I. Welcome

II. Approval of CUSA Minutes from March 22, 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: GEOG 360, GEOG 528, GEOG 648, GIST 633, KICH 610, WGSS 361 (cross-list with HIST 361)
      OLD BUSINESS: EALC 587/HIST 587 (changes requested and made by departments)
      CHANGES: HUM 240/140, HUM 250/150, GERM 352/362, GERM 462, HIST 117, PCS 220/120
      OLD BUSINESS: BIOL 636
      DELETIONS: EALC 364/ANTH 364, EALC 366/ANTH 366, EALC 565/ANTH 565
      2. Degree Requirements for Approval:
         a. Change to Existing Major – BA Slavic Languages & Literatures
      3. KU Core Proposals:
         a. CLSX 516/WGSS 516 – GOAL 4.2 (existing course, no other changes)
         b. UKRA 104 – GOAL 4.2 (existing course, no other changes)
   B. Academic Policies and Awards

VI. Adjournment
The committee met on Tuesday, March 22, 2016, at 11:15 a.m. in Room 210 Strong Hall. The following were present: Anthony-Twarog, Atchley, Brackett, Bradley, Goldstein, Hileman, Ledom, Morris, Rockey, Stock, Weis.

Guests: DeAngela Burns-Wallace, Abby Coffin, Chris Fischer

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

**Approval of CUSA Minutes:** A motion was made to approve the March 8, 2016 meeting minutes of the Committee on Undergraduate Studies & Advising. The motion was seconded and passed.

**Dean’s Office Update:** Associate Dean Goldstein mentioned that the Dean’s office is looking at Winter Term offerings as a potential way to help increase credit hour production in the College. CUSA discussed possibilities.

**SAS Office Update:** No report at this time.

**UCCC – KU Core approval process/philosophies discussion:** Vice Provost DeAngela Burns-Wallace, Undergraduate Studies and Professor Christopher Fischer opened the discussion by asking for a better understanding of how the College processes KU Core course requests to gain a better understanding of our process. During the discussion, it was mentioned that having a member of CUSA attending the UCCC meetings as was done in the beginning would be a great way to keep help foster communication. Additionally, the members of the review subcommittee as well as our departments and students relied on the information posted on the KU Core website to help keep them informed.

**Subcommittee Assignments:**

A. Curricular Changes/Degree Requirements/ KU Core Proposals
   1. Curricular Changes for Approval: N/A
   2. Degree Requirements for Approval: N/A
   3. KU Core Proposals: N/A

   Academic Policies and Awards
   N/A

Adjournment 12:20 p.m.

Minutes prepared by B. Bradley
1. Curricular Changes:

NEW COURSE PROPOSALS

Course Inventory Change Request

Date Submitted: 10/29/15 2:30 pm

Viewing: HIST 587: Age of Shoguns: Early Modern Japan
Last edit: 04/03/16 3:03 pm
Changes proposed by: acod

Catalog Pages referencing this course
College of Liberal Arts & Sciences
Department of East Asian Languages and Cultures

Academic Career: Undergraduate, Lawrence
Subject Code: HIST
Course Number: 587

Academic Unit: History (HIST)
School/College: College of Liberal Arts & Sciences

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

Please Explain
A possibility of offering this course online in the future.

Title:
Age of Shoguns: Early Modern Japan

Transcript Title:
Japan in the Age of Shoguns Early Modern Japan

Effective Term:
Fall 2016

Catalog Description:
Early modern Japan (16th to 19th century) examines the history, culture, and patterns of life during an era of rigid social control but 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 in East Asian languages and cultures, or permission of the instructor. None
New Course Proposal

Date Submitted: Thu, 17 Mar 2016 15:12:15 GMT

GEOG 360 : Computer Programming for Mapping and Spatial Analysis

Changes proposed by: koerner

Academic Career
Undergraduate, Lawrence

Subject Code
GEOG

Course Number
360

Academic Unit
Department
Geography (GEOG)

School/College
College of Lib Arts & Sciences
Locations
Lawrence

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

Title
Computer Programming for Mapping and Spatial Analysis

Transcript Title
Comp Prgmg 4 Mpng & Sptl Anlys

Effective Term
Fall 2016

Catalog Description
This course teaches basic computer programming concepts and skills for mapping and spatial analysis using various scripting languages. The goal is to enable students to write computer programs, develop mapping applications, and perform spatial data analysis. This course will lay the foundation for computerized problem solving skills that can be applied in later courses. This course assumes no previous programming experience.

Prerequisites
None

Cross Listed Courses:

Credits
3

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

Associated Components
(Optional)
Laboratory - Associated with a main component

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Every Two Years

Repeatable for credit?
No

Principal Course Designator

Course Designator
N - Natural Sciences

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

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

Rationale for Course Proposal
With the wide application of computers in mapping and spatial data analysis in geography and related environmental sciences, there is a need to integrate computer programming, mapping, and data analysis in environmental sciences curricula. This course is unique as it teaches computer programming with examples from mapping and spatial data analysis.

Course Reviewer Comments
Key: 11590

New Course Proposal

Date Submitted: Thu, 17 Mar 2016 15:24:23 GMT

GEOG 528 : Spatial Databases

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

Course Number
528
Academic Unit
Department
Geography (GEOG)

School/College
College of Lib Arts & Sciences
Locations
Lawrence

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

Title
Spatial Databases
Transcript Title
Spatial Databases
Effective Term
Fall 2016

Catalog Description
This course covers concepts in spatial databases and their relevance in geographic information systems (GIS) and spatial analysis. It introduces the fundamental theories of data management behind Geographic Information Systems and imparts hands-on experience with mainstream spatial database management systems (DBMS), standard query languages and necessary tools to query/transform geospatial data, and perform spatial and network analysis. The course provides more in-depth coverage on database-oriented approaches for GIS geospatial analysis.

Prerequisites
GEOG 358 or equivalent; may be waived upon instructor's approval.

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
Once a Year, Usually Spring

Repeatable for credit?
No

Principal Course Designator
Course Designator
N - Natural Sciences

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

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

Rationale for Course Proposal
Spatial database is one of the major components of GIS. A focused and rigorous treatment of databases will help enhance students' capability in handling and analyzing spatial data systematically and reliably. Because of the
importance of this topic and also its relevance in the GIS certificate program, we are seeking a permanent number for this course in Geography & Atmospheric Science.

New Course Proposal

Date Submitted: Thu, 17 Mar 2016 16:10:49 GMT

GEOG 648 : Location Modeling

Changes proposed by: koerner

Academic Career
Undergraduate, Lawrence

Subject Code
GEOG

Course Number
648

Academic Unit
Department
Geography (GEOG)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

No

Title
Location Modeling

Transcript Title
Location Modeling

Effective Term
Fall 2016

Catalog Description
This course provides an overview of advanced location analysis and modeling in the context of GIS. Introduces students to principles of location analysis, methods for making strategic location decisions as well as existing classic location problems. Demonstrates analytical approaches by which location problems can be solved using mathematical programming, GIS and other optimization software. This course is a specialized course with an emphasis on the spatial analysis function of Geographic Information Systems, which covers many concrete applications of GIS geospatial analysis in urban planning, transportation, and service systems planning, ranging from firefighting stations to forestry management to transportation facilities.

Prerequisites
GEOG 358 or equivalent; may be waived upon instructor's approval.

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
Once a Year, Usually Fall

Repeatable for credit?
No

Principal Course Designator
Course Designator
N - Natural Sciences
Are you proposing that the course count towards the CLAS BA degree specific requirements?

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

Rationale for Course Proposal
This course has been taught as GEOG 658: Special Topics: location modeling. Location modeling is a key component of GIS spatial analysis and has wide-ranging applications in geography, planning and other fields. Imparting to students the basic analytical skills and knowledge in location decision can widen their scope in their future career. This is an elective in the GIS certificate program.

Course Reviewer Comments
Key: 11593

New Course Proposal

Date Submitted: Fri, 05 Feb 2016 21:15:36 GMT

GIST 633 : Iran, Turkey, and the Kurds

Changes proposed by: f409w960

Academic Career
Undergraduate, Lawrence

Subject Code
GIST

Course Number
633

Academic Unit
Department
Global & International Studies (GIST)

School/College
College of Lib Arts & Sciences

Locations
Edwards
Lawrence

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

No

Title
Iran, Turkey, and the Kurds

Transcript Title
Iran, Turkey, and the Kurds

Effective Term
Fall 2016

Catalog Description
This course examines the contemporary political and social dynamics within these three communities residing along the northern stretch of what is commonly referred to as the Middle East. Using social and political theory as a starting point, students will comparatively study critical elements and issues facing the members of these societies. Issues and themes for comparison will include the structure and institutions of politics, nation-building and nationalism, Islam and politics, women and politics, and regional and global engagement.

Prerequisites
GIST 301, POLS 150, or SOC 130

Cross Listed Courses:

Credits
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
Fall Semester, Even Year

Repeatable for credit?
No

Principal Course Designator
NW - Non-Western Culture

Course Designator
S - Social Sciences

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

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

Rationale for Course Proposal
This is a course that I have already taught and will continue to teach as an elective for students in Global and International Studies and for the Middle East Studies program.

Course Reviewer Comments
Mike Wuthrich (f409w960) (Tue, 09 Feb 2016 16:17:18 GMT): Karen, As it turns out, GIST and SOC have agreed to cross-list this course, so you should be receiving a proposal from the SOC side soon that corresponds to this course.
Mike Wuthrich (f409w960) (Sat, 05 Mar 2016 05:00:22 GMT): Dear Karen, Let's go ahead and move this course through without cross-list. Sorry for the delay and confusion.

Key: 11514

New Course Proposal

Date Submitted: Wed, 30 Mar 2016 15:12:51 GMT

KICH 610 : Directed Study in Quichua Language and Culture

Changes proposed by: p594h216
Academic Career
Undergraduate, Lawrence
Subject Code
KICH

Course Number
610

Academic Unit
Department
Latin American & Caribbean Std (LAA)

School/College
College of Lib Arts & Sciences
Locations
Lawrence
Describe Other Location
Do you intend to offer any portion of this course online?

