Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 3:22 pm

Viewing: ANTH 115 : World Prehistory
Last edit: 10/19/16 11:18 am
Changes proposed by: womackk

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
Academic Unit: Department of Anthropology (ANTH)
School/College: College of Liberal Arts & Sciences
Locations: Lawrence

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

Title: World Prehistory
Transcript Title: World Prehistory
Effective Term: Spring 2018

Catalog Description: A general introduction to the evolution of human culture around the world from the Lower Paleolithic to the emergence of complex societies. This course covers what archaeology has revealed about the experience of humankind from the origins of stone tool use to the earliest urban settlements in the Middle East, Africa, Asia, Europe, and the Americas.

Prerequisites: None
Cross Listed Courses: None

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Associated Components (Optional): Discussion – Mandatory discussion associated with a main component
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No
Typically Offered: Only Spring Semester
Repeatable for credit? No

Principal Course Designator
Course Designator

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

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

Rationale for Course Proposal: The scope of ANTH 110 had become too broad. It is a better pedagogical approach to offer a course specifically on world prehistory rather than continuing to try and bundle this together with archaeological method, theory, and practice in a single introductory course. The clear distinction between ANTH 115 and ANTH 110 will offer students, especially non-majors, a choice in what they study.

Course Reviewer
Course Inventory Change Request

New Course Proposal

FREN 301: French Written and Oral Communication 1

Date Submitted: 10/20/16 12:38 pm

Academic Career: Undergraduate, Lawrence
Subject Code: FREN
Course Number: 301
Academic Unit: Department: French & Italian (FREN)
Location: Lawrence

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

Title: French Written and Oral Communication 1
Transcript Title: French Written and Oral Comm 1
Effective Term: Fall 2017

Catalog Description: Designed to prepare students for oral and written work in advanced-level French.
Prerequisites: FREN 234, or FREN 240, or FREN 241, or by departmental permission.

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: Typically Every Semester
Repeatable for credit? No

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

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

Justification for counting this course towards the CLAS BA
Students will be able to narrate and describe orally and in writing using the present and past time frames. The course will enable students to produce essentially correct prose, focusing on accuracy, vocabulary development, discussion and writing skills.

How does this course meet the CLAS BA requirements?
Beyond Fourth Level Foreign Language (FP)

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

Which Program(s)?
Program Code - Name
FREN 301, together with FREN 302, will replace FREN 300 as the post-fourth semester language classes required for the major. This is part of the modifications to our current major for which we are submitting a request to change the program.

**Rationale for Course Proposal**
In its current format, FREN 300 is limited primarily to reviewing grammar, using exercises and short paragraphs with little opportunity to work on student writing, nor the chance to develop this by exploring and analyzing cultural and literary texts. The new course format would combine the use of two textbooks, the grammar book currently used and a second textbook that focuses on culture.

**Course Reviewer Comments**
Rachel Schwien (rschwien) (10/10/16 9:21 am): Rollback: to modify prerequisites
### Course Inventory Change Request

**New Course Proposal**

**Date Submitted:** 10/19/16 12:13 am  
**Viewing:** FREN 302: French Written and Oral Communication 2  
**Last edit:** 10/19/16 12:13 am  
**Changes proposed by:** pascott

<table>
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<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>FREN</td>
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</table>
| Academic Unit   | Department: French & Italian (FREN)  
                  | School/College: College of Lib Arts & Sciences |
| Locations       | Lawrence |
| Do you intend to offer any portion of this course online? | No |
| Title           | French Written and Oral Communication 2 |
| Transcript Title| French Written and Oral Comm 2 |
| Effective Term  | Fall 2017 |
| Catalog Description | Designed to further students’ proficiency in oral and written expression for work in advanced-level French. |
| Prerequisites   | FREN 301, or by departmental permission. |
| 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 | Typically Every Semester |
| Repeatable for credit? | No |
| Principal Course Designator | |
| Course Designator | H - Humanities  
                           W - World Culture |
| Are you proposing that the course count towards the CLAS BA degree specific requirements? | Yes |

#### Justification for counting this course towards the CLAS BA

This class is part of a two-part entry level offering (FREN 301 and FREN 302) for a reformed French major and a reformed French minor, which have just been submitted, to replace FREN 300 which is a current requirement for both the French major and the French minor. Students will be able to narrate and describe orally and in writing, using the present, past and future time frames. The course will enable students to produce essentially correct and reasonably elegant prose, focusing on accuracy, vocabulary development, discussion and writing skills and will be a more rigorous linguistic base than the current 3 credit-hour requirement.

#### How does this course meet the CLAS BA requirements?

Beyond Fourth Level Foreign Language (FP)

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

Yes
<table>
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<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
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<tr>
<td></td>
<td>(FREN-BA) French, B.A.</td>
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</table>

**Describe how:**
This will be a required entry-level class for the FREN BA and French minor, being the terminal, second class, together with FREN 301.

**Rationale for Course Proposal**
In its current format, FREN 300 is limited primarily to reviewing grammar, using exercises and short paragraphs with little opportunity to work on student writing, nor the chance to develop this by exploring and analyzing cultural and literary texts. The new course format would combine the use of two textbooks, the grammar book currently used and a second textbook that focuses on culture.

**Course Reviewer Comments**
Rachel Schwien (rschwien) (10/14/16 1:13 pm): Rollback: Will need to accompany FREN 301 and FREN 300
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 1:16 am

Viewing: FREN 434 : Cities of the French-Speaking World

Last edit: 11/02/16 3:38 pm

Changes proposed by: pascott

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<td>Department</td>
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<td>French &amp; Italian (FREN)</td>
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<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
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</table>

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

Title
Cities of the French-Speaking World

Transcript Title
Cities of Fren-Speaking Wrld

Effective Term
Fall 2017

Catalog Description
The course will focus on one major city, or on a group of major cities, former French or Belgian colonies, where French language and Franco-European cultures are still major elements. Emphasis will be on how today's citizens live the cities in their great diversity; how the colonial and decolonial past of each city has affected it; how these cities' responses to globalization are represented through culture and cultural works. Texts, novels, films, print and electronic documents, and other course materials will be used to paint the daily lives, cultural values and challenges of contemporary Francophone global urban communities.

Prerequisites
FREN 301, FREN 302, and FREN 326.

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
H - Humanities
W - World Culture

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

Justification for counting this course towards the CLAS BA
This will be offered as part of the reformed major track I on an elective basis.

How does this course meet the CLAS BA requirements?
Beyond Fourth Level Foreign Language (FP)
Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal

The city or cities studied will be examined in relation to the colonial past and the post- or neocolonial present, with special emphasis on the interaction between indigenous cultures, languages, and cultural production (literature, media, society, religion, history) with French-speaking culture. Emphasis will be on how today’s citizens live the cities in their great diversity.

