. In an alleyway they passed a man sitting slumped in doorway, who moaned and coughed twice as they walked by. They set up a scale of helping:

0=failed to notice victim as in need 1=perceived need but did not offer aid 2=did not stop but helped indirectly (told the aide on their arrival) 3=stopped and asked if victim needed help 4=after stopping, insisted on taking victim inside and then left him. 5=refused to leave victim, or insisted on taking him somewhere After arrival at the 2nd research site, they had the subject give the talk and then answer a helping behavior questionnaire. **Results** The amount of "hurriness" induced in the subject had a major effect on helping behavior, but the task variable did not (even when the talk was about the Good Samaritan). Overall 40% offered some help to the victim. In low hurry situations, 63% helped, medium hurry 45% and high hurry 10%. For helping-relevant message 53%, task relevant message 29%. There was no correlation between "religious types" and helping behavior. The only variable that showed some effect was "religion as a quest". Of the people who helped, those who saw religion as a quest were less likely to offer substantial help than those who scored low on this statement. But later analysis revealed this may not be caused be real religious differences. **Conclusions** Ironically, a person in a hurry is less likely to help people, even if he is going to speak on the parable of the Good Samaritan. (Some literally stepped over the victim
on their way to the next building!). The results seem to show that thinking about norms does not imply that one will act on them. Maybe that "ethics become a luxury as the speed of our daily lives increases". Or maybe people's cognition was narrowed by the hurriedness and they failed to make the immediate connection of an emergency. Many subjects who did not stop did appear aroused and anxious when the arrived at the second site. They were in a conflict between helping the victim and meeting the needs of the experimenter. Conflict rather than callousness can explain the failure to stop.
[Once students have read this, they will watch a few minutes of a video of an apparently homeless, freezing boy on a busy NYC street being ignored: https://youtu.be/5CwCvpEMEJU ]

[Then, students will write reactions to the following questions given on the handout:]

Questions: How does the report of this experiment, and the video, affect your thinking about Mencius’s claim that all humans are innately compassionate and that this compassion will be maintained if it is well nurtured? How does the specific situation affect people’s response in these cases? What other circumstances can you imagine that might affect your response? For example, what if the person in need was a member of your own family, or a friend? What would other ethical perspectives we have discussed have to say about these examples?

Answer:
[students write comments here]

This assignment in relation to KU Core assessment rubric for this goal

The assignment above aims to encourage students to think about Mencius’s ethics and gain a better understanding of his views. However, it also extends this to link this topic to issues still relevant today, i.e. Good Samaritan actions, as well as the problem of homelessness. Such assignments help the students understand the content of the course, and ensure they are working on skills that will allow them to satisfy the rubrics for assessment of this KU Core goal, e.g. “Define and analyze a real-world problem from an ethical perspective”, “Situate the ethical perspective in the context of competing ethical perspectives.”
| **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?** | Yes | No |
| **Typically Offered** | |
| **Repeatable for credit?** | No |
| **Principal Course Designator** | |
| **Course Designator** | H-S - Humanities-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**
This is an existing course. The proposal is for its inclusion in the Core.

**KU Core Information**

Has the department approved the nomination of this course to KU Core?  
Yes | No  
Name of person giving departmental approval  
Stephen M. Dickey  
Date of Departmental Approval  
02/12/2016

**Selected Goal(s)**

- 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 (1600 characters maximum) that summarizes how this course meets the learning outcomes.

With political imprisonment and the repression of nonconforming ideas often being the norm in Russia, the prison has developed into a distinctive cultural locus over the years. Modern Russian literature began in many respects from the prison cell, with the seventeenth-century autobiography and letters of archpriest Avvakum. In this course we consider this fundamental body of writings in Russian and Soviet literature across two centuries. We will read from nineteenth- and twentieth-century fictionalized accounts and memoirs by convicts and individuals who sought to bear witness to the prison camps. The course is offered at the 300 and 500 levels, with additional assignments at the 500 level.

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.)

Students will gain a thorough understanding of the unique body of writings that has sprung up from captivity in Russian and Soviet literature. We will trace the development of the camp theme in Russian literature from the nineteenth to the twentieth century through fictionalized accounts and memoirs by convicts and witnesses to the prison camps. Through the chronological investigation of prison writings, we will see how camps in the USSR were different from camps during the Stalinist regime. We will explore this body of writing through seminar theoretical approaches developed in the context of the Nazi Holocaust. Trauma theory, theory of testimony, ethical philosophy, political philosophy, are some of the staple theoretical and critical avenues introduced through readings and lectures. Students will apply these critical methods to sharpen their analytical skills and draw connections between the Nazi camps and the Soviet gulag.