No

Title
Directed Study in Quichua Language and Culture

Transcript Title
Dir. Study Quichua Lang & Cult

Effective Term
Fall 2016

Catalog Description
This course is intended for students seeking proficiency in Quichua beyond KICH 234. Instructor will direct the student through readings and materials in Quichua that will add to the student's substantive knowledge of Quichua speakers and their cultures. May be taken multiple semesters for credit with varying content.

Prerequisites
KICH 234 or consent of instructor

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

No

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Twice a Year, Fall and Spring

Repeatable for credit?
Yes

How many times may this course be taken
99

- AND/OR -
For how many maximum credits
999

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

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 is intended for advanced undergraduates and graduate students who wish to develop their Quichua language skills past the fourth semester through individualized study.

Course Reviewer Comments
New Course Proposal

Date Submitted: Tue, 29 Mar 2016 14:33:53 GMT

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

Changes proposed by: c459b950

Academic Career
Undergraduate, Lawrence

Subject Code
WGSS

Course Number
361

Academic Unit
Department
Women, Gender, & Sexuality Std (WGSS)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

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

Transcript Title
Youth, Sex, and Romance

Effective Term
Fall 2016

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

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 361</td>
<td>Youth, Sex, and Romance in Post-WWII United States</td>
</tr>
</tbody>
</table>

Credits
3

Course Type
Seminar (SEM)

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Every Two Years

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

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 03 Apr 2016 19:47:04 GMT): Can't find where HIST 361 was approved in the system - possibly because active cross-listing request prevents me from finding it under HIST 361 when I do a course search. Will proceed with both using this form. I do have an email from History confirming they want to do this.

COURSE INVENTORY CHANGES

Course Inventory Change Request

<table>
<thead>
<tr>
<th>Date Submitted: 03/24/16 8:16 am</th>
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</thead>
<tbody>
<tr>
<td>Viewing: HUM 140 240 : Introduction to World Literature</td>
</tr>
<tr>
<td>Last edit: 03/24/16 8:16 am</td>
</tr>
<tr>
<td>Changes proposed by: arcs</td>
</tr>
</tbody>
</table>

| Academic Career | Undergraduate, Lawrence |
| Subject Code | HUM |
| Academic Unit | Department: Humanities (HUM) |
| School/College | College of Lib Arts & Sciences |

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

Yes

Please Explain

This course will be offered in both online and on-campus formats.

| Title | Introduction to World Literature |
| Transcript Title | Introduction to World Literature |
| Effective Term | Fall 2016 |

Catalog Description
This course provides an introduction to the field of world literature as an approach to critical reading and writing about literary works in a global context. Topics may include what constitutes literature; challenges to reading works across time or within different cultural traditions; reading works in translation; history of writing technologies and canon formation; literature and market forces; and the literature of global encounters and exchanges. This is a writing intensive and writing instructive course designed to expand critical thinking and global awareness through the medium of composition practice.

Prerequisites
None

Cross Listed Courses

| Credits | 3 |
| Course Type | Lecture (Regularly scheduled academic course) (LEC) |
Already approved for KU Core – just changing course number.
Course Inventory Change Request

Date Submitted: 03/24/16 8:08 am

Viewing: **HUM 150 250**: Civilizations and the Individual

**Last edit:** 03/24/16 8:08 am

Changes proposed by: arcs

<table>
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<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tr>
<td>Subject Code</td>
<td>HUM</td>
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<tr>
<td>Course Number</td>
<td>150 250</td>
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<td>Academic Unit</td>
<td>Humanities (HUM)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

No

**Title**

Civilizations and the Individual

**Transcript Title**

Civilizations & the Individual

**Effective Term**

Fall 2016

**Catalog Description**

Introduction to perennial themes that define human experience through reading and discussion of primary texts. Topics may include the nature of humanity, nature and the supernatural, the individual and the state.

**Prerequisites**

None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D (+/-/FI)</td>
</tr>
</tbody>
</table>

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

Yes

Typically Offered

As necessary

Repeatable for credit?

No

Principal Course Designator

LH - 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?

Yes

**Which Program(s)?**

Program Code - Name

(HWC BA) Humanities, B.A.

Describe how:

Major elective for HUM B.A.

**Rationale for Course Proposal**

This is a change in number from 200-100 level to make this course more accessible to freshman students.

**KU Core Information**

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

Yes

Already approved for KU Core – just changing course number.
# Course Inventory Change Request

**Viewing:** GERM 362 352 : German and Germany in Global Business

**Culture | Business German: Deutsch Fur Den Beruf**

**Last edit:** 03/19/16 10:00 pm

Changes proposed by: vanchena

## Academic Career
Undergraduate, Lawrence

## Subject Code
GERM

## Academic Unit
Department: Germanic Languages & Literatures (GERM)
School/College: College of Lib Arts & Sciences

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

## Title
German and Germany in Global Business: Business German: Deutsch Fur Den Beruf

## Transcript Title
GermanGermanyGlobalBusCulture: Business German: Deutsch Fur Den Beruf

## Effective Term
Spring 2017

## Catalog Description
High intermediate content-based course with focus on the language skills needed to engage actively with the German business world, including applying for internships and jobs. Introduction to common cultural practices in the German business environment. Use of multimedia sources to explore current events and issues in Germany and their significance within a global business context. Extensive practice in business communication: terminology, texts and correspondence, oral practice in business situations. Not open to native speakers of German.

## Prerequisites
GERM G-ERM 202 or the equivalent, placement by examination.

## Cross Listed Courses:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
<td>A-D+/+F</td>
</tr>
</tbody>
</table>

## Credits
3

## Is this course part of the University Honors Program?
No

## Typically Offered
Once a Year, Usually Fall

## Repeatability for credit?
No

## Principal Course Designator
H - Humanities
W - World Culture

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

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

## Rationale for Course Proposal
The changes are part of our ongoing revision of the undergraduate German Studies curriculum. We want to create a stronger, more visible and updated business German sequence with GERM 362 and GERM 462.
**Course Inventory Change Request**

**Viewing:** GERM 462 : German and Germany in Global Business Culture II - The German Business Environment

**Last edit:** 03/19/16 9:53 pm

Changes proposed by: Vanchera

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
<th>Co-Major in European Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td></td>
<td>Department of Germanic Languages and Literatures</td>
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<tr>
<td></td>
<td>GIST.COM: European Studies Co-Major</td>
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</tbody>
</table>

<table>
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<tr>
<th>Programs</th>
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<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrance</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>GERM</td>
</tr>
<tr>
<td>Course Number</td>
<td>462</td>
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<tr>
<td>Academic Unit</td>
<td>Department of Germanic Languages &amp; Literatures (GERM)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

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

No

<table>
<thead>
<tr>
<th>Title</th>
<th>German and Germany in Global Business Culture II - The German Business Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>GermanGermanyGlobalBusCult II - The German Business Environment</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

**Catalog Description**

Advanced content-based course with focus on the language skills needed to examine the German social market economy, legal forms of companies, and the business planning process. Use of multimedia sources to explore current German business and practices, including basic information about German economic issues in international, transatlantic, and global contexts, and corporate life. Team research project and presentation. Prerequisite: GERM 362 or permission of instructor. Especially designed for students intending to participate in an internship with a German company and those who wish to enhance their knowledge of basic business German. Taught in German. Not open to native speakers of German.

**Prerequisites**

GERM 362 or permission of instructor. One 300-Level German course.
<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
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<tr>
<td><strong>Course Type</strong></td>
</tr>
<tr>
<td><strong>Grading Basis</strong></td>
</tr>
<tr>
<td><strong>Is this course part of the University Honors Program?</strong></td>
</tr>
<tr>
<td><strong>Are you proposing this course for KU Core?</strong></td>
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<tr>
<td><strong>Typically Offered</strong></td>
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<tr>
<td><strong>Repeatable for credit?</strong></td>
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<tr>
<td><strong>Principal Course Designator</strong></td>
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<td><strong>Course Designator</strong></td>
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<td></td>
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<tr>
<td><strong>Are you proposing that the course count towards the CLAS BA degree specific requirements?</strong></td>
</tr>
<tr>
<td><strong>Will this course be required for a degree, major, minor, certificate, or concentration?</strong></td>
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<tr>
<td><strong>Rationale for Course Proposal</strong></td>
</tr>
<tr>
<td><strong>Course Reviewer Comments</strong></td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Viewing: HIST 117 : Russia, An Introduction

History
Last approved: 03/03/16 4:31 am
Last edit: 04/03/16 2:01 pm
Changes proposed by: acron

Programs referencing this course

- SLAV/MIN: Slavic Languages and Literatures, Minor

Academic Career: Undergraduate, Lawrence
Subject Code: HIST
Academic Unit: Department: History (HIST)
School/College: College of Lib Arts & Sciences

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

Title
Russia, An Introduction

Transcript Title
Russia, An Introduction

Effective Term
Fall 2016

Catalog Description
This course introduces students to the history of Russia from its origins to the present. It explores Russia’s ethnic diversity, the relationship between the state and society, and its peoples, the geopolitics of its place between Europe and Asia, external pressures affecting modernization, and the revolutionary movements that shook Russia and shaped the world around it. Territorial expansion.
<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Listed Courses:</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Associated Components (Optional)</td>
<td>Discussion – Mandatory discussion associated with a main component</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)F</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>Yes</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Typically Every Semester</td>
</tr>
<tr>
<td>Repeatability for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>HT - Historical Studies</td>
</tr>
<tr>
<td>Course Designator</td>
<td>H - Humanities</td>
</tr>
<tr>
<td>W - World Culture</td>
<td></td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>[HIST-MIN]</td>
<td>History, Minor</td>
</tr>
</tbody>
</table>

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

Rationale for Course Proposal: We are requesting minor changes to the course's title and description so that they are more easily understandable to students and more accurately convey the themes and content of the course as it has been taught in recent years.