Course Reviewer Comments

Rachel Schwien (r schwien) (11/01/16 2:07 pm): subcommittee requested clarification on what is meant by "may be designated a I class at the discretion of the instructor"
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 1:02 am

Viewing: FREN 471: Transcending Borders: Migrations, Identities, Voices, Narrative

Last edit: 10/19/16 1:02 am

Changes proposed by: pascott

Academic Career: Undergraduate, Lawrence
Subject Code: FREN
Academic Unit: Department - French & Italian (FREN)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Transcending Borders: Migrations, Identities, Voices, Narrative
Transcript Title: Transcending Borders
Effective Term: Fall 2017

Catalog Description: Study the themes of borders, migrations, and search for individual and collective identity and voice which define modern French and French-speaking cultures in continental France and around the globe. Authors, cultural movements and themes of the period, with an emphasis on twentieth- and twenty-first centuries. Introduce the student to the principal elements of the cultural, intellectual and artistic climate of the time, including literature, film, and other cultural documents and artefacts, print and electronic, visual and aural.

Prerequisites: FREN 301, FREN 302, and FREN 326.

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: H - Humanities
W - World Culture

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

Justification for counting this course towards the CLAS BA:
This will be offered as part of the reformed major track I courses on an elective basis.

How does this course meet the CLAS BA requirements?
Beyond Fourth Level Foreign Language (FP)

Will this course be required for a degree, major, minor, certificate, or concentration?
| Rationale for Course Proposal | The course situates France and French-speaking literatures, media, and cultures in the context of twentieth- and twenty-first century globalization, transnationalism, and immigration. It has been estimated that at least 15% of France's population today is of African or Asian origin, and much of the clandestine spontaneous economic migration across the Sahara and the Mediterranean to Fortress Europ |

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| Course Reviewer Comments | Rachel Schwien (rschwien) (11/02/16 8:35 am): This course may be taught in French or in English. The department does not wish to specify language of instruction in the catalog description (this is consistent to many of their other courses) |
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/19/16 12:29 am  
**Viewing:** FREN 550: Capstone Seminar in French and Francophone Language, Literature, and Culture  
**Last edit:** 10/19/16 12:29 am  
**Changes proposed by:** pascott

### Academic Career
- Undergraduate, Lawrence  

### Subject Code
- FREN

### Academic Unit
- Department: French & Italian (FREN)  
- School/College: College of Lib Arts & Sciences  
- Locations: Lawrence

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

### Title
- Capstone Seminar in French and Francophone Language, Literature, and Culture

### Transcript Title
- Capstone Seminar in French

### Effective Term
- Fall 2017

### Catalog Description
- Small discussion groups, each designed to consider a specific, clearly defined topic, using an interdisciplinary approach and requiring the demonstration of a comprehensive knowledge of the fundamentals in the field as appropriate to the topic. Class discussion based on student presentation. A final comprehensive project required. All discussion and coursework will be in French.

### Prerequisites
- Senior majors; special department permission for other students.

### Cross Listed Courses:

### 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?
- Yes

### Typically Offered
- Once a Year, Usually Spring

### Repeatable for credit?
- Yes

### How many times may this course be taken
- 2 - AND/OR - For how many maximum credits
- 6

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

### Principal Course Designator
- H - Humanities

### Course Designator
- W - World Culture

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

### Justification for counting this course towards the CLAS BA
- Students will acquire a broad and detailed range of knowledge of different fields within French seventeenth-century literary and cultural/historical studies, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, ...
and philosophy), and producing persuasive conclusions from these ideas and materials that not only relate to the early modern period in France but also that may be applied to different periods in human history, notably the twenty-first century.

**How does this course meet the CLAS BA requirements?**
- Beyond Fourth Level Foreign Language (FP)
- Quantitative Reasoning (QR)
- Writing (WRIT)

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**Selected Goal(s)**

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

Yes

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

Yes

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

Students will acquire in depth knowledge of cultural studies, historical studies, literature, film, and art, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, and philosophy), and will be trained to produce persuasive conclusions from these ideas and materials that may be applied to different periods in human history, notably the twenty-first century.

**Selected Learning Outcome(s):**

**Goal 6**

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

Yes

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

A final research paper will be assessed for student outcomes using the rubric for CORE Goal 6 which will comprise the acquisition a range of knowledge of different fields within French and Francophone studies, including cultural studies, historical studies, literature, film, and art, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, and philosophy), and producing persuasive conclusions from these ideas and materials that may be applied to different periods in human history, notably the twenty-first century.

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

---

**Rationale for Course Proposal**

This will add a capstone seminar as part of the requirement for the French major and will be a senior-level class that synthesizes and consolidates previous classes, notably in the production of an analytic research paper on an interdisciplinary topic that satisfies the requirements of CORE goal 6.

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**KU Core Information**

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

Yes

**Name of person giving departmental approval**

Bruce Hayes

**Date of Departmental Approval**

01/21/15

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**Which Program(s)?**

<table>
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<tr>
<th>Program Code - Name</th>
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<tr>
<td>(FREN-BA) French, B.A.</td>
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</table>

**Describe how:**

This course will constitute the senior capstone requirement of the revised major, the request for which have just been submitted.
The final research paper is a scaffolded assignment with stages including a research outline, annotated bibliography, drafts, and meetings with the instructor, training students to process, evaluate, and use sources in order to support an original thesis. The various phases of the project will consolidate students’ analytical skills and ability to construct an original piece of work with supporting evidence over staggered deadlines.

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

The identification and use of critical sources to support an original thesis and conclusion which includes several disciplines is a crucial component of the course. The syllabus highlights that the research paper meets CORE goal 6 in its requirement of an original piece of work that uses a number of sources and contains solid, well-argued conclusions.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 09/27/16 3:51 pm  
**Last edit:** 09/27/16 3:51 pm

**Viewing:** *HA 331: Northern European Art from Van Eyck to Brueghel*

**Changes proposed by:** lcloar

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<td>Subject Code</td>
<td>HA</td>
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<tr>
<td>Course Number</td>
<td>331</td>
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<tr>
<td>Academic Unit</td>
<td>History of Art (HA)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Locations</td>
<td>Lawrence</td>
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</tbody>
</table>

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

**Title**  
Northern European Art from Van Eyck to Brueghel

**Transcript Title**  
N.Europe Art: VanEyck-Brueghel

**Effective Term**  
Fall 2017

**Catalog Description**  
This course examines Bohemian, French, Netherlandish, and German art in the 14th–16th centuries in settings ranging from religious foundations to noble courts and cities. Participants in the course will consider painting, prints, sculpture, and manuscripts from the era of Jan van Eyck to that of Hieronymus Bosch and Pieter Brueghel the Elder.

**Prerequisites**  
HA 100, HA 150, HA 151, or the equivalent, or consent of instructor

**Cross Listed Courses:**

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

**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**  
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
HA 331: Northern European Art from Van Eyck to Brueghel

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(HA-BA/BGS) History of Art, B.A./B.G.S.</td>
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</table>

Describe how: HA 331 will be listed under the degree requirement "Breadth Courses: Complete one course at or above the 300 level in each of the following six categories". HA 331 will be listed under category "B. Art between 1300 and 1600: European, Mediterranean, or Near Eastern".

Rationale for Course Proposal

The content of HA 575, the only course to cover late medieval-early modern Northern European Art, was more appropriate for a 300-level course, so we propose HA 331, a revamped version of that course, in its place.