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

Students will spend the first month of the class discovering nineteenth-century Russian prison writings, as well as readings about the Nazi camps. Students will synthesize these different writings in order to formulate a distinctive theoretical approach that can inform their interpretation of the Russian prison canon. Once this theoretical scaffolding is in place, the class will transition into twentieth-century Soviet prison writings, and the students' base of knowledge will grow with each new reading assignment. Lectures and class discussions will introduce new prison writings while also looking back by interpreting new readings through the lens of earlier theories. The midterm, which will be a short comparative paper that synthesizes two or three works, will give students the opportunity to engage in a similar although more extensive interpretive exercise.

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 1600 characters.)

At the end of the semester, students will employ theoretical approaches acquired in class to consider contemporary prisons both in Russia and the United States. Students will read the statements by punk musical group Pussy Riot at the end of their trial in 2012, as well as letters written from prison by the Ukrainian pilot, Nadiia Savchenko, imprisoned in Russia. We will also address contemporary issues of prisons in America and the West in general. In the last two classes of the semester we will read Giorgio Agamben's book State of Exception, which equates the prison to life in society, as students consider the ways in which the author believes we are "imprisoned" and our activities are controlled in 21st-century America. We will also read about the controversial prison at Guantanamo Bay. Students will craft 10-minute statements in response to these readings, and we will engage in discussions in roundtable format in class.

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.)

Weekly blog posts will be one important way to consistently assess whether students have a functional grasp of class material. Students are asked to rely on acquired theoretical approaches to make comparisons between contemporary issues and class readings. Additionally, in the midterm and final papers students engage in analyses of multiple readings from class in order to craft a critical argument either about the evolution of prison writings in Russian literature and culture or comparing Russian writings about camps to writings about Nazi camps. For the final students will write extensive comparative analyses, while also incorporating secondary critical sources.
Course Inventory Change Request

SLAV 570: War and Violence Russian Literature and Film

Last edit: 02/28/16 6:08 pm
Changes proposed by: svk

SLAV MIN: Slavic Languages and Literatures, Minor

Programs referencing this course

Academic Career Undergraduate, Lawrence
Subject Code SLAV, Course Number 570
Academic Unit Department Slavic Languages & Literatures (SLAV)
School/College College of Lib Arts & Sciences

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

Title War and Violence Russian Literature and Film
Transcript Title War & Violence Russian Lit & Film
Effective Term Spring 2017

Catalog Description This course focuses on artistic representations of violence resulting from historical events such as World War II, Soviet collectivization, the Gulag, and political purges. We consider Soviet literature and film, including works by Isaac Babel, Andrei Platonov, Anna Akhmatova, and Alexander Solzhenitsyn. Readings in English. The course is offered at the 300 and 500 levels, with additional assignments at the 500 level.

Prerequisites None

Cross Listed Courses:

Credits 3
Course Type Lecture (Randomly scheduled academic course & FC)
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<tr>
<th>Grading Basis</th>
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**Rationale for Course Proposal**

This is an existing course. This proposal is for its inclusion in the Core.

**KU Core Information**

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

Yes

| Name of person giving departmental approval | Stephen M. Dickey | Date of Departmental Approval | 02/12/2016 |

**Selected Goal(s)**

- 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 (1600 characters maximum) that summarizes how this course meets the learning outcome.
  
  With political imprisonment and the regression of nonconforming ideas often being the...
norm in Russia, the prison has developed into a distinctive cultural locus over the years. Modern Russian literature began in many respects from the prison cell, with the seventeenth-century autobiography and letters of archpriest Avvakum. In this course we consider this fundamental body of writings in Russian and Soviet literature across two centuries. We will read from nineteenth- and twentieth-century fictionalized accounts and memoirs by survivors and individuals who sought to bear witness to the prison camps. The course is offered at the 300 and 500 levels, with additional assignments at the 500 level.

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.)

Students will gain a thorough understanding of the unique body of writings that has sprung up from captivity in Russian and Soviet literature. We will trace the development of the camp theme in Russian literature from the nineteenth century to the twentieth century through fictionalized accounts and memoirs by survivors and witnesses to the prison camps. Through the chronological investigation of prison writings, we will see how camps in the USSR were different from camps during the Stalinist regime. We will explore this body of writing through seminal theoretical approaches developed in the context of the Nazi Holocaust. Trauma theory, theory of testimony, ethical philosophy, political philosophy, are some of the staple theoretical and critical axes introduced through readings and lectures. Students will apply these critical methods to sharpen their analytical skills and draw connections between the Nazi camps and the Soviet gulag.