This course is already approved for 3H and 4.2 but because Dept answered "YES" to the propose for KU Core it is requiring extra info and I cant change response to "NO"
Course Inventory Change Request

Date Submitted: 03/24/16 8:23 am
Last edit: 03/24/16 8:23 am
Changes proposed by: arts

**Viewing** PCS 120 220: Introduction to Peace and Conflict Studies

**Title**
Introduction to Peace and Conflict Studies

**Transcript Title**
Intro to Peace & Conflict Stds

**Effective Term**
Fall 2016

**Catalog Description**
An introduction to the context and methods of peace studies. Peace studies is a multidisciplinary and interdisciplinary approach to the study of war and peace. Building on and integrating the work of various fields of study, the course examines the causes of structural and direct violence within and among societies and the diverse ways in which humans have sought peace, from conquest and balance of power to international organizations and nonviolent strategies.

**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

**Typically Offered**
Typically Every Semester

**Repeatability for credit?**
No

**Principal Course Designator**
HT - Historical Studies

**Course Designator**
H - Humanities

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

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

**Yes**

**Which Program(s)?**

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HWC-MIN) Peace and Conflict Studies, Minor</td>
</tr>
</tbody>
</table>

**Describe how:**
This course is required for the Peace and Conflict Studies minor which is offered through the HUM program.

**Rationale for Course Proposal**
This is a change in number from the two hundred to one hundred level to provide better access to freshmen students.
# Course Inventory Change Request

**Viewing: BIOL 636 : Biochemistry I**

**Last edit: 03/08/16 12:34 pm**

Changes proposed by: weghorst

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Chemistry with concentration in Biochemistry</td>
</tr>
<tr>
<td>BS in Chemistry with concentration in Chemical Physics</td>
</tr>
<tr>
<td>BS in Chemistry with concentration in General Chemistry</td>
</tr>
<tr>
<td>Bachelor of Arts in Biochemistry</td>
</tr>
<tr>
<td>Bachelor of Science in Biochemistry</td>
</tr>
</tbody>
</table>

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

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

**Title**: Biochemistry I  
**Transcript Title**: Biochemistry I  
**Effective Term**: Fall 2016

Catalog Description: First semester of a two-semester lecture course in introductory biochemistry. Emphasis upon the physical structure of macromolecules and membranes, enzyme structure/function, and enzyme kinetics.

**Prerequisites**: CHEM 336 or consent of instructor.

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

Course Deactivation Proposal


EALC 364 : Peoples of Japan and Korea
Changes proposed by: c271k157

Academic Career
Undergraduate, Lawrence

Subject Code
EALC

Course Number
364

Academic Unit
Department
East Asian Languages & Cultures (EALC)

School/College
College of Lib Arts & Sciences

Title
Peoples of Japan and Korea

Transcript Title
Peoples of Japan and Korea

Last Term Offered
Summer 2016

Catalog Description
An analysis of the cultural diversity and unity of the peoples of Japan and Korea. Emphasis on historical and ethnological relationships, social structure, and ethics.

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 364</td>
<td>Peoples of Japan and Korea</td>
</tr>
</tbody>
</table>

Credits
3

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

Grading Basis
A-D(+-)/FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Repeatable for credit?
No

Principal Course Designator
NW - Non-Western Culture

Course Designator
S - Social Sciences
W - World Culture

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

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

Rationale for Course Proposal

Justification for this request
This course will not be offered in the Summer 2016 semester. The course has not been offered in the last 10+ years due to the retirement of the instructor and will not be offered in the future. Department faculty does not have an interest in redeveloping this course for future offerings and wishes to retire it at this time. The Department of Anthropology has been consulted and concurs with retirement of the course.

Course Reviewer Comments
Key: 3374
Course Deactivation Proposal

Date Submitted: Wed, 30 Mar 2016 15:57:06 GMT

EALC 366 : The Life Cycle in Japanese Culture and Literature

Changes proposed by: c271k157

Academic Career
Undergraduate, Lawrence

Subject Code
EALC

Course Number
366

Academic Unit
Department
East Asian Languages&Cultures (EALC)

School/College
College of Lib Arts & Sciences

Title
The Life Cycle in Japanese Culture and Literature

Transcript Title
Life Cycle Japanese Cultur&Lit

Last Term Offered
Summer 2016

Catalog Description
A study of the Japanese people from birth to death: what it means to be born in a Japanese family, to grow up Japanese, and to die Japanese. Anthropological works and selections from Japanese literature and film will be used to examine ways in which Japanese people live through the critical periods in their life cycle.

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 366</td>
<td>The Life Cycle in Japanese Culture and Literature</td>
</tr>
</tbody>
</table>

Credits
3

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

Grading Basis
A-D(+/−)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Repeatable for credit?
No

Principal Course Designator
NW - Non-Western Culture

Course Designator
H - Humanities
W - World Culture

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

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

Rationale for Course Proposal
Justification for this request
This course will not be offered in the Summer 2016 semester. The course has not been offered in the last 10+ years due to the retirement of the instructor and will not be offered in the future. Department faculty does not have an interest in redeveloping this course for future offerings and wishes to retire it at this time.

Course Reviewer Comments
Karen Ledom (kjh) (Sun, 03 Apr 2016 17:19:09 GMT): Emailed dept to confirm that ANTH supports deletion of this course. This was noted in other deletion proposals but not this one. 4/3/16
Key: 3376

Course Deactivation Proposal

Date Submitted: Wed, 30 Mar 2016 15:58:03 GMT

EALC 565: Popular Images in Japanese Culture, Literatures, and Films

Changes proposed by: c271k157

Academic Career
Undergraduate, Lawrence

Subject Code
EALC

Course Number
565

Academic Unit
Department
East Asian Languages & Cultures (EALC)

School/College
College of Liberal Arts & Sciences

Title
Popular Images in Japanese Culture, Literatures, and Films

Transcript Title
Poplr Img Japnese Cult, Lit&Flm

Last Term Offered
Summer 2016

Catalog Description
The course examines recurring themes and images in Japanese culture through films, literary works, and anthropological and other social science literature. These themes and images are studied in the contexts of both modern and traditional cultures. Although the popular deviates from the orthodox, nevertheless, the energy and pervasiveness of these offspring enforce and sustain "proper" cultural values. As a result of exploration of both highways and backroads of cultural expression, a holistic picture of Japanese ethos will emerge.

Prerequisites
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 565</td>
<td>Popular Images in Japanese Culture, Literatures, and Films</td>
</tr>
</tbody>
</table>

Credits
3

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

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered
Repeatable for credit?
No

**Principal Course Designator**
NW - Non-Western Culture

**Course Designator**
S - Social Sciences
W - World Culture

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

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

Rationale for Course Proposal

**Justification for this request**
This course will not be offered in the Summer 2016 semester. The course has not been offered in the last 10+ years due to the retirement of the instructor and will not be offered in the future. Department faculty does not have an interest in redeveloping this course for future offerings and wishes to retire it at this time. The Department of Anthropology has been consulted and concurs with the retirement of this course.

Course Reviewer Comments

2. **DEGREE REQUIREMENTS**

DEGREE REQUIREMENTS

a. **Change to Existing Major – BA Slavic Languages and Literatures**
Requirements for the B.A. Major

The student completes a minimum of 30 hours of study (29 hours for Russian emphasis) in one of 3 emphases: Polish, Russian, or South Slavic (Bosnian/Croatian/Serbian). The department encourages students to fulfill general education requirements from courses in the SLAV 140/SLAV 141, SLAV 144/SLAV 145, and SLAV 148/SLAV 149 series. Beyond the minimum 27 hours, students are strongly encouraged to take additional courses in the Slavic department and appropriate background courses in the history, philosophy, and political science of the Slavic regions.

Polish Studies Emphasis

Majors choosing this option must complete courses as indicated in following areas:

Course List

Prerequisite Knowledge and Skills (13)

The following courses provide fundamental skills for the major, but do not contribute to the minimum required hours for the major.

Elementary Polish I. Satisfied by:

**PLSH 104** Elementary Polish I 5

Elementary Polish II. Satisfied by:

**PLSH 108** Elementary Polish II 5

Intermediate Polish I. Satisfied by:

**PLSH 204** Intermediate Polish I 3

Intermediate Polish II. Satisfied by:

**PLSH 208** Intermediate Polish II 3

Advanced Polish I. Satisfied by:

**PLSH 504** Advanced Polish I 3

Advanced Polish II. Satisfied by:

**PLSH 508** Advanced Polish II 3

Readings in Polish Language and Literature. Satisfied by:

West Slavic Literature and Civilization (Polish and Czech). Satisfied by:

**SLAV 506** Masterworks of Polish and Czech Literature 3

Required Electives (12)
Satisfied by 4 courses (12 hours) chosen from the following:

- **PLSH 675** Readings in Polish Language and Literature
- **SLAV 144/145** Survey of Russian Literature in Translation
- **SLAV 318** Jews and Slavs in Eastern Europe
- **SLAV 340/341** Introduction to the Languages and Peoples of Russia and East-Central Europe
- **SLAV 504** Introduction to East-Central European Culture and Society: _____
- **SLAV 514** Totalitarianism and Literature in Central Europe
- **SLAV 516** Love, Lust and Liberty: Polish and Czech Film Adapations
- **SLAV 635** Language, Culture and Ethnicity in Prehistoric Eastern Europe
- **ECON 560** Economic Systems
- **HIST 377** Everyday Communism in Eastern Europe
- **HIST 557** Nationalism and Communism in East Central Europe from 1772 to the Present
- **PHIL 580** Marxism (or other relevant course in philosophy)

Senior Capstone Seminar. Satisfied by: (3)

- **SLAV 495** Senior Capstone Seminar

Majors are strongly encouraged to study abroad. Please see your advisor about this opportunity.

**Major Hours & Major GPA**

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

**Major Hours**

Satisfied by 30 hours of major courses.