Course Reviewer Comments

Rachel Schwien (rschwien) (09/30/16 11:49 am): waiting for accompanying change to major
**Course Inventory Change Request**

**New Course Proposal**

Date Submitted: 10/17/16 11:18 am

**Viewing: HA 511 : From Court to City: Northern Art**

Last edit: 10/17/16 11:18 am

Changes proposed by: lcloar

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<td>Subject Code</td>
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<tr>
<td>Academic Unit</td>
<td>History of Art (HA)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Locations</td>
<td>Lawrence</td>
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Do you intend to offer any portion of this course online?

No

Title

From Court to City: Northern Art

Transcript Title

From Court to City: Northern Art

Effective Term

Fall 2017

Catalog Description

This course will examine painting, manuscripts, metalwork, tapestry, ivories, prints, and ephemeral arts—such as the material culture of feasts or the entry processions of rulers into cities—in order to gain insight into the place of the arts in late medieval and Renaissance culture in the fourteenth and fifteenth centuries. In addition to discussion of noble, clerical and civic patronage and of artistic style, participants in this course will consider such additional topics as artistic production and the development of art markets in cities.

Prerequisites

HA 100, HA 150, HA 151, or the equivalent, or consent of instructor

Cross Listed Courses:

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<th>Credits</th>
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<tbody>
<tr>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
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<tr>
<td>Typically Offered</td>
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<td>Repeatable for credit?</td>
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<tr>
<td>Course Designator</td>
<td>H - Humanities</td>
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Are you proposing that the course count towards the CLAS BA degree specific requirements?

No

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

Yes

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(HA-BA/BGS) History of Art, B.A./B.G.S.</td>
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</table>

Describe how:

HA 511 will be listed under the degree requirement "Breadth Courses: Complete one course at or above the 300 level in each of the following six categories". HA 511 will be listed under category "B. Art between 1300 and 1600: European, Mediterranean, or
To date, there has only been one general course offered by Art History to cover Late Medieval and Early Modern Northern European Art. HA 511 will offer a more focused study of the arts in the fourteenth and fifteenth centuries. It will be arranged topically around the themes of place, market, and patronage.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/17/16 11:18 am

Viewing: HA 512 : Humanism and Reform: 16th Century Northern European Art

Last edit: 10/17/16 11:18 am

Changes proposed by: lcloar

Academic Career: Undergraduate, Lawrence
Subject Code: HA
Course Number: 512
Academic Unit: Department of History of Art (HA)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Humanism and Reform: 16th Century Northern European Art
Transcript Title: Humanism & Reform: 16C. N. Euro Art
Effective Term: Fall 2017

Catalog Description: This course explores the history of Northern European painting, manuscripts, printed books, sculpture, prints, and architecture paying particular attention to the artists and patrons that produced and consumed art, the function of artistic objects in settings ranging from church to palace, and the impact of humanism and the Reformation on the arts. Bosch, Brueghel, Cranach, Düer, and Holbein will be considered among other artists.

Prerequisites: HA 100, HA 150, HA 151, or the equivalent, or consent of instructor

Cross Listed Courses: 

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
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?
Yes

Which Program(s)?

Program Code - Name
(HA-BA/BGS) History of Art, B.A./B.G.S.

Describe how:

HA 512 will be listed under the degree requirement "Breadth Courses: Complete one course at or above the 300 level in each of the following six categories". HA 512 will be listed under category "B. Art between 1300 and 1600: European, Mediterranean, or..."
courseleaf?courseadmin...
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/10/16 9:30 am

**Viewing:** HIST 227: America's Worst Presidents

**Last edit:** 10/10/16 9:30 am

**Changes proposed by:** acan

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<td>Course Number</td>
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**Do you intend to offer any portion of this course online?**

No

**Title**

America's Worst Presidents

**Transcript Title**

America's Worst Presidents

**Effective Term**

Spring 2017

**Catalog Description**

Who were America's worst presidents and why? In this course, we'll consider what makes for a successful presidency, then examine how and why things went wrong for half a dozen chief executives. Students are welcome to challenge the professor's choices. Students will evaluate a presidency of their choice in the final project.

**Prerequisites**

None

**Cross Listed Courses:**

- None

**Credits**

3

**Course Type**

Seminar (SEM)

**Grading Basis**

A-D(+/-)FI

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

No

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

No

**Typically Offered**

Every Three Semesters

**Repeatable for credit?**

No

**Principal 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>(HIST-BA/BGS) History, B.A./B.G.S.</td>
</tr>
<tr>
<td>(HIST-MIN) History, Minor</td>
</tr>
</tbody>
</table>

**Describe how:**

This course will count toward the Category 1 requirement of the History major and minor. I will include this course when updating the program information.
Rationale for Course Proposal
To get a better understanding of the demands of the presidency, how it has changed over time, and what constitutes failure. Also to consider how historical reputations change over time.

Course Reviewer

Rachel Schwien (rschwien) (10/18/16 2:26 pm): subcommittee has requested statement of support from Political Science

Rachel Schwien (rschwien) (10/21/16 1:35 pm): Don Haider-Markel in POLS gives support for this course

Rachel Schwien (rschwien) (10/25/16 10:05 am): POLS support received 10/25
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/16 10:04 am

Viewing: HUM 366: Fat, Food and the Body in Global Perspective
Also listed as: WGSS 366

Last edit: 10/20/16 4:01 pm
Changes proposed by: arcs

Academic Career: Undergraduate, Lawrence
Subject Code: HUM
Course Number: 366
Academic Unit: Humanities (HUM)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Fat, Food and the Body in Global Perspective
Transcript Title: Fat, Food and Body in Global
Effective Term: Fall 2017

Catalog Description:
An examination of fat and food as they relate to human embodiment in a variety of world locations. Bringing into a dialogue a number of disciplinary voices, including anthropology, fat studies, feminist theory, food studies, history, medicine, and psychology, the course applies theories of culture and embodiment to select global case studies as a means of approaching the pleasures, anxieties, health implications, and symbolic functions of ingesting food and drink. Topics may include the cultural and gender politics of fatness and thinness; anorexia and feederism; food, sex, and animality; vegetarianism, food scares, and food purity movements; neoliberalism and the consuming body; and the material and symbolic aspects of fats and oils.

Prerequisites: None

Cross Listed Courses:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>WGSS 366</td>
<td>Fat, Food and the Body in Global Perspective</td>
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</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: Every Three Semesters
Repeatable for credit? No

Principal 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 the first KU course to examine the global issue of fat and fatness from the perspective of gender and culture as well health and fitness, and one of the few to incorporate a significant amount of scholarship emerging in fat studies. The course is intended for
inclusion in new certificate program in Global Medical Humanities currently being developed.