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

Students spend the first month of the class discovering nineteenth-century Russian prison writings, as well as writings about the Nazi camps. Students will synthesize these different writings in order to formulate a distinctive theoretical approach that can inform their interpretation of the Russian prison canon. Once this theoretical scaffolding is in place, the class will transition into twentieth-century Soviet prison writings, and the students' base of knowledge will grow with each new reading assignment. Lectures and class discussions will introduce new prison writings while also looking back by interpreting new readings through the lens of earlier theories. The midterm, which will be a short comparative paper that synthesis two or three works, will give students the opportunity to engage in a similar although more extensive interpretive exercise.

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.)

At the end of the semester, students will employ theoretical approaches acquired in class to consider contemporary prisons both in Russia and the United States. Students will read the statements by punk musical group “Pussy Riot” at the end of their trial in 2012, as well as letters written from prison by the Ukrainian pilot, Nadia Sanchenko, imprisoned in Russia. We will also address contemporary issues of prisons in America and the West in general. In the last two classes of the semester we will read igiio Agamben’s book State of Exception, which equates the prison to life in society, as students consider the ways in which the author believes we are “imprisoned” and our activities are controlled in 21st-century America. We will also read about the controversial prison at Guantanamo Bay. Students will craft 10-minute statements in response to these readings, and we will engage in discussions in roundtable format in class.

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.)

Weekly blog posts will be important way to consistently assess whether students have a functional grasp of class material. Students are asked to rely on acquired theoretical approaches to make comparisons between contemporary issues and class readings. Additionally, in the midterm and final papers students engage in analyses of multiple readings from class in order to craft a critical argument either about the evolution of prison writings in Russian literature and culture or comparing Russian writings about camps to writings about Nazi camps. For the final students will write extensive comparative analyses, while also incorporating secondary critical sources.
SLAV 370/570 (War and Violence in Russian Literature and Film): The Gulag

In this course we consider a body of writings about the Russian and later Soviet prison camps. With political imprisonment and the repression of nonconforming ideas often being the norm in Russia, the prison has developed into a distinctive cultural locus over the years. In fact, modern Russian literature began in many respects from the prison cell, with the seventeenth-century autobiography and letters of archpriest Avvakum. This tradition was perpetuated in later periods when some of Russia’s most famous literary luminaries—from Nikolai Chernyshevsky and Fyodor Dostoevsky in the nineteenth century, to Alexander Solzhenitsyn, Varlam Shalamov, and Vasily Grossman in the twentieth—were writing from and about prison. We will read from nineteenth- and twentieth-century fictionalized accounts and memoirs by survivors and individuals who sought to bear witness to the prison camps. Aside from looking diachronically at representations of Russian and Soviet penal camps, we will also employ theoretical approaches developed in the context of the Nazi Holocaust. Trauma theory, theory of testimony, ethical philosophy, political philosophy, are some of the theoretical and critical avenues introduced in class. At the end of the semester, students will also extend these theoretical approaches to consider contemporary prisons both in Russia and the United States.

REQUIREMENTS

Attendance 25%
After missing more than 4 classes students will begin to lose points in their grades.

Weekly blog posts 20%
Students are required to attend class and write up weekly blog posts (around 300 words). In these responses, students should make every effort to connect the themes from the class to current events in Russia and the US.

Midterm paper 20%
For the midterm paper students should employ a theoretical approach studied in class to analyze one or more of the texts discussed. In the assessment of the midterm the instructor will look for student ability to synthesize the information and apply theoretical approaches introduced in class. Students are expected to have a thesis statement that broadly contextualizes prison writings. Some possible approaches include mapping out the evolution of prison writings in Russian literature and culture, making comparisons between Russian writings about camps and writings about Nazi concentration camps, comparing the ethical perspectives of different witnesses (guards, prisoners, outsiders) to the camps. The approach to the texts should rely on the theoretical texts introduced in class. LENGTH: 4-6 pages.

Final paper 35%
Students are required to write a lengthier paper about 2-3 works discussed in class. This topic can be related to the midterm topic, provided there is considerable development in argumentation – the midterm argument must be refined and broadened to apply to more content (at least one additional text). Assessment will depend on the students’ cumulative knowledge and ability to theorize about class material. A comparative analysis is a prerequisite for this paper, which must encompass at least two works read in class. Students are required to use secondary sources for their final papers. Students should use interpretative approaches from the class, which they must synthesize with additional critical or theoretical material not discovered in class.