**Major Hours in Residence**

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

**Major Junior/Senior (300+) Hours**

Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior (300+) Graduation GPA**

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

**Russian Emphasis**
Majors choosing this option must complete courses as indicated in following areas:

Course List

Prerequisite Knowledge and Skills (15)

The following courses provide fundamental skills for the major, but do not contribute to the minimum required hours for the major.

Elementary Russian I. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 104</td>
<td>Elementary Russian I</td>
<td>5</td>
</tr>
<tr>
<td>or RUSS 110</td>
<td>Intensive Elementary Russian</td>
<td></td>
</tr>
</tbody>
</table>

Elementary Russian II. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 108</td>
<td>Elementary Russian II</td>
<td>5</td>
</tr>
<tr>
<td>or RUSS 110</td>
<td>Intensive Elementary Russian</td>
<td></td>
</tr>
</tbody>
</table>

Intermediate Russian I. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 204</td>
<td>Intermediate Russian I</td>
<td>5</td>
</tr>
</tbody>
</table>

Russian Emphasis Core Knowledge and Skills (26)

Intermediate Russian II. Satisfied by:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 208</td>
<td>Intermediate Russian II</td>
<td>5</td>
</tr>
</tbody>
</table>

Advanced Russian Language. Satisfied by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 504 &amp; RUSS 508</td>
<td>Advanced Russian I and Advanced Russian II</td>
<td>6</td>
</tr>
<tr>
<td>RUSS 512 &amp; RUSS 516</td>
<td>Russian for the Professions I and Russian for the Professions II</td>
<td></td>
</tr>
</tbody>
</table>

Russian Linguistics. Satisfied by one course (3 hours, 200+) chosen from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLAV 340</td>
<td>Introduction to the Languages and Peoples of Russia and East-Central Europe</td>
<td>3</td>
</tr>
<tr>
<td>SLAV 341</td>
<td>Introduction to the Languages and Peoples of Russia and East-Central Europe, Honors</td>
<td></td>
</tr>
<tr>
<td>SLAV 520</td>
<td>Russian Phonetics, Phonology, and Inflectional Morphology</td>
<td></td>
</tr>
<tr>
<td>SLAV 522</td>
<td>The Grammatical Categories of Russian: Linguistic Units, Functions and Meanings</td>
<td></td>
</tr>
<tr>
<td>SLAV 524</td>
<td>Russian Since the Revolution</td>
<td></td>
</tr>
<tr>
<td>SLAV 540</td>
<td>Language and Identity in East-Central Europe and the Former Soviet Union</td>
<td></td>
</tr>
</tbody>
</table>
Russian Literature. Satisfied by 1 course (3 hours, 400+) chosen from:

- **SLAV 510** The Russian Literary Genius
- **SLAV 530** Introduction to Russian Poetry
- **SLAV 532** Dostoevsky
- **SLAV 534** Tolstoy
- **SLAV 536** Turgenev
- **SLAV 562** Russian Theatre and Drama from Stanislavski and Chekhov to the Present
- **SLAV 564** The "Woman Question" in Nineteenth-Century Russian Literature
- **SLAV 566** The Devil in Russian Literature
- **SLAV 568** Biblical Themes in Modern Russian Literature
- **SLAV 612** Introduction to Russian Literature of the Nineteenth Century
- **SLAV 614** Russian Literature in Translation: _____
- **SLAV 616** Introduction to Russian Literature of the Twentieth Century
- **SLAV 642** Pushkin and Evgenij Onegin
- **SLAV 650** The Russian Short Story
- **SLAV 656** Russian Literature of the Eighteenth Century
- **SLAV 660** Nineteenth Century Russian Prose and Fiction
- **SLAV 662** Russian Literary Modernism: 1880-1930
- **SLAV 664** Soviet Russian Literature: 1930-1990
- **SLAV 667** Post-Soviet Literature
- **SLAV 668** Nabokov

**Required Electives**

Satisfied by 3 courses (9 hours) in Russian literature, linguistics, culture, or advanced language chosen in consultation with the major advisor. Note that only one (1) 100-level course (either **SLAV 140/SLAV 141**, **SLAV 144/SLAV 145**, or **SLAV 148/SLAV 149**) may count as a required elective for the Russian emphasis major.

**Language**

- **RUSS 512** Russian for the Professions I
RUSS 516  Russian for the Professions II
RUSS 522  Problems in Translating Russian into English I
RUSS 526  Problems in Translating Russian into English II
RUSS 600  Classics of Russian Culture
RUSS 604  Contemporary Russian Culture
RUSS 608  Russian Phonetics and Grammar
RUSS 612  Introduction to Russian Literature
RUSS 616  Stylistics

Linguistics
SLAV 340  Introduction to the Languages and Peoples of Russia and East-Central Europe
SLAV 341  Introduction to the Languages and Peoples of Russia and East-Central Europe, Honors
SLAV 520  Russian Phonetics, Phonology, and Inflectional Morphology
SLAV 522  The Grammatical Categories of Russian: Linguistic Units, Functions and Meanings
SLAV 524  Russian Since the Revolution
SLAV 540  Language and Identity in East-Central Europe and the Former Soviet Union

Culture
SLAV 330  Russian Business Culture
SLAV 500  Russia Today
SLAV 502  Introduction to Russian Culture and Society: _____
SLAV 503  Post-Soviet Communication
SLAV 600  Biography of a City: _____
SLAV 684  Main Currents of Russian Thought I
SLAV 686  Main Currents of Russian Thought II

Literature
SLAV 510  The Russian Literary Genius
SLAV 530  Introduction to Russian Poetry
SLAV 532  Dostoevsky
SLAV 534  Tolstoy
SLAV 536  Turgenev
SLAV 562  Russian Theatre and Drama from Stanislavski and Chekhov to the Present
SLAV 564  The "Woman Question" in Nineteenth-Century Russian Literature
SLAV 566  The Devil in Russian Literature
SLAV 568  Biblical Themes in Modern Russian Literature
SLAV 612  Introduction to Russian Literature of the Nineteenth Century
SLAV 614  Russian Literature in Translation: _____
SLAV 616  Introduction to Russian Literature of the Twentieth Century
SLAV 642  Pushkin and Evgenij Onegin
SLAV 650  The Russian Short Story
SLAV 656  Russian Literature of the Eighteenth Century
SLAV 660  Nineteenth Century Russian Prose and Fiction
SLAV 662  Russian Literary Modernism: 1880-1930
SLAV 664  Soviet Russian Literature: 1930-1990
SLAV 667  Post-Soviet Literature
SLAV 668  Nabokov

Senior Capstone Seminar. Satisfied by: (3)

SLAV 495  Senior Capstone Seminar 3

Majors are strongly encouraged to study abroad. Please see your advisor about this opportunity.

Major Hours & Major GPA

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

Major Hours
Satisfied by 29 hours of major courses.

Major Hours in Residence
Satisfied by a minimum of 15 hours of KU resident credit in the major.
**Major Junior/Senior (300+) Hours**
Satisfied by a minimum of 12 hours from junior/senior courses (300+) in the major.

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

**South Slavic Studies Emphasis**
Majors choosing this option must complete courses as indicated in following areas:

**Course List**

**Prerequisite Knowledge and Skills (13)**
The following courses provide fundamental skills for the major, but do not contribute to the minimum required hours for the major.

- **Elementary Bosnian/Croatian/Serbian I.** Satisfied by:
  - BCRS 104 Elementary Bosnian/Croatian/Serbian I 5

- **Elementary Bosnian/Croatian/Serbian II.** Satisfied by:
  - BCRS 108 Elementary Bosnian/Croatian/Serbian II 5

- **Intermediate Bosnian/Croatian/Serbian I.** Satisfied by:
  - BCRS 204 Intermediate Bosnian/Croatian/Serbian I 3

**Slavic Studies Emphasis Core Knowledge and Skills (27)**

- **Intermediate Bosnian/Croatian/Serbian II.** Satisfied by:
  - BCRS 208 Intermediate Bosnian/Croatian/Serbian II 3

- **Advanced Bosnian/Croatian/Serbian I.** Satisfied by:
  - BCRS 504 Advanced Bosnian/Croatian/Serbian I 3

- **Advanced Bosnian/Croatian/Serbian II.** Satisfied by:
  - BCRS 508 Advanced Bosnian/Croatian/Serbian II 3

- **South Slavic Literature and Civilization.** Satisfied by:
  - SLAV 508 South Slavic Literature and Civilization 3

**Required Electives**
Satisfied by 5 courses (15 hours) chosen from the following: 15
Majors are strongly encouraged to study abroad. Please see your advisor about this opportunity.

**Major Hours & Major GPA**

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

**Major Hours**
Satisfied by 30 hours of major courses.

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

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

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

**CLSX 516/WGSS 516 – GOAL 4.2**

Course Inventory Change Request

---

**Catalog Pages referencing this course**

- College of Liberal Arts & Sciences
- Department of Women, Gender and Sexuality Studies

**Programs**

- CLSX-BMGS: Classical Antiquity, B.A./B.G.S.

**Academic Career**

- Undergraduate, Lawrence

**Subject Code**

- CLSX

**Academic Unit**

- Department: Classics (CLSX)
- School/College: College of Liberal Arts & Sciences

**Course Number**

- 516

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

- No

**Title**

- Gender and Sexuality in Roman Culture

**Transcript Title**

- Gender & Sexuality in Roman Culture

**Effective Term**

- Fall 2016

**Catalog Description**

This course explores various approaches to the study of gender and sexuality in Roman antiquity. Contents vary, and the course may focus on methodology and case studies, or on particular themes, historical periods, or artistic or literary genres. No knowledge of Greek or Latin is required. (Same as WGSS 516.)