Rachel Schwien (rschwien) (10/20/16 4:00 pm): Katie Batza (WGSS) approves of the cross listing

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
New Course Proposal

JWSH 330: Mystical Tradition in Judaism

Date Submitted: 10/14/16 3:41 pm

Viewing: JWSH 330: Mystical Tradition in Judaism

Also listed as: REL 329

Last edit: 10/19/16 1:08 pm

Changes proposed by: c461a855

Academic Career: Undergraduate, Lawrence
Subject Code: JWSH
Course Number: 330
Department: Global & International Studies (GIST)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Mystical Tradition in Judaism
Transcript Title: Mystical Tradition in Judaism
Effective Term: Spring 2017

Catalog Description:
Mystical experiences and supernatural encounters in Jewish texts and tradition: Dybbuks and demons, angels and Elijah; from ecstatic enlightenment to succumbing to satan – Jewish texts and tradition are riddled with the arcane, the occult and the mystical. This course will mine the sources for a deep exploration of these aspects of Judaism that are most often obscured by "normative" teachings and practices, yet remain deeply embedded in the customs and beliefs of Jews around the world.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>REL 329</td>
<td>Mystical Tradition in Judaism</td>
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</tbody>
</table>

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: Not offered every year
Repeatable for credit?
No

Principal 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 has been offered previously a minimum of 3 times as JWSH 300: Topics In Jewish Studies, and should therefore be an official course in the catalog.
Hamsa Stainton (h208s676) (10/15/16 10:11 am): As the Undergraduate Director for Religious Studies and in consultation with our Department Chair, I approve this cross-listing. I'm not sure what else exactly I need to do to support this cross-listing, so please just be in touch if I can do anything else! Thank you, Hamsa Stainton stainton@ku.edu
# Course Inventory Change Request

## New Course Proposal

Date Submitted: 10/18/16 4:46 pm  

**Viewing:** LAA 310: Topics in LAA - Anthropology: ________  

**Last edit:** 10/25/16 10:41 am  

Changes proposed by: sarias  

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<th>Academic Career</th>
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<tr>
<td>Subject Code</td>
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</tr>
<tr>
<td>Academic Unit</td>
<td>Department: Latin American &amp; Caribbean Std (LAA)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

**Title**  
Topics in LAA - Anthropology: ________

**Transcript Title**  
Topics in LAA - Anthropology

**Effective Term**  
Fall 2017

**Catalog Description**  
A Latin American and Caribbean topics course with content related to the Anthropology disciplinary group of the Latin American studies major. May be repeated for credit.

**Prerequisites**  
none

**Cross Listed Courses:**  

**Credits**  
3

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

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

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

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

**Typically Offered As necessary**  
Yes

**Repeatable for credit?**  
Yes

**How many times may this course be taken?**  
99

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

**Principal Course Designator**  
W - World Culture

**Course Designator**  

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

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

**Rationale for Course Proposal**  
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Anthropology disciplinary group of the LAA major.
LAA 310: Topics in LAA - Anthropology:________
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 4:52 pm

Viewing: LAA 311 : Topics in LAA - History:

Last edit: 10/25/16 10:42 am

Changes proposed by: sarias

Academic Career: Undergraduate, Lawrence
Subject Code: LAA
Course Number: 311
Academic Unit: Department - Latin American & Caribbean Std (LAA)
School/College - College of Lib Arts & Sciences
Locations - Lawrence

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

No

Title: Topics in LAA - History:

Transcript Title: Topics in LAA - History

Effective Term - Fall 2017

Catalog Description:
A Latin American and Caribbean topics course with content related to the History disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites - none

Cross Listed Courses:

Credits - 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis - A-D(+-)FIP

Is this course part of the University Honors Program? - No
Are you proposing this course for KU Core? - No
Typically Offered As necessary
Repeatable for credit? - Yes

How many times may this course be taken? - 99
Can a student be enrolled in multiple sections in the same semester? - Yes

Principal Course Designator
Course Designator - U - Undesignated elective

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

No

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

No

Rationale for Course Proposal major:
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the History disciplinary group of the LAA
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 4:56 pm  
**Last edit:** 10/25/16 10:42 am

**Changes proposed by:** sarias

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<td>Department</td>
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<td><strong>Department</strong></td>
<td>Latin American &amp; Caribbean Std (LAA)</td>
</tr>
<tr>
<td><strong>School/College</strong></td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

**Title**  
Topics in LAA - SpAmLit:______

**Transcript Title**  
Topics in LAA - SpAmLit

**Effective Term**  
Fall 2017

**Catalog Description**  
A Latin American and Caribbean topics course with content related to the Spanish American Literature and Culture disciplinary group of the Latin American studies major. May be repeated for credit.

**Prerequisites**  
none

**Cross Listed Courses:**  

**Credits**  
3

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

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

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

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

**Typically Offered**  
As necessary

**Repeatable for credit?**  
Yes

**How many times may this course be taken**  
99

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

**Principal Course Designator**

**Course Designator**

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

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

**Rationale for**  
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary

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**Approval Path**

1. **10/26/16 12:26 pm**  
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

2. **11/01/16 1:57 pm**  
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee
LAA 312: Topics in LAA - SpAmLit:______

Course Proposal

Comments

Course Proposal groups. This course allows us to schedule topics sections for courses that would fall within the Spanish American Literature and Culture disciplinary group of the LAA major.

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 10/18/16 5:00 pm  
**Viewing:** LAA 313 : Topics in LAA - BrazilLit:_____

**Last edit:** 10/25/16 10:43 am  
**Changes proposed by:** sarias

### Academic Career
Undergraduate, Lawrence

### Subject Code
LAA

### Academic Unit
Department: Latin American & Caribbean Std (LAA)  
School/College: College of Lib Arts & Sciences

### Locations
Lawrence

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

### Title
Topics in LAA - BrazilLit:_____

### Transcript Title
Topics in LAA - BrazilLit

### Effective Term
Fall 2017

### Catalog Description
A Latin American and Caribbean topics course with content related to the Brazilian Literature and Culture disciplinary group of the Latin American studies major. May be repeated for credit.

### Prerequisites
none

### Cross Listed Courses:

### Credits
3

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

### Grading Basis
A-D(+/-)FIP

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

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

### Typically Offered
As necessary

### Repeatable for credit?
Yes

### How many times may this course be taken
99

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

### Principal Course Designator
U - Undesignated elective

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

### Will this course be required for a degree, major, minor, certificate, or concentration?
No
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would fall within the Brazilian Literature and Culture disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:05 pm

Viewing: LAA 314 : Topics in LAA - Latino and Caribbean Literature:

Last edit: 10/25/16 10:43 am

Changes proposed by: sarias

Academic Career: Undergraduate, Lawrence
Subject Code: LAA
Course Number: 314
Academic Unit: Latin American & Caribbean Std (LAA)
Department: College of Lib Arts & Sciences
School/College: Lawrence

Locations

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

No

Title: Topics in LAA - Latino and Caribbean Literature:

Transcript Title: Topics in LAA - LtnoLit

Effective Term: Fall 2017

Catalog Description: A Latin American and Caribbean topics course with content related to the Latino/a and Caribbean Literature disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites: none

Does a student need to be admitted to the Cross Listed Courses:

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

MD Course Category

Course Offered as

Year of Student

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: As necessary

Repeatable for credit? Yes

How many times may this course be taken?
99

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

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

Principal Course Designator
Course Designator: U - Undesignated elective

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

No

Justification for counting this course towards the CLAS BA

How does this course meet the CLAS BA requirements?