Final roundtable 10%
Students will connect knowledge from the class to a structured, roundtable-style discussion about contemporary penal institutions in Russia and the US.

**Students enrolled in SLAV 570 will be required to do a presentation in class about gulag writings or topics not covered in class.
1. Elimination of Major Admission Requirements – Film and Media Studies

February 16, 2016

To whom it may concern:

**RE: Elimination of Admission Requirement to the Film & Media Studies major**

I am writing to ask for an elimination of the admission requirement to the Film & Media Studies major in the academic catalog.

http://catalog.ku.edu/arts/film-media-studies/ba-bgs/#admissiontext

**Rationale:** The previous language list below was put into place to reduce the large number of majors we had throughout the 2000’s, and is no longer needed for that purpose. We also recognize that new admission requirements to the University of Kansas make our existing admission requirements to the major unnecessary.

**Existing Language to be eliminated:**

**First-Year Preparation**
Students considering a major in film and media studies should enroll in FMS 100 and complete all courses required for admission to the major within the first 3 semesters.

**Admission to the Major**
**Admission Requirements**

<table>
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<tr>
<th>Courses Required</th>
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<tr>
<td>FMS 100</td>
<td>Introduction to the Film Medium</td>
<td>3</td>
</tr>
<tr>
<td>FMS 200</td>
<td>Film and Media Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>FMS 380</td>
<td>American Popular Culture of:</td>
<td>3</td>
</tr>
</tbody>
</table>
Admission GPA
Satisfied by a minimum GPA of 2.5 on a 4.0 scale in required admission courses
designated above. University Course Repeat Policy will apply.

Apply to the Major

Application Term

Students should apply to the major during the semester in which major admission
criteria will be completed; normally no later than 60 hours, or for transfer students,
during the initial term at KU. Application to this major after completion of 60 hours,
or the initial KU term for transfer students, will likely delay graduation.

Application Process
Students with the film and media studies interest code who are enrolled in the second
admissions class are contacted by the department and invited to a major admissions
orientation mid-semester. Attendance at an orientation is necessary to be admitted to
the film and media studies department. Admission occurs at the end of the semester
once the 2.5 grade-point average in FMS 100, FMS 200, and FMS 390 is confirmed.

Respectfully,

Respectfully,

Associate Professor and Chair
Department of Film and Media Studies
2. **Elimination of Major Admission Requirements – Communication Studies**

Request to eliminate admission to major process in Communication Studies.

Yan Bing Zhang, Director of Undergraduate Studies in Communication Studies

At a faculty meeting on 26-January-2016 the Department of Communication Studies voted to do away with the “admission to the major” process.

**Rationale:** It was noted that the admission requirements to the University of Kansas have increased over the past few years making additional admission requirements to the major redundant and unnecessary. **If approved, department may forego enforcement of major admission requirements starting the semester immediately after approval, but elimination of admission requirements would be officially effective Fall 2016.**

Current requirements to be admitted to the COMS major fall 2014 and forward:

**Admission to the major:**
1. Students must have completed **COMS 130** or **COMS 131**, or have satisfied exemption requirements.
2. Students must have completed two of the following courses: **COMS 210**, **COMS 232**, **COMS 238**, **COMS 244**, **COMS 246**.
3. Students must have completed one of the following courses: **COMS 230**, **COMS 235**, **COMS 330**, **COMS 331**, **COMS 342**, **COMS 307**.

**Grade-Point Average Requirements**

Students must earn a minimum grade-point average of 2.75 or higher in COMS 130 and the courses designated for admission to the student’s selected track. Grades in other COMS courses are not considered for admission to the major. KU’s course repeat policy applies to grade-point average calculation.

**Application Term**

Students should apply to the major during the semester in which major admission criteria will be completed. This is normally no later than 60 hours, or for transferring students, normally during the initial term at KU. Application to this major after completion of 60 hours, or the initial KU term for transfer students, will likely delay graduation.

**Prior to fall 2014**

**Admissions to major:**

Speaker-Audience Communication. Satisfied by **COMS 130** or **COMS 131** or **COMS 230** or exemption.

3 additional communication studies courses. Satisfied by at least 3 from: **COMS 104**, **COMS 235**, **COMS 244**, **COMS 246**, **COMS 310**, **COMS 320**, **COMS 331**, or **COMS 332**.