**Prerequisites**

- Graduate status, or 6 credit hours in Classics, Greek, Latin, or Women, Gender and Sexuality Studies; or permission of instructor

**Cross Listed Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 516</td>
<td>Gender and Sexuality in Roman Culture</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A,D(+)/F</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Every Two Years</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Principal Course Designator</td>
<td>HL - Literature &amp; the Arts</td>
</tr>
<tr>
<td>Course Designator</td>
<td>H - Humanities</td>
</tr>
<tr>
<td>Are you proposing that the course count towards the CLAS BA degree specific requirements?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Will this course be required for a degree, major, minor, certificate, or concentration?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Rationale for Course Proposal</td>
<td>We are proposing that this already existing course count toward KU Core Goal 4.2, global diversity.</td>
</tr>
</tbody>
</table>

**KU Core Information**

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

Yes/No

| Name of person giving departmental approval | Tara Welch | Date of Departmental Approval | March 4, 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 outcomes(s)?

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

This course explores gender and sexuality in the ancient Roman world and sustains an inquiry on whether and to what extent gender and sexuality is culturally determined (as opposed to being essential). Through readings, discussion, and assignments, students compare Roman attitudes and practices with those of their ancestors the Etruscans, of their contemporary Greek neighbors, of those societies with roots in the ancient Roman empire (such as southern Europe, northern Africa, and parts of the Middle East), and of the modern United States (like Rome, a pluralistic society).

Selected Learning Outcome(s):

**Goal 4: Learning Outcome 2**

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

All daily assignments (primary and secondary readings, scrutiny of artwork(s) and discussions) focus on various aspects of gender and sexuality in Rome, beginning with core definitions (what is sexuality? what is gender?) and becoming more specific (life cycle issues such as rites of passage to manhood, pregnancy and abortion, and gendered responses to death and mourning; marriage laws and customs; varieties of and responses to same-sex relationships; gender-specific priesthoods and rituals; celibacy; erotic art; pornography; pederasty; rape; and castration). Students are asked to respond to these readings and topics not only in discussion, but also in oral reports, essay exams, and a research paper. Ancient Roman culture is distant in time and geography from modern America, and was very different from our own, but its impact on modern societies all over the Western world is visible and keenly felt. It offers a powerful opportunity to explore our own culture vis-a-vis another culture.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students’ own value assumptions. (Please limit responses to 1600 characters)

Discussion is the key component to this course, and each day’s assignments are accompanied by questions that guide the students’ preparation and structure the class conversation. As often as not, the discussion prompts include a comparative aspect, instilling students to apply a Roman concept to our own society or identify a key difference. For example, consider the discussion prompts for the current semester, to be offered on May 4 (appended to this proposal): ...

---Do you think that Clarke has succeeded in his objective in showing that “the Romans were not all like us” in terms of attitudes toward sex and sexuality (Clarke 275)? Please cite specific examples? Who is “us”? And if he is right, what does it matter?---Can you evaluate Justice Scalia’s arguments against same-sex marriage (Skinner 395)? Would you consider them essentializing or constructionist? Though the Scalia question will generate a heated discussion, the question “Who is “us”?” gets at the heart of the course goals.

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

This course includes difficult material and requires (and teaches) students to approach it in a mature and
Both Skinner and Clarke believe that sexual views and practices are "culturally constructed." Please give specific examples from their introductions of what they mean by this expression. Conversely, what is an example of an "essentializing" view of sex and gender?

Would you consider yourself a "constructivist" or an "essentialist"? What is at stake for the contemporary United States in distinguishing between these two approaches?

How do the textual and visual material from Roman antiquity preserve different kinds of evidence for gender and sexuality?
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F, 1/22: Points for discussion

Both Skinner and Clarke believe that sexual views and practices are "culturally constructed." Please give specific examples from their introductions of what they mean by this expression. Conversely, what is an example of an "essentializing" view of sex and gender?

Would you consider yourself a "constructivist" or an "essentialist"? What is at stake for the contemporary United States in distinguishing between these two approaches?

How do the textual and visual material from Roman antiquity preserve different kinds of evidence for gender and sexuality?

F, 1/22: Points for discussion

Please explain in your own words what Ortner means by the title of her essay. What is her answer to the question that is posed by this title? Does this answer make Ortner an essentialist? If Ortner's basic claim is right, is it even possible to change the ways that men and women treat each other?

According to Scott's essay, what is the difference between "sex" and "gender"? Why is it more useful to use gender to understand history rather than the sexual categories "male" and "female"?

What would Scott say is the meaningful difference between talking about the "history of women" and the "history of gender roles"?

M, 1/25: Points for discussion

Please explain in your own words what Ortner means by the title of her essay. What is her answer to the question that is posed by this title? Does this answer make Ortner an essentialist? If Ortner's basic claim is right, is it even possible to change the ways that men and women treat each other?

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M, 1/25: **Points for discussion**

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What would Scott say is the meaningful difference between talking about the "history of women" and the "history of gender roles"?

W, 1/27: **Points for discussion**

--According to Skinner's discussion, how and why do attitudes toward pederasty in the Greek world change as forms of government and society change? Do her arguments make sense?

--Consult the images on Blackboard (they are in PowerPoint) that Skinner mentions. Do these images support her arguments for the nature of Dorian pederasty?

W, 1/27: **Points for discussion**

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Consult the images on Blackboard (they are in PowerPoint) that Skinner mentions. Do these images support her arguments for the nature of Dorian pederasty?

F, 1/29: **Points for discussion**

**there will be a brief, multiple-choice quiz at the beginning of class, including material and discussion up through and including today's readings**

--What is the relationship between public discussions of sex in classical Athens and the way that the Athenians organized their city as a democracy?

--In her conclusion (176), Skinner wonders whether Athenian sexuality "affords a good model, in terms of parallels or contrasts, for understanding present-day Western sexual ideology." What do you think? Does anything about Athenian attitudes (or Dorian, discussed on Wednesday) help you better understand sexual behaviors and beliefs in twenty-first century America?

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W, 5/4: Points for discussion

--Do you think that Clarke has succeeded in his objective in showing that "the Romans were not at all like us" in terms of attitudes toward sex and sexuality (Clarke 275); please cite specific examples? Who is "us"? And if he is right, what does it matter?

--Can you evaluate Justice Scalia's arguments against same-sex marriage (Skinner 395)? Would you consider them essentializing or constructivist?

GRST/WMST 204: Gender & Sexuality in Roman Culture: Annotated Bibliography Guidelines

November 6, 2014

In two weeks, on Thursday, November 20, each member of the class will deliver orally a short progress report of approximately three minutes on the status of his or her semester research paper. This paper can be based on your oral report, but feel free to choose a different topic if you would like.

In preparation for this report, I would like each of you to submit on that day an abstract and annotated bibliography of your project. The abstract, which need not be more than one or two paragraphs--but make it longer if that is helpful--should make clear the thesis of your paper, followed by the stages of argumentation that you plan to follow. The annotated bibliography will list all the primary and secondary sources that you intend to use, followed by a short sentence or two stating why each source is relevant to your argument. If you have not read the source yet, include it anyway and give an idea of what you expect to learn from it. I am happy to meet with any of you to discuss your topic and help find any additional materials that you may need in preparing your paper.

The following sample is intended as a general guideline; the amount of primary or secondary materials will vary depending on your topic.

* * *

Blood, Milk, and Tears: The Gestures of Mourning Women in Ancient Rome

In this paper I will attempt to offer a new perspective on the significance of female mourning gestures in ancient Rome. These gestures, which consist of apparently degrading physical actions such as beating the breast and scratching the cheeks, are described by our ancient sources (all written by men) as intended to make the women scapegoats, inviting upon them any malevolent spirits associated with death. By comparing the steps in mourning ritual with analogous moments in birth ritual, I attempt to read these gestures from a Roman woman's point of view. I show that the rites that females perform at death are, like birth, part of "woman's work" as they "birth" the corpse into its next stage of existence. Rather than making women scapegoats, mourning gestures celebrate the life-giving powers of the female body.

The next paragraph will then offer as much detail as possible concerning the steps in the argument, citing as fully as possible the sources that will be used.
Annotated bibliography (this is a sample; your own will likely be much longer):

Primary sources (in alphabetical order)

Servius auctus on Vergil, *Aeneid* 5.78: Servius says that women beat their breasts in mourning in order to produce milk to feed the dead. This odd claim prompted me to compare birth ritual to death ritual.

Varro (cited by Servius): Varro says that grieving women lacerate their cheeks in order to produce blood to nourish the recently deceased. This is one the many ancient sources that see mourning gestures as exposing Roman women to evil spirits.

--I also will use images from ancient Roman sarcophagi to illustrate the full range of mourning gestures.

* * *

Secondary sources (in alphabetical order). Any citation method is fine, as long as it's consistent.

Douglas, N. *Old Calabria* (London 1915). Provides a parallel from twentieth-century Italy for men and women ascribing different meanings to religious ritual.

Toynbee, J. *Death and Burial in the Roman World* (London 1971). Offers the best account of all the ritual steps involved in tending to a corpse, from death to mourning to cremation to the final funerary feast.

**CLSX/WGSS 516: Gender & Sexuality in Roman Culture (Sp 2016)**

MWF 2:00-2:50 p.m.: 4037 Wescoe

Prof. Anthony Corbeill Office Hours: M 3:00-3:50 pm, W 9:00-9:50 am

1023 Wescoe and by appointment

Tel: 864-2393 (O) E-mail: corbeill@ku.edu

**Required texts:**


There are also many **required** readings from both primary and secondary texts available on Blackboard. These are organized by class date and should be accessible if you are enrolled in the class. Please let me know if at any time the assigned materials are not visible on Blackboard or are not accessible (or are incomplete). In such cases, I can send PDFs by email.

**Course description:**

This course will examine in detail the sexual attitudes and behaviors of the ancient Romans and the gender roles that both shaped and were shaped by those attitudes. We will be studying selections from ancient Greek and Roman literature, examining artistic remains, and reading articles written by prominent scholars of ancient Rome. While the readings will be in roughly chronological order, the course is principally organized by topic (e.g., a day for "Roman pederasty" or "Vestal virgins"). If at any point you need some background information on the readings to clarify points that are unclear (e.g., what exactly is an "Epicurean"?), the best single source to consult is the *Oxford Classical Dictionary* (3rd ed. rev.; available physically in Watson Library reference, virtually via the KU online catalog). In my experience, the entries in *Wikipedia* on Roman material tend to be surprisingly reliable and can also be used to answer basic questions (I consult it all the time), but please do not use it as a source for your research projects.