Is this course for licensure?

Describe how:

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

No

Which Program(s)?

Rationale for Course Proposal:

We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Latino/a and Caribbean Literature disciplinary group of the LAA major.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 5:08 pm  

**Viewing:** LAA 315: Topics in LAA - Film Music Arts:______  

**Last edit:** 10/25/16 10:44 am  

Changes proposed by: sarias

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### Academic Career
- Undergraduate, Lawrence

### Subject Code
- LAA

### Academic Unit
- **Department:** Latin American & Caribbean Std (LAA)  
- **School/College:** College of Lib Arts & Sciences

### Locations
- Lawrence

### Title
- Topics in LAA - Film Music Arts:______

### Transcript Title
- Topics in LAA - Arts

### Effective Term
- Fall 2017

### Catalog Description
- A Latin American and Caribbean topics course with content related to the Film, Music, Arts disciplinary group of the Latin American studies major. May be repeated for credit.

### Prerequisites
- None

### Cross Listed Courses:

### Credits
- 3

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

### Grading Basis
- A-D(+/-)FIP

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

### Are you proposing this course for KU Core?
- No

### Typically Offered
- As necessary

### Repeatable for credit?
- Yes

### How many times may this course be taken?
- 99

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

---

### Principal Course Designator
- U - Undesignated elective

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

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

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### Rationale for Course Proposal
- We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Film, Music, Arts disciplinary group of the LAA major.
LAA 315: Topics in LAA - Film Music Arts:____

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:12 pm

Viewing: LAA 316: Topics in LAA - Geography and Environment:

Last edit: 10/25/16 10:44 am

Changes proposed by: sarias

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<tbody>
<tr>
<td>Subject Code</td>
<td>LAA</td>
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<tr>
<td>Academic Unit</td>
<td>Latin American &amp; Caribbean Std (LAA)</td>
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<tr>
<td>Locations</td>
<td>Lawrence</td>
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<td></td>
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</table>

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

Title
Topics in LAA - Geography and Environment:

Transcript Title
Topics in LAA - GeogEvrn

Effective Term
Fall 2017

Catalog Description
A Latin American and Caribbean topics course with content related to the Geography and Environment disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites
none

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FIP

Is this course part of the University Honors Program? [No]

Are you proposing this course for KU Core? [No]

Typically Offered
As necessary

Repeatable for credit? [Yes]

How many times may this course be taken?
99

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

Principal Course Designator

Course Designator
U - Undesignated elective

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

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

In Workflow
1. CLAS
   Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Committee
6. Registrar
7. PeopleSoft

Approval Path
1. 10/26/16 12:26 pm
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/01/16 1:58 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee

Course: LAA 316: Topics in LAA - Geography and Environment:

http://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Geography and Environment disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:15 pm

Viewing: LAA 317: Topics in LAA - Pols Soc Bus Econ:

Last edit: 10/25/16 10:45 am

Changes proposed by: sarias

Academic Career: Undergraduate, Lawrence
Subject Code: LAA  
Course Number: 317
Academic Unit: Department - Latin American & Caribbean Std (LAA)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Topics in LAA - Pols Soc Bus Econ:
Transcript Title: Topics in LAA - PSBE
Effective Term: Fall 2017

Catalog Description: A Latin American and Caribbean topics course with content related to the Politics, Society, Business and Economy disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites: none

Cross Listed Courses:

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core?  No
Typically Offered: As necessary
Repeatable for credit? Yes

How many times may this course be taken? 99
Can a student be enrolled in multiple sections in the same semester? Yes

Does this course fulfill RSRS (Research Skills)?

Principal Course Designator: U - Undesignated elective

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

Justification for counting this course towards the CLAS BA: 

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

Approval Path:
1. 10/26/16 12:26 pm
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/01/16 1:58 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee
Rationale for Course Proposal

We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would fall within the Politics, Society, Business and Economy disciplinary group of the LAA major.
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 10/18/16 5:19 pm  
**Viewing:** LAA 318: Topics in LAA - TransAtl and TransNat:_____  
**Last edit:** 10/25/16 10:45 am  
**Changes proposed by:** sarias

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<td>Subject Code</td>
<td>LAA</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Latin American &amp; Caribbean Std (LAA)</td>
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<td>School/College</td>
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<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Topics in LAA - TransAtl and TransNat:_____</td>
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<td>Transcript Title</td>
<td>Topics in LAA - TrsAtl-Ntl</td>
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<tr>
<td>Effective Term</td>
<td>Fall 2017</td>
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<tr>
<td>Catalog Description</td>
<td>A Latin American and Caribbean topics course with content related to the Transatlantic and Transnational disciplinary group of the Latin American studies major. May be repeated for credit.</td>
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<tr>
<td>Prerequisites</td>
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<td>Cross Listed Courses:</td>
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<td>Credits</td>
<td>3</td>
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<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<td>Grading Basis</td>
<td>A-(+/-)FIP</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>As necessary</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
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</table>

**Rationale for Course Proposal**  
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would fall within the Transatlantic and Transnational disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:23 pm

Viewing: LAA 319 : Topics in LAA - Methodology and Theory:_______

Last edit: 10/25/16 10:46 am

Changes proposed by: sarias

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<td>Academic Unit</td>
<td>Department: Latin American &amp; Caribbean Std (LAA)</td>
</tr>
<tr>
<td></td>
<td>School/College: College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
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</tbody>
</table>

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

Title: Topics in LAA - Methodology and Theory:_______

Transcript Title: Topics in LAA - MthdThry

Effective Term: Fall 2017

Catalog Description: A Latin American and Caribbean topics course with content related to the Methodology and Theory disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites: none

Cross Listed Courses:

Credits: 3

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

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

MD Course Category: As necessary

Is this course part of the University Honors Program? 
No

Are you proposing this course for KU Core? 
No

Typically Offered: 

Repeatable for credit? 
Yes

How many times may this course be taken? 
99

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

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

Principal Course Designator: U - Undesignated elective

Are you proposing that the course count towards the CLAS BA degree specific requirements?
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would fall within the Methodology and Theory disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 4:50 pm

Viewing: LAA 510: Topics in LAA - Anthropology: ________

Last edit: 10/26/16 12:23 pm

Changes proposed by: sarias

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<td>Do you intend to offer any portion of this course online?</td>
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<td>Fall 2017</td>
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<td>Catalog Description</td>
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<td>Is this course part of the University Honors Program?</td>
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<td>Repeatable for credit?</td>
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<td>How many times may this course be taken</td>
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<td>Can a student be enrolled in multiple sections in the same semester?</td>
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Principal Course Designator

Course Designator: U - Undesignated elective

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

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

Rationale for Course Proposal

We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Anthropology disciplinary group of the LAA major.
LAA 510: Topics in LAA - Anthropology: ________

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 4:54 pm  
**Viewing:** LAA 511: Topics in LAA - History:______  
**Last edit:** 10/26/16 12:23 pm

Changes proposed by: sarias

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<td>College of Lib Arts &amp; Sciences</td>
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<td>Locations</td>
<td>Lawrence</td>
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**Do you intend to offer any portion of this course online?**  
No

**Title**  
Topics in LAA - History:______

**Transcript Title**  
Topics in LAA - History

**Effective Term**  
Fall 2017

**Catalog Description**  
A Latin American and Caribbean topics course with content related to the History disciplinary group of the Latin American studies major. May be repeated for credit.