**Grade-Point Average Requirements**

Earn a minimum grade-point average of 2.75 or higher in **COMS 130** and the courses completed from the list above. If a student has taken more than 3 of the courses above in the semester in which the fourth COMS course is completed, all the grades received in these courses (**COMS 104**, **COMS 235**, **COMS 244**, **COMS 246**, **COMS 310**, **COMS 320**, **COMS 331**, **COMS 332**) are computed in the grade-point average for admission consideration. Grades in other COMS courses are not considered for admission to the major. KU’s course repeat policy applies to grade-point average calculation.

**Application Term**

Students should apply to the major during the semester in which major admission criteria will be completed. This is normally no later than 60 hours, or for transferring students, normally during the initial term at KU. Application to this major after completion of 60 hours, or the initial KU term for transfer students, will likely delay graduation.
B. **Academic Policies and Awards**
   a. Certificate in Race and Ethnicity in the U.S. to the agenda.

In Workflow

A. **CLAS Dean or Associate Dean**
B. **Provost's Office**
C. **CLAS Undergraduate Program and Course Coordinator**
D. CUSA Subcommittee
E. CUSA Committee
F. CAC
G. CLAS Final Approval
H. OIRP
I. Provost's Office
J. COCAO 1st Reading

Approval Path

A. Mon, 16 Nov 2015 23:46:46 GMT
   Karen Ledom (kjh): Approved for CLAS Dean or Associate Dean
B. Tue, 15 Dec 2015 16:43:20 GMT
   Aileen Ball (aball): Approved for Provost's Office

**New Program Proposal**

Date Submitted: Fri, 30 Oct 2015 20:01:31 GMT

Viewing: AMS-CRTU : Certificate in Race and Ethnicity in the U.S.

Changes proposed by: rockhold

**Academic Career** Undergraduate,
Lawrence

**Program Type**
Certificate

**Department/ Program**
American Studies (AMS)

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

Consulting School(s)/College(s)

Consulting Department(s)

   Department(s) African
   African-American St C&T
   Communication Studies
   English
   Environmental Studies
   History
   Humanities Western Civ
   Political Science Sociology
   Women,Gender,Sexuality Stds
   Anthropology
   Indigenous Studies

CIP Code

Program Name
Certificate in Race and Ethnicity in the U.S.

Do you intend to offer a track(s)?

Location(s) of Instruction
Lawrence

Do you intend for this program to be offered online?

No

Effective Catalog
2016 - 2017

Program Description

Thematic Goal:
The purpose of the Certificate in Race and Ethnicity in the U.S. is to provide students with the opportunity to organize their elective courses in the interdisciplinary concentrated area of race and ethnicity in the U.S. The certificate will enable students to achieve both breadth and depth of knowledge in this subject area from diverse disciplinary standpoints. Because
the leading edge of contemporary scholarship on race and ethnicity emphasizes 'intersections' with gender, class, sexuality, and disability, the certificate curriculum will also expose students to the insights of AMS faculty in those areas and their interconnections. Overall, the goals of the Certificate are as follows:

(1) Enhance students’ breadth and depth of knowledge and understanding of a) two of the fundamental categories of identity: race and ethnicity, through which American society has been structured, and b) the related processes that have contributed to the formation and transformation of these categories past and present and c) the basic analytical skills to apply this knowledge to one or more subfields of study in race and ethnicity in the U.S.;

(2) Increase the value of and complement the academic programs of degree-seeking, non-degree seeking, and professional school students, across CLAS departments and external to CLAS, by enhancing their ability to be effective and informed local and global workers, leaders, researchers, and citizens specifically as it regards an increasingly racially and ethnically diverse U.S. and transnational 21st century and;

(3) Complete a readily identifiable and portable credential on the study of race and ethnicity that meets the changing demands of private and public sector local, regional, national, and global employers for workers with knowledge and related capacity to appreciate the meaning of race and ethnicity in and for the workplace and related environments.

Overall, the certificate will enhance preparation for and be a credential for post-graduate education in social and behavioral sciences, humanities, and professional schools such as law and social welfare. The certificate will enhance and supplement academic preparation for undergraduate students seeking careers in a range of private and public sector occupations in, for example, health, psychology, business administration and marketing, military, community and non profit, labor, public advocacy, journalism, social work and human services, city management, multiple-levels of education, correctional systems, sport, management and human resources, and journalism and media. The certificate will also benefit non-degree seekers seeking to supplement and enhance their current training and education in the fields listed above.