No background in Roman culture or the Latin language is expected.

**Grading criteria:**

Final grades will be assessed according to the following percentages:

- Attendance and class participation 10%
- Quizzes (lowest will be dropped) 20%
- Hour essay examination (Mon., March 28) 15%
- Oral report 5%
- Précis of report 10%
- Annotated bibliography and prospectus (due Mon., April 4) 15%
- Short presentation on research project (Mon., April 4) 5%
- Final research paper (due Mon., May 9 by 5:00 pm) 20%
Every unexcused absence after two will result in course grade being lowered one step (e.g., from "A" to "A-"); my grading scale is A+=93-100, A=89.5-92.9, B+=86.6-89.4, B=83-86.5, etc.). Excused absences require advance notice (via email) and/or documentation. Regular attendance and intelligent participation is expected; discussion points will be distributed in advance of each class (and on Blackboard) to help prepare for discussion. Since students in this class will have a range of familiarity with ancient Rome, please feel free to ask questions if you are unclear about any point. Quizzes will be multiple-choice over the readings, including readings assigned for the day of the quiz, and will always be announced at least one class period in advance. There will be a midterm examination consisting of three brief essays from a list given in advance.

Each member of the seminar will present an oral report of no more than 10 minutes. This will normally take the form of a critique of a scholarly article or book, either as assigned to the whole class or from a separate list of topics. This report must be accompanied by a 1-2 page précis (single-spaced), to be distributed afterward to the entire class (I can make photocopies if you send it to me in advance of class). In preparation for the research project, each participant will prepare an annotated bibliography on a subject chosen after consultation with the instructor; during the week that this bibliography is due I will ask everyone to explain their project briefly to the class (c. 5 minutes). The final project will take the form of a research paper (c. 8-12 pages) that often will, but need not, arise from an issue treated in the oral report. Plagiarism or any other types of academic misconduct—including inappropriate use of electronic devices in class—will not be tolerated, and will be treated in accordance with KU policy ([https://clas.ku.edu/sites/clas.ku.edu/files/docs/Policies/Faculty/clas-student-academicmisconduct-2009-04.pdf](https://clas.ku.edu/sites/clas.ku.edu/files/docs/Policies/Faculty/clas-student-academicmisconduct-2009-04.pdf)). If you are uncertain what plagiarism involves see [https://studentaffairs.ku.edu/academic-integrity](https://studentaffairs.ku.edu/academic-integrity), or please talk to me.

**Final remark:**

Much of the ancient visual art and many of the texts that we will be studying portray X-rated situations and sexual violence. As a result, it may often be necessary to use explicit terms in discussing this material. I expect everyone to be tolerant of, and receptive to, each student's viewpoint while retaining a mature and critical scholarly perspective. If you foresee any of this making you uncomfortable, please drop the course immediately.

**Reading Assignments to be done before coming to class; any readings not from required texts are on Blackboard, under "Daily Readings" (references to Lefkowitz and Fant [LF] are to section number; ancient texts are cited by book and chapter; all other references are to page number).**

**W, Jan. 20:** Introduction to course Begin to choose oral report topic
- **F, Jan. 22:** Skinner 1-28; Clarke 1-18 **What is sexuality?**
- **M, Jan. 25:** Ortner 1974; Scott 1986, only 40-50 **What is gender?**
- **W, Jan. 27:** Skinner 74-84; & consult images on Blackboard Dorian pederasty (ritual?)
- **F, Jan. 29:** Skinner 139-183 **Athenian pederasty (society?)**
- **M, Feb. 1:** Johnson & Ryan 110-126 **Pederasty in ancient texts**
- **W, Feb. 3:** Williams 1999: 62-86 **Greece vs. Rome**
- **F, Feb. 5:** Clarke 19-49 **Greek antecedents (artistic)**
- **M, Feb. 8:** Clarke 49-55; Ovid, *Metamorphoses* 4.285-388 **Hermaphrodites**
- **W, Feb. 10:** LF 39-41, 43, 47, 51, 75, 166, 170-171, 233 **The ideal women**
- **F, Feb. 12:** Livy 1.57-60 (Lucretia); 3.44-48 (Virgilia) *... and the men who love them?*
- **M, Feb. 15:** Roman comedy lecture; read introduction to Plautus **Men vs. women on stage**
  - online (pages 10-14) and begin *Casina*
- **W, Feb. 17:** Plautus, *Casina* (pages 35-65)
- **F, Feb. 19:** Plautus, *Casina* (pages 65-89)
- **M, Feb. 22:** Skinner 253-268 **Distinguishing Rome and Greece**
- **W, Feb. 24:** Catullus 5, 8, 11, 16, 50, 51, 58, 72, 75, 86, 92 **Resisting men**
- **F, Feb. 26:** Catullus 63; Skinner 1997 **Castration, literal & symbolic**
- **M, Feb. 29:** Clarke 59-118 **Watching hetero- and same-sex**
- **W, March 2:** LF 22-23, 265-266; Skinner 286-293 **Resisting women (poetry)**
- **F, March 4:** LF 71, 174, 176, 178; Richlin 1997a **Resisting women (politics)**
- **M, March 7:** Lucretius 1.1-50, 4.1030-1287; Gordon 2002 **Epicureans on sex**
- **W, March 9:** LF 339-340; Pliny, *Nat. Hist.* 28.70-87 **Vaginas (male viewpoint)**
- **F, March 11:** Richlin 1997b **Vaginas (female viewpoint)**

**Saturday, March 12 - Sunday, March 20:** Spring Break: No Class
- **M, March 21:** Johns 42-75 **Phalluses in daily life**
- **W, March 23:** Clarke 119-142 **Phalluses in art**
- **F, March 25:** Review for exam
M, March 28: **Essay examination**
W, March 30: LF 231, 362B (on p. 385); Seneca, *controversia* 1.2.23;
Martial 1.90, 7.35, 7.67, 7.70; Parker 1997 *Lesbianism* (sic)
F, April 1: Skinner 280-286, 303-314 *Men (?) in love*
M, April 4: PAPER WEEK. Brief oral *progress reports* on research project (c. 5 minutes);
annotated bibliography of secondary and primary works DUE Monday, April 4.
W, April 6: Paper week continued.
F, April 8: Paper week concluded.
Corbeill out of town April 11-14; continue research on papers.
M, April 11: **No class**
W, April 13: **No class**
F, April 15: Ovid on Daphne, Arachne, Philomela; Richlin 1992a *Poetic treatments of rape*
M, April 18: LF 143, 289-294; Clarke 195-240 *Prostitution & erotic art*
W, April 20: LF 408-411; Beard 1980 *Vestal virgins*
F, April 22: Beard 1995 *Vestals reconsidered*
M, April 25: Corbeill 2002 *Gender, walking, and politics*
W, April 27: Clarke 243-274 *Dispersion of erotic art*
F, April 29: Skinner 315-324, 355-361 *How to be a (Ro)man*
M, May 2: LF 441, 444, 449-450; Pagels 9-31, 78-97 *Christian celibacy*
W, May 4: Clarke 275-279; Skinner 393-397 *Envoi*
Fri., May 6: **STOP DAY; no classes**

There will be NO Final Examination
Works cited (items marked with * are assigned readings and available on Blackboard).
This list includes only works cited on the syllabus and in the list of report topics. For abundant additional
bibliography relating to Roman gender and sexuality, consult the bibliographies in the textbooks of Skinner
and Clarke, as well as the website *Diotima: Women and Gender in the Ancient World*
(http://www.stoa.org/diotima/biblio.shtml); though no longer updated, it is an excellent resource.

*If you have trouble locating an item in Watson or through Interlibrary Loan, please consult
with me; I have personal copies of most of these items.*

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Berkeley and Los Angeles.
CLSX / WGSS 516: Gender & Sexuality in Roman Culture
Spring 2016: Possible report topics

**My preferred alternative for your oral report would be to present on one of the secondary readings that the entire class will be looking at (see the list of "Weekly Assignments").**

In this case, you would offer present on the material covered and be a kind of "expert for the day."
If none of our daily sessions appeals to you, I have also compiled the following list of possible report topics. If the report fits well with a particular topic covered on the syllabus, I suggest a date for presentation, but all dates are flexible.
I also welcome you to present on any aspect of the topic that may interest you but is not listed.
M, Feb. 1: Richlin 1993: was there a male "homosexual" subculture in ancient Rome?
F, Feb. 12: Joshel 1992 on Lucretia and Verginia
W, March 2: Keith 1997 on Sulpicia and Dido OR Richlin 1992b on Julia's jokes
W, March 30: Castelli, E. et al. 1998. "Lesbian historiography before the name?" A (heated) discussion of B. Brooten, Love between Women: Early Christian Responses to Female Homoeroticism (of interest to this class are the critiques of classicists at 559-578 [Halperin] and 595-601 [Kampen], with the response of Brooten at 614-645).
OR Lesbianism in Roman literature (Hallett 1997)
F, April 1: Wyke 1994 (must be familiar with Latin elegy, in particular Propertius)
M, April 8: McGinn 1998 on prostitutes, either their civic status (Ch. 2), taxation (Ch. 7), or as discussed by the Roman jurists (Ch. 9); or McGinn 2004 on ancient brothels (passim).
F, April 29: Edwards 1997: what do actors, gladiators, and prostitutes have in common?