**Prerequisites**  
LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level

**Cross Listed Courses:**

<table>
<thead>
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**Course Type**  
Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**  
A-(+/-)FIP

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

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

**Typically Offered**  
As necessary

**Repeatable for credit?**  
Yes

**How many times may this course be taken?**  
99

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

**Principal Course Designator**

<table>
<thead>
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<th>U - Undesignated elective</th>
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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**

We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary...
<table>
<thead>
<tr>
<th>Course Proposal</th>
<th></th>
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<tbody>
<tr>
<td>groups. This course allows us to schedule topics sections for courses that would that fall within the History disciplinary group of the LAA major.</td>
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LAA 511: Topics in LAA - History: ______
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 10/18/16 4:57 pm  
**Last edit:** 10/26/16 12:23 pm  
Changes proposed by: sarias

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<td>Do you intend to offer any portion of this course online?</td>
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<tr>
<td>Title</td>
<td>Topics in LAA - SpAmLit:_____</td>
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<tr>
<td>Effective Term</td>
<td>Fall 2017</td>
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**Catalog Description**
A Latin American and Caribbean topics course with content related to the Spanish American Literature and Culture disciplinary group of the Latin American studies major. May be repeated for credit.

**Prerequisites**
LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level

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

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

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

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

**Typically Offered**
As necessary

**Repeatable for credit?**
Yes

**How many times may this course be taken?**
99

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

**Principal Course Designator**
U - Undesignated elective

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

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

**Rationale for Course Proposal**
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Spanish American Literature and Culture disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:02 pm

Viewing: LAA 513 : Topics in LAA - BrazilLit:______

Last edit: 10/26/16 12:23 pm

Changes proposed by: sarias

Academic Career: Undergraduate, Lawrence
Subject Code: LAA
Academic Unit: Department - Latin American & Caribbean Std (LAA)
School/College: College of Lib Arts & Sciences

Locations: Lawrence

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

Title: Topics in LAA - BrazilLit:______
Transcript Title: Topics in LAA BrzLit
Effective Term: Fall 2017

Catalog Description:
A Latin American and Caribbean topics course with content related to the Brazilian Literature and Culture disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites:
LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level

Cross Listed Courses:

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered As necessary
Repeatable for credit?
Yes

How many times may this course be taken?
99
Can a student be enrolled in multiple sections in the same semester?
Yes

Principal Course Designator: U - Undesignated elective

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

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

Rationale for Course Proposal:
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Brazilian Literature and Culture disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:06 pm

Viewing: LAA 514 : Topics in LAA - Latino and Caribbean Literature:

Last edit: 10/26/16 12:24 pm

Changes proposed by: sarias

Academic Career: Undergraduate, Lawrence
Subject Code: LAA
Academic Unit: Department of Latin American & Caribbean Studies (LAA)
School/College: College of Liberal Arts & Sciences
Locations: Lawrence

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

Title: Topics in LAA - Latino and Caribbean Literature:

Transcript Title: Topics in LAA - LtnoLit

Effective Term: Fall 2017

Catalog Description: A Latin American and Caribbean topics course with content related to the Latino/a and Caribbean Literature disciplinary group of the Latin American studies major. May be repeated for credit.

Prerequisites: LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level

Cross Listed Courses:

Credits: 3

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

Grading Basis: A-D(+-)FIP

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: As necessary

Repeatable for credit? Yes

How many times may this course be taken? 99

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

Principal Course Designator: U - Undesignated elective

Course Designator:

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

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

Rationale for Course Proposal: We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Latino/a and Caribbean Literature...
disciplinary group of the LAA major.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 5:10 pm  
**Viewing:** LAA 515 : Topics in LAA - Film Music Arts:______  
**Last edit:** 10/26/16 12:24 pm  
**Changes proposed by:** sarias

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<td>Department</td>
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<td>Latin American &amp; Caribbean Std (LAA)</td>
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<td>College of Lib Arts &amp; Sciences</td>
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</table>

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

**Title**  
Topics in LAA - Film Music Arts:______

**Transcript Title**  
Topics in LAA - Arts

**Effective Term**  
Fall 2017

**Catalog Description**  
A Latin American and Caribbean topics course with content related to the Film, Music, Arts disciplinary group of the Latin American studies major. May be repeated for credit.

**Prerequisites**  
LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level

**Cross Listed Courses:**  
No

**Credits**  
3

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

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

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

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

**Typically Offered**  
As necessary

**Repeatability for credit?**  
Yes

**How many times may this course be taken?**  
99

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

**Principal Course Designator**  
U - Undesignated elective

**Course Designator**  
U - Undesignated elective

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

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

**Rationale for Course Proposal**  
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Film, Music, Arts disciplinary group of the LAA major.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 5:14 pm  
**Viewing:** LAA 516 : Topics in LAA - Geography and Environment: _____  
**Last edit:** 10/26/16 12:24 pm  
**Changes proposed by:** sarias

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<td><strong>Title</strong></td>
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<td><strong>Effective Term</strong></td>
<td>Fall 2017</td>
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<td><strong>Catalog Description</strong></td>
<td>A Latin American and Caribbean topics course with content related to the Geography and Environment disciplinary group of the Latin American studies major. May be repeated for credit.</td>
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<td><strong>Prerequisites</strong></td>
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<td><strong>Course Type</strong></td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<td><strong>Is this course part of the University Honors Program?</strong></td>
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<td><strong>Are you proposing this course for KU Core?</strong></td>
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<td><strong>Typically Offered</strong></td>
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<td><strong>Repeatable for credit?</strong></td>
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<tr>
<td><strong>How many times may this course be taken?</strong></td>
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<tr>
<td><strong>Can a student be enrolled in multiple sections in the same semester?</strong></td>
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**Principal Course Designator**  
**Course Designator**  
**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**  
We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Geography and Environment.
disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 5:17 pm

Viewing: LAA 517 : Topics in LAA - Pols Soc Bus Econ:_____

Last edit: 10/26/16 12:25 pm

Changes proposed by: sarias

- **Academic Career**: Undergraduate, Lawrence
- **Subject Code**: LAA
- **Course Number**: 517
- **Academic Unit**
  - **Department**: Latin American & Caribbean Std (LAA)
  - **School/College**: College of Lib Arts & Sciences
- **Locations**: Lawrence
- **Do you intend to offer any portion of this course online?**
  - No
- **Title**: Topics in LAA - Pols Soc Bus Econ:_____
- **Transcript Title**: Topics in LAA - PSBE
- **Effective Term**: Fall 2017
- **Catalog Description**: A Latin American and Caribbean topics course with content related to the Politics, Society, Business and Economy disciplinary group of the Latin American studies major. May be repeated for credit.
- **Prerequisites**: LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level
- **Cross Listed Courses**:
- **Credits**: 3
- **Course Type**: Lecture (Regularly scheduled academic course) (LEC)
- **Grading Basis**: A-(+/-)FIP
- **Is this course part of the University Honors Program?**
  - No
- **Are you proposing this course for KU Core?**
  - No
- **Typically Offered**: As necessary
- **Repeatable for credit?**
  - Yes
  - How many times may this course be taken: 99
  - Can a student be enrolled in multiple sections in the same semester? Yes
- **Principal Course Designator**: U - Undesignated elective
- **Course Designator**
- **Are you proposing that the course count towards the CLAS BA degree specific requirements?**
  - No
- **Will this course be required for a degree, major, minor, certificate, or concentration?**
  - No