Demand/Need for the Program

A primary goal of this certificate is to enhance the ability of graduating students to demonstrate and practice the knowledge necessary to be attractive and effective workers in the marketplace; and enhance the marketability of non-degree seekers who want to supplement their training and education. In its recent survey of employers, Forbes magazine found that the top three most wanted skills were (1) Ability to work in a team structure (2) Ability to make decisions and solve problems (tie) and (3) Ability to communicate verbally with people inside and outside an organization (http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/). Equally significant, a national survey of business and nonprofit leaders reported that “more than 9 in 10 of those surveyed say it is important that those they hire demonstrate” among other characteristics, “intercultural skills” (Association of
American Colleges and Universities, http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary). This certificate will provide students with the foundations to meet these employer expectations and demands.

It seems clear that a general knowledge and skill set that focuses on formation, transformation, and the understanding of race and ethnicity is essential in the current and future marketplace. Today and in the decades ahead, public universities must graduate and endorse students with a demonstrated level of competency in this area if students are to successfully a) compete in increasingly diverse local, regional, national, transnational, and global marketplace and b) productively engage as community citizens. Changing demographics and an increasingly global society demand that students understand these categories, processes, and the challenges and opportunities they present. The formation, transformation and structures and meanings of race and ethnicity affect changing public policies, laws and voting behavior, educational access and outcomes, policing and hiring practices, residential housing and transportation routes, health and welfare among other aspects of institutional and everyday life. Issues and understandings of race, ethnicity, and migration affect relations between and among workers and managers; students, teachers, administrators, and school boards; elected officials and constituencies; patients and health care providers; researchers and grant-awarding agencies; community residents and policing agencies. Formation, transformation, and structures of race and ethnicity transcend local and national boundaries and affect transnational and global affairs.

Yet, an understanding of the formation, transformation, structures, and meanings of race and ethnicity is generally absent or receives minimal attention as a subject of formal study in secondary schools, especially in the United States. Further, the subject matter is typically not a substantive core requirement within most post-secondary academic institution departments, regardless of college emphasis. Consequently, with few exceptions, most academic degree programs graduate students who may effectively be unprepared for the dynamics of racial and ethnic differences and diversity in workplaces, communities, or other spaces that expect well-informed workers, leaders, researchers, and citizens. U.S. policies and laws demand that employers and employees recognize racial and ethnic discrimination within their institutional structures and create equitable learning, work, and community environments. A general set of knowledge about the formation, transformation, and structure of race and ethnicity is fundamental to the ability of leaders, teachers, researchers, managers, and others to apply multicultural knowledge, awareness and sensitivity, and interpersonal skills that enable them to interact, lead, train, and communicate effectively with others regardless of racial and ethnic social differences.

The proposed certificate is directly aligned with “the mission of the University of Kansas, as a public international research university…to lift students and society by educating leaders, building healthy communities and making discoveries that will change the world” (Bold Aspirations: The Strategic Plan for the University of Kansas, 2012-2017). As such, it will be a significant addition to the KU Core and is a well-timed necessary addition to our liberal arts curriculum in general.

Overall, the certificate provides a credential that enables students to broaden and deepen their knowledge and understanding of race and ethnicity and informs and supports all four of the strategic initiatives of Bold Aspirations, in the KU strategic plan. Local, regional, national, and global issues involving economics, education, environments, health and medicine, housing, politics, welfare, human development, aging, technology and security are all influenced by the history, meaning, and dynamics of race and ethnicity. Knowledge of and skills to address past and persistent issues of race and ethnicity will prepare students to effectively engage, contribute to, and transform an increasingly diverse 21st century society.

Comparative/Locational Advantage

The study of race and ethnicity through certificate and minor programs is a growing trend within our region of which KU must be a part if we are to compete with our peers. Further, the certificate will formally link for students the many courses across the campus that can contribute to students’ knowledge and skill set on race and ethnicity. This is essentially the model used by our regional peers where such programs have already been established. The University of Minnesota offers a Comparative Minor in U.S. Race and Ethnicity. The University of Nebraska, through its Institute for Ethnic Studies, offers a major and minor in ethnic studies. The University of Michigan offers a Minor in Gender, Race, and Nation. Texas A&M offers a concentration in Race, Gender, and Ethnicity. The University of Missouri offers a broad 15-hour Multicultural Certificate that focuses on gender, race, ethnicity, religion, sexuality, and class inequality in the U.S. and globally. Though not a peer, the University of Missouri, Kansas City offers a program in Urban Studies that emphasizes the study of race, ethnicity, and gender in the city.