Other topics (date of presentation variable):

--abortion and contraception: types, efficacy, and transmission (Kapparis 2002)
--abortion in Ovid's Amores (Gamel 1989)
--the suppression of Bacchic rites in 186 BC (Gruen 1990: 34-78)
--gladiators: intersection of violence and sex (begin with Skinner 269-273)
--sexual humor, divine and human, in the visual arts (Clarke 2007: 163-227)
--Greek and Roman sex manuals (Parker 1992)
--the function of erotic art in Pompeian houses, or in a specific house (Clarke 145-194)
--depictions of Hercules as a cross-dresser (Zanker 1988; Kampen 1996)
--witches/curse tablets/love charms (e.g., LF 41-419)
--marriage ritual OR marriage legislation (Hersch 2010)
--the Priapea poems (Parker 1988)
--some aspect of masculinity and the Roman military
--Antinous, the boy-lover of the Emperor Hadrian (Vout 2007)
--does grammatical gender have anything to do with biological sex? (Corbeill 2008)
--midwifery in Rome
--women on military bases (Allison)
--Greek popular novels and the origins of heterosexuality (begin with Skinner 331-333)
--depictions of hermaphrodites (Ajootian)
--the Villa of the Mysteries frieze
--Roman dress
--Augustus's moral legislation on adultery and the production of children
--the reception of Roman sexuality in the modern world (e.g., any film, television series, novel)
--the goddess "Chastity" (Pudicitia; Langlands 37-77)
or any topic that may interest you...

UKRA 104 – GOAL 4.2

Course Inventory Change Request

Viewing: UKRA 104 : Elementary Ukrainian I

Last edit: 03/01/18 10:59 am

Changes proposed by: suk

Catalog Pages referencing this course

Other Courses

In The Catalog Prerequisites:

Academic Career: Undergraduate, Laurence
Subject Code: UKRA
Course Number: 104
Academic Unit: Department, Slavic Languages and Literatures (SLAV)
School/College: College of Lib Arts & Sciences

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

Title: Elementary Ukrainian I
Transcript Title: Elementary Ukrainian I
Effective Term: Fall 2016

Catalog Description: First semester. Five hours per week of recitation and drill in the spoken language. Essentials of grammar, practice reading, writing and speaking Ukrainian.

Prerequisites: None
Cross Listed Courses:

Credits: 5
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Lecture (Regularly scheduled academic course) (LEC)</th>
<th></th>
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<tbody>
<tr>
<td>Grading Basis</td>
<td>A-D (+/-)/F</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>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Fall</td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
<td></td>
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</table>

**Principal Course Designator**

**Course Designator** U - Undesignated elective

**Rationale for Course Proposal**

UKRA 104 is an existing course. This is a nomination for its inclusion in the Core.

**KU Core Information**

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

Yes/No

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen M. Dickey</td>
<td>03/01/2016</td>
</tr>
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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 outcome(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
About 90% of all material taught in UKRA 104: Elementary Ukrainian I is other-cultural material (the remaining 10% are grammar concepts shared by Ukrainian and English). The textbook utilized in this course was produced in Ukraine specifically for foreign learners of Ukrainian who study the language while being in-country or in a study-abroad program. Consequently, the writers made cultural competency their primary goal, which is reflected in the textbook’s title: YABLUKO—which in Ukrainian is an abbreviation for “I will love Ukrainian culture.” All the texts included there as well as all the supplementary materials used in the course introduce students to other-cultural perspectives, values, practices, and products. Assignments on these texts guide students in the process of cultural analysis that includes comparisons with own cultural assumptions. Finally, work on Ukrainian grammar and lexicon sensitizes students to other-cultural ways of structurally the world around them.

Selected Learning Outcome(s):

**Goal 4, Learning Objective 2**

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

All reading and listening assignments in UKRA 104 help students engage with aspects of Ukrainian culture. These include texts on big “C” culture, such as important historical places and cultural figures in Ukraine, as well as little “c” culture, such as everyday and holiday foods, rules about dating and courtship, wedding traditions, the typical structure of Ukrainian families, popular pastimes of Ukrainians, etc. The textbook is supplemented with authentic texts (street signs, advertisements, songs, interviews) chosen for their value in fostering other-cultural understanding. The grammar taught in UKRA 104 introduces students to other-cultural ways of expressing politeness, possession, quantity, likes and dislikes. The majority of speaking and writing activities, in addition to building accuracy and fluency in the language, aim at getting students to pick up on the cultural values underlying the ideas and structures encountered in the previously covered texts.

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

Each chapter of the YABLUKO textbook includes a section that places the Ukrainian cultural material covered earlier into a comparative context with other cultures, i.e., Ukrainian Christmas traditions vis-à-vis those from a number of other countries around the world. Such structure facilitates cross-cultural comparisons and encourages students to appreciate cultural diversity. Class discussions of this material are led in such a way as to guide students in a deeper analysis of differences in cultural perspectives, values, and assumptions. Moreover, students in UKRA 104 complete two extended cultural explorations (50% in English) in which they research an object and a practice in Ukrainian culture and compare them to equivalent objects/practices in US culture (for example, the information in and cultural significance of an internal Ukrainian passport vs. an American driver’s license). Each cultural exploration results in a blog post and an oral in-class presentation.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)
Throughout the course, as students acquire the grammatical, lexical, pragmatic, and cultural knowledge of Ukrainian, they are given many opportunities to express themselves from the perspectives of the target culture. Through role-plays, problem-solving tasks, and skits, students master the knowledge of some key cultural scripts (i.e., making small talk, buying food at a local market, declining an invitation, and writing a letter of complaint) and hone their skills of not only conveying information, but also signaling an appropriate measure of respect for the interlocutor and choosing the right register for a given communicative situation. Each semester, I strive to give students some real-life experience of negotiating cross-cultural situations by bringing native speakers of Ukrainian to class, whom students interview about various cultural topics. Such occasions give them a chance to test their skills of politely initiating, sustaining, and ending verbal exchanges in Ukrainian.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work. 
documents and measures their grasp of global cultures and value systems through reflective written or oral analyses. (Please limit responses to 1000 characters.)

Students’ growth in cultural competency is evaluated through 1) specific cultural assignments; 2) cultural questions and mini-essays that appear on all the tests and written exams in UKRA 104; and 3) students’ performance in negotiating a cross-cultural role-play with the instructor on each of the two oral exams in the course. Specific cultural assignments include two extended cultural applications described in question 2 above; together, they constitute 20% of the final grade and they are assessed with the help of a detailed rubric given to students in advance (attached). Students’ work presented: blog post printouts and audio recordings of oral presentations. Responses to cultural questions on tests/exams are awarded points as part of the overall test/exam grade. The tests themselves are preserved. Students’ performance in cross-cultural role-plays on oral exams is assessed according to a special rubric. Audio recordings of oral exams are preserved.

**UKRA 104: Elementary Ukrainian I**  
*Fall 2016*

**Instructor:** Oleksandra Wallo (Олександра Валло)  
owallo@ku.edu

**Day and time:** MTWRF 10-10:50 am  
**Location:** Wescoe Hall …

**Office:** Wescoe 2139  
**Office hours:** Tuesdays and Thursdays, 11-12 pm (or by appt.)

**Course description:**

**Ukrainian 104** is designed to help students develop novice proficiency in the oral expression, listening comprehension, reading, writing, and cultural understanding of Ukrainian. The course will introduce students to the fundamental concepts of the Ukrainian language and equip them with practical grammar skills, including the basic command of the declension and conjugation systems of Ukrainian. Through studying the structure of Ukrainian, students will become aware of other-cultural ways to mentally segment and organize the world around them. All of the materials used in this course, including the textbook and the supplementary authentic “texts” such as advertisements, websites, songs, folk tales, and TV clips, will help students engage with various aspects of Ukrainian culture and compare its perspectives to students’ own cultural assumptions.

**Course requirements and policies:**

**Required materials:**

1. Mariana Burak. *Yabluko (Яблуко). Elementary Ukrainian. Student’s Book and Workbook.* L’viv:

The instructor will provide you with copies of other materials to be used in the course.

**Recommended materials:**
3. Ukrainian-English/English-Ukrainian Dictionary (Benyukh & Galushko, or other)
   You might also want to use an online Ukrainian-English/English-Ukrainian dictionary available at:
   [http://cybernova.com/online/](http://cybernova.com/online/)

**Course website.** UKRA 104 will heavily use its Blackboard website. Additional homework assignments, links to fun videos and websites in Ukrainian, and many other materials will be posted there.

**Course Expectations.** All participants in this course will show mutual respect for one another and for the course instructor and guest speakers at all times. Students are expected to arrive to class on time, prepared, and ready to participate actively in class activities. Students should expect 1-1.5 hours of homework *per night* for this course, including grammar review, studying vocabulary, and preparing for the next class.

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**Attendance.** Regular attendance is crucial for mastering a foreign language. **Students with 8 or more unexcused absences will not receive a passing grade in this course.** In the cases of illness, religious holidays, family emergencies, or university obligations, please notify your instructor in advance and provide a written note when appropriate. Otherwise, this absence, as any other unexcused absence, will lower your participation grade. **Consistently late arrival to class will be penalized by a reduction in the participation grade. Please be punctual.**

**Class participation.** You must come to class prepared even if you missed the previous class. Your course plan (**Розклад**), which will be handed out in class in 2-week increments and posted on the Blackboard website, has all the information on the material covered on each particular day and the assigned homework. Your final participation grade will be greatly affected by the quality of your participation and the level and consistency of your preparedness. Class participation will be graded for each class session on a 5-point scale:

- **5 points** - Present, on time, fully prepared, actively and thoughtfully participating in class discussions and activities (this doesn’t mean you answer every question correctly, merely that you are ready to try to answer every question), staying in Ukrainian in pair and group activities when this is assigned
- **4 points** - Present, on time, partially prepared, minimally participating in class discussions and activities and/or using English when Ukrainian is required
- **3 points** - Present, on time, partially prepared, not participating in class discussions and activities and/or using English when Ukrainian is required
- **2 points** - Present, on time, unprepared, minimally participating in class discussions and activities
- **0 points** - Absent

You should always bring the textbook to class as well as your course plan (**Розклад**), in case the instructor announces any changes to it.