Rationale for Course Proposal

We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Politics, Society, Business and Economy disciplinary group of the LAA major.
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 10/18/16 5:20 pm  
**Viewing:** **LAA 518 : Topics in LAA - TransAtl and TransNat:**

**Course Inventory Change Request**

**Changes proposed by:** sarias

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

- No

**Title**

- Topics in LAA - TransAtl and TransNat:_____

**Transcript Title**

- Topics in LAA - TrsAtl-Ntl

**Effective Term**

- Fall 2017

**Catalog Description**

- A Latin American and Caribbean topics course with content related to the Transatlantic and Transnational disciplinary group of the Latin American studies major. May be repeated for credit.

**Prerequisites**

- LAA 100/HIST 124 or LAA 300 or any LAA course at the 300 level

**Cross Listed Courses:**

- LAA 518: Topics in LAA - TransAtl and TransNat:_____

**Credits**

- 3

**Course Type**

- Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

- A-D(+/-)FIP

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

- No

**Typically Offered**

- As necessary

**Repeatability for credit?**

- Yes

**How many times may this course be taken?**

- 99

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

- Yes

**Principal Course Designator**

- U - Undesignated elective

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

- No

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

- No

**Rationale for Course Proposal**

- We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Transatlantic and Transnational disciplinary group of the LAA major.
### New Course Proposal

**Course: LAA 519 : Topics in LAA - Methodology and Theory:**

**Date Submitted:** 10/18/16 5:24 pm

**Last edit:** 10/26/16 12:25 pm

**Changes proposed by:** sarias

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<td>Transcripts Title</td>
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<td>Effective Term</td>
<td>Fall 2017</td>
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<tr>
<td>Catalog Description</td>
<td>A Latin American and Caribbean topics course with content related to the Methodology and Theory disciplinary group of the Latin American studies major. May be repeated for credit.</td>
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<td>Typically Offered</td>
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<td>Repeatable for credit?</td>
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**Rationale for Course Proposal:**

We have proposed a new set of major requirements for the LAA major that requires students to take courses from different disciplinary groups. This course allows us to schedule topics sections for courses that would that fall within the Methodology and Theory disciplinary group of the LAA major.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 4:41 pm

Viewing: PHSX 420: Science and Policy

Last edit: 10/21/16 2:49 pm

Changes proposed by: tatekris

Academic Career: Undergraduate, Lawrence
Subject Code: PHSX
Academic Unit: Department of Physics & Astronomy (PHSX)
School/College: College of Liberal Arts & Sciences
Locations: Lawrence

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

No

Title: Science and Policy
Transcript Title: Science and Policy
Effective Term: Spring 2017

Catalog Description: An introduction to the relationship between science and public policy. The mutual interactions between public policy and scientific practice are explored within an ethical framework with examples that include energy and sustainability issues. An experiential course where students will be asked to develop and implement ethical solutions and engage meaningfully on a practicum project for local, regional, national, or international partners who are working on policy decisions which have technology implications. Honors credit is available for this course.

Prerequisites: Eligibility for Math 101

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

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

Yes

Typically Offered: On a Rotating Basis
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: In order for students to apply their scientific knowledge, they have to gain a global awareness and sensitivity for the environment in which science is used in society. This course is intended to introduce students to issues that impact the practical conduct of science with engaged scholarship by executing a project in a socially responsible and ethical manner.

KU Core Information

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

Yes
<table>
<thead>
<tr>
<th>Selected Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.</td>
</tr>
<tr>
<td>The focus of the course on science and policy is student projects where scientific solutions to societal problems can be implemented in a socially responsible way with local, national, or global communities. To execute the projects, students have to understand the current policies, including ethical underpinnings, and suggest ways to improve their implementation. The students work with members of the public in a collaborative way on their projects. The course also utilizes a textbook that presents ethical frameworks and case studies. Students are tested on the material in the book and submit an ethics reflection paper about their project. This class is submitted for Goal 5, learning outcome 2, as they will complete a practicum that meets a community need which accounts for 50% of their course grade.</td>
</tr>
</tbody>
</table>

Selected Learning Outcome(s):

**Goal 5, Learning Outcome 2**

Describe how your internship or practicum meets a community need and requires evidence that students understand and have practiced ethical behavior and ethical decision-making. Please also discuss how the students will have made a positive contribution to the population served. (Please limit responses to 1000 characters.)

There are readings on scientific ethics and ethical frameworks as part of the course which are discussed thoroughly in class. One example of a case studied is stem cell research. A particular focus of one textbook is how scientists represent their research to the public and advocate for policies. See the syllabus for the textbooks. The students are tested over the material in the books and also have to complete a reflection paper where they identify potential ethical decisions associated with their service project. Here, they have to discuss the scientific aspects of responsible conduct of research as well as the associated social responsibility and ethical issues. In particular, they have to identify the positive and negative ethical dimensions of the current public policy associated with their project. They present a final oral presentation where the ethical framework for the project is also described. The G5 Rubric attached will be used to assess this outcome.

KU Core Documents

- PHSX-420-syl-d.doc
- Additional Details for Goal 5, Learning Outcome 2 Proposal - PHSX 420.docx
- G5_Rubric.pdf
Program Change Request

Viewing: FREN-BA : French, B.A.

Date Submitted: 10/18/16 11:35 pm

Changes proposed by: pascott

Catalog Pages
Using this Program

Academic Career Undergraduate, Lawrence
Program Type Degree/Major
Department/Program French & Italian (FREN)
School/College College of Lib Arts & Sciences
Degree Code Bachelor of Arts - BA
Consulting School(s)/College(s)
Consulting Department(s)
CIP Code 160901
Program Name French, B.A.
Do you intend to offer a track(s)? No
Do you intend for this program to be offered online? No
Effective Catalog 2017 - 2018

Program Description
The major in French is a program consisting of ten, three-credit courses in which students pursue studies in French beyond the beginning and intermediate levels. In consultation with departmental advisors, students combine their work with other academic disciplines and develop particular strengths and interests in French literature, language, and culture.

French and Italian Programs
The department offers the major in French, an option in Italian, and an option in French and Italian studies. Prospective majors should consult the department during or before the second semester of the sophomore year.

Students pursuing a major in French or an option in Italian are encouraged to take courses in European studies, European history, art history, and philosophy, as well as English and foreign languages, literatures, and linguistics. Students often combine a major in French or the option in Italian with majors in business, humanities, journalism, the sciences, premedicine, or prelaw.