Admission Requirements

Degree Requirements
Faculty Profile

<table>
<thead>
<tr>
<th>Name of Faculty and Rank</th>
<th>Highest Degree</th>
<th>Number of Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Chappell, 1.0, Assoc. Prof.</td>
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<tr>
<td>Jake Dorman, .5, Assoc. Prof.</td>
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<tr>
<td>Elizabeth Esch, 1.0, Asst. Prof.</td>
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<tr>
<td>Jennifer Hamer, .75, Prof.</td>
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<tr>
<td>Ruben Flores, 1.0, Assoc. Prof.</td>
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<tr>
<td>Joo Ok Kim, 1.0, Asst. Prof.</td>
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<tr>
<td>Clarence Lang, .25, Assoc. Prof.</td>
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<tr>
<td>Cheryl Lester, .5, Assoc. Prof.</td>
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<tr>
<td>Christopher Perriera, 1.0, Asst. Prof.</td>
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<tr>
<td>David Roediger, .75, Prof.</td>
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<tr>
<td>Sherrie Tucker, 1.0, Prof.</td>
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Ph.D. 9.5

Student Profile

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<th>Part Time</th>
<th>Total</th>
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### Anticipated student enrollment

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<th>Equipment</th>
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### Anticipated number of program graduates

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<tr>
<td>7 Years</td>
<td>40</td>
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</tbody>
</table>

### Academic Support

No additional academic support is anticipated.

### Facilities and Equipment

There is no need for additional facilities or equipment.

### Program Review, Assessment, Accreditation

Program success will be measured in the following ways:

1. Students will be asked to complete a post-review of the program. The purpose of the post-review is to assess a) how well, from the student’s view, the program enhanced their understanding of race and ethnicity in the U.S. and b) whether the student would recommend the certificate to peers in their respective degree programs. The post-review will be administered electronically upon completion of the Certificate requirements.
2. Increase in enrollments, over time, as indicator of the demand for the program. Student outcomes following graduation may also be used as an indicator for assessment.

### Costs, Financing

<table>
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<tr>
<th>Salaries</th>
<th>OOE</th>
<th>Equipment</th>
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### What is the source of the new funds?

No additional costs or financing is necessary to support this program.

### Rationale for proposal
I. General Knowledge/Analytical Skills (3 hours)

Basic theoretical concepts, key terms, and introduction to multidisciplinary and interdisciplinary subfields of study

- AMS 110/111 American Identities, or
- AMS 100/101 Introduction to American Studies

II. Depth of Knowledge at the 300 level (6 hours)

These courses emphasize a greater mastery of knowledge beyond the core that focuses on one or more subfields of study and enables the application of key concepts, theoretical, and analytical knowledge and skills to multidisciplinary and interdisciplinary subfields of study on race and ethnicity in the United States. See attached list for courses.

III. Elective from General or Depth of Knowledge list of courses (3 hours)

Courses that do not appear on the approved list must be approved by the AMS undergraduate advisor. Courses approved for exceptions will be approved for all students.

Depth of Knowledge Course List

AAAS 106 The Black Experience in the Americas
AAAS 306. The Black Experience in the U.S. Since Emancipation
AAAS 322. Legal Issues and the African American
AAAS 323. African-American Studies In:
AAAS 324. African-American Studies In: Honors
AAAS 388. The Black Woman. AAAS
400. Readings in:
AAAS 460. Topics and Problems in African and African-American Studies
AAAS 510. Comparative Racial and Ethnic Relations (Same as AMS 534 and SOC 534) AAAS 511. The Civil Rights Movement
AAAS 523. African-American Studies in:
AAAS 524. African-American Studies In: Honors
AAAS 525. Social History of Black Aging in America
AAAS 534. The Rhetoric of Black Americans (Same as COMS 551)
AAAS 560. Race, Gender, and Post-Colonial Discourses (Same as WGSS 560) AAAS 565. Gender, Culture, and Migration (Same as AMS 565 and WGSS 565) AAAS 574. Slavery in the New World (Same as HIST 574)