**Homework.** Your detailed course plan (**Розклад**) includes daily homework assignments.

The **bolded** assignments must be completed in writing and turned in at the beginning of the next class. Your instructor will underline your mistakes on the homework but will not correct them. **You have to self-correct your homework with a pen of a different color and submit corrected homework during the next class.**

Your homework will be graded on a 5-point scale according to the following criteria:
- timeliness; completeness; quality; self-corrections (when applicable).
Cultural exploration project. In the course of the semester, you will explore aspects of Ukrainian culture in greater depth through individual cultural explorations. You will complete two extended cultural explorations, one on an object/product of Ukrainian culture (an artifact, a song, a famous building, etc.) and one on a practice from Ukrainian culture (such as a holiday tradition or wedding customs). You will compare them to equivalent or similar objects/practices in US culture(s) and analyze the differences in cultural values/attitudes/assumptions underlying these objects or practices. Each exploration will result in a blog post on the UKRA 104 Blackboard blog and an in-class presentation about the results of your cultural research. More detailed instructions for this assignment will be given later in the semester.

Tests. There will be a short vocabulary quiz after each completed lesson from the textbook, approximately every other week. There will be three tests during the semester which will include the material from several lessons at a time. The tests will have sections on all four skills as well as on cultural knowledge and they will help you track your developing ability in Ukrainian. If you have a serious reason for missing a test, you may be allowed to make it up at the instructor’s discretion.

Exams. You will have two oral midterms in the course of the semester during which you will be asked to complete two tasks: 1) read out loud one of the texts or dialogues covered in class to demonstrate your pronunciation and intonation; 2) negotiate a cross-cultural role-play with the instructor based on the cultural scripts and scenarios practiced in class. Details will be provided later in the semester.

There will be one cumulative written examination during the finals week. Like the tests, the final exam will have sections on all four skills as well as on cultural knowledge. The instructor will conduct detailed in-class review with students in preparation for the final. More details will be provided later.

Grading. Students’ performance in the course will be graded according to the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Homework (including self-corrections)</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural exploration project (2 blog posts and 2 in-class presentations)</td>
<td>20%</td>
</tr>
<tr>
<td>Vocabulary quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Oral midterms</td>
<td>10%</td>
</tr>
<tr>
<td>Tests</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows:

- A+ 97-100%
- A  93-96%
- A- 90-92%
- B+ 88-89%
- B  83-87%
- B- 80-82%
- C+ 78-79%
- C  73-77%
- C- 70-72%
- D+ 68-69%
- D  63-67%
- D- 60-62%
- F  below 60%
Academic integrity. Cases of academic dishonesty will not be tolerated and will be dealt with according to university policy. Please read the information on academic dishonesty and plagiarism carefully: http://studentaffairs.ku.edu/academic-integrity

For your homework assignments, you should feel free to consult your textbooks, dictionaries (including online), grammar books, or notes that might help you. You may not seek outside assistance (e.g., friends, family, native speakers, etc.) for completing graded assignments, including homework. You are also not allowed to use computer-assisted translators or online translating programs.

Ukraine-related events and activities. The Department of Slavic Languages and Literatures and the Center for Russian, East European and Eurasian Studies periodically organize Ukraine-related events on campus. There exists a Ukrainian Club in Kansas City, which also hosts Ukrainian cultural and social events. The instructor will periodically announce such events in class. Attend these for small extra credit towards your participation grade in the course! In addition, the instructor will be organizing a weekly Ukrainian Conversation Hour, to run from September to November. Attendees of the Conversation Hour will also receive extra credit towards their participation grade in the course.

UKRA 104
T=Textbook

РОЗКЛАД (Subject to change)

<table>
<thead>
<tr>
<th>Date/Date</th>
<th>In class</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Aug. 22</td>
<td>Getting acquainted. Introduction to the course. Ukrainian alphabet. Pronunciation exercises 1 (instructor’s materials)</td>
<td>Homework 1 (worksheet posted on Blackboard)</td>
</tr>
</tbody>
</table>
| Tuesday, Aug. 23| Ukrainian alphabet. Pronunciation exercises 2 (instructor’s materials) Basic Ukrainian greetings and small talk formulas (T. pp. 10-11) Reading cognates (instructor’s materials) | Homework 2 (worksheet posted on Blackboard) Workbook ex. 1-5 (pp. 4-5)

Learn basic Ukrainian greetings and small talk formulas by reviewing Textbook pp. 10-11 and listening to the sound files 8, 9, 10 from the textbook website (link on Blackboard)

<table>
<thead>
<tr>
<th>Wednesday, Aug. 24</th>
<th>Ukraine’s Independence Day! Small talk role-plays Reading cognates and typical Ukrainian names (T. p. 9) More on the Ukrainian alphabet. Palatalization, apostrophe (instructor’s materials) Introductions (T. pp. 12-13)</th>
<th>Homework 3 (worksheet posted on Blackboard) Workbook ex. 6 (p. 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Aug. 25</td>
<td>More reading and pronunciation exercises (instructor’s materials) Professions (T. pp. 14-15) Introductions role-plays</td>
<td>Homework 4 (worksheet posted on Blackboard) Workbook ex. 7-10 (pp. 5-6)</td>
</tr>
<tr>
<td>Friday, Aug. 26</td>
<td>More reading and pronunciation exercises (instructor’s materials) Numbers 0-19 (T. p. 16)</td>
<td>Homework 5 (worksheet posted on Blackboard) Workbook ex. 11-12 (p. 6)</td>
</tr>
</tbody>
</table>
UKRA 104 Cultural Exploration Project: Blog post 1

In the course of this semester, we will explore aspects of Ukrainian culture in greater depth through individual cultural explorations. You will complete two extended cultural explorations, one on an object/product of Ukrainian culture and one on a practice from Ukrainian culture (such as a holiday tradition or wedding customs). For each of these, you will choose an equivalent object/practice from US culture(s) for a comparative analysis. Below are the instructions for your first cultural exploration project:

Write and post to our class Blackboard blog (Exploring Ukrainian and US Cultural Objects) a 1,200-word blog entry comparing a well-known and important object of Ukrainian culture with an equivalent or similar object from US culture(s). These could be objects of high culture (paintings, anthems, famous buildings) or everyday culture (internal Ukrainian passport vs. American driver’s license). Please make sure that the objects you select are truly comparable—that is, they fulfill, at least in part, similar functions in their respective cultures. Your goal should be to choose objects that say something about the two cultures’ values, attitudes, and perspectives and therefore lend themselves to an insightful cultural analysis and comparison.

Research the history, practices, and meanings associated with these objects in their respective cultures. Your blog entry should be based on and cite at least 4 print sources (books, articles, etc.) and at least 4 online sources (online encyclopedias, cultural blogs, websites, etc.) All of your sources and up to 90% of your text may be in English, but please make sure to include some Ukrainian in your entry. One way to do it is to choose an object of Ukrainian culture that is at least in part textual (internal passport, anthem, short folktale, street signs, etc.) and to quote from it in Ukrainian. You may also consider giving you blog entry’s title and subtitles in Ukrainian, writing captions for your images in Ukrainian, and/or using some Ukrainian keywords throughout the entry.

In writing your analysis and comparison of the two objects, strive to address the following questions:
What are the key similarities and differences between these objects and their functioning in their respective cultures? What are the histories of the cultural practices associated with these objects? What cultural values, beliefs, attitudes, and perspectives are “attached” to these objects by the members of the two cultures? What have you learned from the diversity of cultures embodied in these two cultural objects?

Your blog should include at least two images (of the two cultural objects you are comparing), but more visual and/or multimedia elements directly related to your topic are a plus. Please be sure to cite—fully and correctly—all of your sources.

Proofread and polish your blog entry before posting it to Blackboard: both the instructor and your colleagues will be reading it!

For information on how your blog entry will be evaluated, please see the grading rubric on the next page.
| Understanding of Cultural Frameworks | Demonstrates sophisticated understanding of the complexity of elements important to members of Ukrainian culture in relation to its history, politics, economy, values, beliefs, and/or practices | Demonstrates adequate understanding of the complexity of elements important to members of Ukrainian culture in relation to its history, politics, economy, values, beliefs, and/or practices | Demonstrates partial understanding of the complexity of elements important to members of Ukrainian culture in relation to its history, politics, economy, values, beliefs, and/or practices | Demonstrates surface understanding of the complexity of elements important to members of Ukrainian culture in relation to its history, politics, economy, values, beliefs, and/or practices |
| Analysis of Diversity of Cultures | As a result of learning from diversity of cultures, demonstrates evidence of adjustment of own attitudes and perspectives underlying the cultural objects analyzed | Based on the analysis of cultural objects, reflects on how own attitudes and perspectives are different from those in Ukrainian culture. Hypothesizes on what can be learned from the diversity of cultures | Clearly states the differences between the cultural objects themselves. Gives limited analysis of how they point to differences in attitudes and perspectives between cultures | States some differences between the cultural objects themselves. Gives little to no analysis of how they point to differences in attitudes and perspectives between cultures |
| Fulfillment: Objects selection, research requirements, length, ratio of English to Ukrainian, inclusion of images/multimedia elements | Cultural objects chosen are truly comparable and lend themselves to a rich, extended analysis; the quality and quantity of cultural research completed exceed expectations; length, language ratio, and images requirements are completely fulfilled | Cultural objects chosen are comparable and lend themselves to good analysis; the quality and quantity of cultural research completed are adequate; length, language ratio, and images requirements are met | Cultural objects chosen are somewhat comparable and lend themselves to some analysis; the quality and quantity of cultural research completed are barely sufficient for the analysis; length, language ratio, and images requirements are at least 60% met | Cultural objects chosen are hardly comparable and/or yield little analysis; the cultural research completed is minimal; length, language ratio, and images requirements are less than 60% met |
| Mechanics: Citing research, spelling, grammar, spelling of Ukrainian words | All the sources are impeccably cited; there are no errors in citation allowed; there are few errors in spelling (English or Ukrainian) or grammar | All the sources are cited, some errors in citation allowed; there are few errors in spelling (English or Ukrainian) or grammar | Most sources are cited, with many errors; there are some errors in spelling (English or Ukrainian) or grammar | Few sources are cited, citations are partial or incorrect; there are numerous errors in spelling (English or Ukrainian) or grammar, which obscures the author’s intended meaning |