AAAS 585. Race and the American Theatre (Same as AMS 529 and THR 529) AAAS 611. History of the Black Power Movement
AAAS 630. The Life and Intellectual Thought of W.E.B. Du Bois
AMS 317. African American Women: Colonial Era to the Present (Same as AAAS 317, HIST 317, and WGSS 317)
AMS 320. Border Patrolled States
AMS 330. American Society
AMS 340. Black Leadership
AMS 344. Case Study in American Studies:
AMS 494. Topics in:
AMS 520. Topics in Latino Studies: (may be repeated for credit as the topic changes)
AMS 522. American Racial and Ethnic Relations
AMS 534. Comparative Racial and Ethnic Relations
AMS 536. Ethnicity in the United States:
AMS 540. Culture, Space and Power in Urban America
AMS 565. Gender, Culture, and Migration AMS 650. Jazz and American Culture ANTH 376. North American Indians
ANTH 400. Topics in Anthropology, Honors:
ANTH 465. Genocide and Ethnocide
ANTH 562. Mexamerica
ANTH 563. Cultural Diversity in the United States
C&T 235. Multicultural Education
ENGL 305 World Indigenous Literatures (Same as ISP 305) ENGL 317 Topics in American Literature to 1865  ENGL 318 Topics in American Literature since 1865
ENGL 324 Contemporary Authors
ENGL 327 Studies in 20th Century Drama
ENGL 328 Literature and Film
ENGL 334 Major Authors
ENGL 336 Jewish American Literature and Culture (Same as JWSH 336) ENGL 337
Introduction to U.S. Latino/a Literature
ENGL 338 Introduction to African-American Literature
ENGL 339 Introduction to Caribbean Literature (Same as AAAS 333) ENGL 340 Topics
in Ethnic Literature
ENGL 341 American Literature of Social Justice
ENGL 534 Major Authors
ENGL 570 Topics in American Literature
ENGL 571 American Indian Literature
ENGL 573 U.S. Latina/o Literature
ENGL 574 African American Literature
ENGL 576 Advanced Topics in American Literature to 1865 (Same as AMS 554) ENGL
577 Advanced Topics in American Literature since 1865 (Same as AMS 555) HIST 109
The Black Experience in the Americas (Same as AAAS 106)
HIST 317 African American Women: Colonial Era to the Present (Same as AAAS 317,
AMS 317, and WGSS 317)
HIST 326 Native American Civilizations and their European Conquerors
HIST 338. African American Urban Community and Class in the Midwest (Same as AAAS 328)
HIST 351 American Indian and White Relations to 1865 (Same as HWC 348 and ISP
348)
HIST 352 American Indians Since 1865 (Same as HWC 350 and ISP 350) HIST 353 Indigenous Peoples of North America
HIST 354 Spanish Borderlands in North America
HIST 534 Captivity in America, 1492-1800
HIST 611 Early American Indian History
HIST 612 History of Federal Indian Law and Policy HIST 613 Slavery and Freedom in the Age of Jackson HIST 619 History of the American Indian
HIST 622 History of the Plains Indians
HIST 631 The Contemporary Afro-American Experience
HWC 335. Introduction to Indigenous Studies
HWC 348. American Indian and White Relations to 1865
HWC 350. American Indians since 1865
HWC 490. Roots of Federal Indian Policy
JWSH 336 Jewish American Literature and Culture (Same as ENGL 336) JWSH 338 Languages of the Jews
JWSH 350 Contemporary Jewish Identities
JWSH 600 Topics in: Becoming White: Ethnicity in the US POLS 310. Contemporary Issues in U.S. Politics
POLS 320. Introduction to Public Policy
POLS 492. Field Work in Politics and Policy-Making
POLS 494. Washington Semester Intern Seminar
POLS 495. Topeka Semester Intern Seminar
POLS 512. Latino Politics
POLS 516. Public Opinion and American Democracy
POLS 528. Environmental Justice and Public Policy (Same as EVRN 528)
POLS 553. Comparative Environmental Politics (Same as EVRN 553)
POLS 614. Urban Politics
POLS 619. Topics in American Politics: ____________
POLS 629. Topics in Public Policy: ____________
POLS 630. Politics of Identity (Same as WGSS 630)
SOC 342. Sociology of Immigration
SOC 521. Wealth, Power, and Inequality
SOC 522. American Racial and Ethnic Relations
SOC 524. Sociology of the Economy
SOC 534. Comparative Racial and Ethnic Relations (Same as AAAS 510 and AMS 534)
SOC 536. Ethnicity in the United States: ________________________________ (Same as AMS 536)
SOC 598. Practicum in Crime and Delinquency Studies
SOC 600. Sociological Perspectives: ____________
SOC 650. Transnational Migration
SOC 671. Social Movements
WGSS 317. African American Women: Colonial Era to the Present (Same as AAAS 317, AMS 317, and HIST 317)
WGSS 560. Race, Gender, and Post-Colonial Discourses (Same as AAAS 560)
WGSS 565. Gender, Culture, and Migration (Same as AAAS 565 and AMS 565)