Language majors are useful in a variety of careers. The study of languages, literatures, and cultures enhances personal growth and broadens professional horizons, allowing fuller participation in an increasingly global community.

First- and Second-Year Preparation

The normal course progression for first- and second-year students considering a major in French is FREN 110, FREN 120, FREN 230, and FREN 240. FREN 230 and FREN 240 may be replaced by FREN 234. Eligible students are encouraged to enroll in honors sections of third-semester French (FREN 231).
and fourth-semester French (FREN 241). FREN 300 is the prerequisite for all other 300-level courses, although FREN 300 and FREN 375 may be taken concurrently. FREN 301 is FREN 326 is the prerequisite for all other 300-level courses. FREN 326 is the prerequisite for all 400-level courses. The normal course progression for first- and second-year students considering the option in Italian is ITAL 110, ITAL 120, ITAL 230, and ITAL 240. Eligible students are encouraged to enroll in intensive sections of first-semester Italian (ITAL 155) and second-semester Italian (ITAL 156).

Requirements for the B.A. Major

**French Option**

**Fourth Semester Proficiency (3)**
Majors must complete courses to gain fourth semester language proficiency. These hours do not contribute to the minimum number of hours required for the major.

Fifth Course Proficiency. Satisfied by:

- **FREN 240** Intermediate French II 3
- **or FREN 241** Intermediate French II, Honors 3
- **or FREN 234** Intermediate French I and II 3

**French Core Knowledge and Skills (12)**
Majors choosing this option must complete the following four courses

- **FREN 300** Intensive Review of French Grammar 3
- **FREN 301** French Written and Oral Communication 1 3
- **FREN 302** French Written and Oral Communication 2 3
- **FREN 310** French Phonetics 3
- **or FREN 500** Advanced French Phonetics

**Introduction to French Literature. Satisfied by:**

- **FREN 326** Introduction to French Literature 3

**Applied French. Satisfied by one of the following:**

- **FREN 350** Applied French Grammar and Composition I
- **FREN 352** French for Journalism and Business
- **Intermediate French Conversation. Satisfied by:**

- **FREN 375** Intermediate French Conversation 3

**French Literature Required Electives (0)**
Satisfied by three courses (9 hours) from courses numbered FREN 423-470:

- **FREN 432** Francophone African Literature
- **FREN 450** French Literature of the Middle Ages
- **FREN 455** French Literature of the Renaissance
- **FREN 460** French Literature of the Sixteenth Century
- **FREN 465** French Literature of the Eighteenth Century
- **FREN 470** French Literature of the Nineteenth Century
- **FREN 475** French Literature of the Twentieth Century

**Required Electives (0)**
Satisfied by two courses (6 hours) from the following:

- **FREN 376** Advanced French Conversation
- **FREN 410** Survey of French Culture I
- **FREN 420** Survey of French Culture II
- **FREN 430** La France d’Aujourd’hui
- **FREN 431** French-Speaking World (Outside France)
- **FREN 440** Studies in French Culture: _____
- **FREN 480** Studies in Film: _____
- **FREN 502** French Culture Through Film I. Beginnings to 1950
- **FREN 503** French Culture Through Film II. 1950-Present
- **FREN 600** Studies in: _____

**French Electives (15)**
Complete a total of five courses from the two tracks. Four of these five courses must be at the 400 level and above. Study abroad transfer credit for FREN 375 and FREN 376 will count as one 400 level requirement out of the four required 400 level or above courses.

**I. Language, Culture, and Film (0)**

- **FREN 350** Applied French Grammar and Composition I
- **or FREN 352** French for Journalism and Business
- **FREN 375** Intermediate French Conversation
- **FREN 376** Advanced French Conversation
- **FREN 401** Paris, City of Lights and Legends
- **FREN 406** Introduction to French Culture Through Film
- **FREN 410** Survey of French Culture I
- **FREN 420** Survey of French Culture II
FREN 430  La France d'Aujourd'Hui
FREN 431  French-Speaking World (Outside France)
FREN 433  French Global Culture Through Film
FREN 434  Cities of the French-Speaking World
FREN 440  Studies in French Culture: _____
FREN 441  The Story of French
FREN 443  French Inside Out
FREN 471  Transcending Borders: Migrations, Identities, Voices, Narrative
FREN 530  Studies in Film: _____
FREN 592  French Culture Through Film I, Beginnings to 1950
FREN 593  French Culture Through Film II, 1950-Present

II. Literature (0)
FREN 432  Francophone African Literature
FREN 450  French Literature of the Middle Ages
FREN 455  French Literature of the Renaissance
FREN 460  French Literature of the Seventeenth Century
FREN 462  French Literature of the Eighteenth Century
FREN 465  French Literature of the 19th Century
FREN 470  French Literature of the Twentieth Century
FREN 480  Studies in French Literature: _____

Capstone (0)
Complete one of the following:
FREN 495  Directed Readings in French
FREN 499  Honors in French
FREN 530  Studies in Film: _____
FREN 550  Capstone Seminar in French and Francophone Language, Literature, and Culture
FREN 592  French Culture Through Film I, Beginnings to 1950
FREN 593  French Culture Through Film II, 1950-Present

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

Major Hours & Major GPA

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

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

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

Italian Option

French and Italian Major Prerequisite (3)
Majors must complete courses to gain fourth semester language proficiency. These hours do not contribute to the minimum number of hours required for the major.

Fourth Semester Proficiency. Satisfied by:
ITAL 240  Intermediate Italian II
Italian Core Knowledge and Skills (9) 9

Majors choosing this option must complete courses as indicated in following areas:
Composition and Conversation. Satisfied by:
ITAL 300  Composition and Conversation

Advanced Composition and Conversation. Satisfied by:
ITAL 315  Advanced Composition and Conversation

Italian Literature. Satisfied by one course (3 hours) chosen from the following:
ITAL 301  Introduction to Italian Literature and Textual Analysis
ITAL 302  Introduction to Italian Literature II
ITAL 495  Directed Readings in Italian
ITAL 695  Graduate Directed Readings in Italian

Required Electives (15)
Satisfied by five courses (15 hours) chosen from the following:
ITAL 335  Italy and the Italians I
ITAL 336  Italy and the Italians II
ITAL 340  Studies in Italian Culture: _____
ITAL 405  Italian Literature in Translation: _____
ITAL 410  19th and 20th Century Short Stories
ITAL 420  19th and 20th Century Poetry
ITAL 430  Dante's Masterpiece
ITAL 440  Italian Renaissance and Early Modern Literature
ITAL 465  19th and 20th Century Novels I
ITAL 466  19th and 20th Century Novels II
ITAL 480  Studies in Italian Literature: ______
ITAL 502  Dante's Divine Comedy I
ITAL 503  Dante's Divine Comedy II
ITAL 495  Directed Readings in Italian
ITAL 695  Graduate Directed Readings in Italian

One approved 3-credit course offered by another department or program and with significant content related to Italian culture (300-500 level) may be counted toward the Italian BA Option.
Majors are strongly encouraged to study abroad. Please see your advisor about this opportunity.

**Major Hours & Major GPA**

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

**Major Hours**
Satisfied by 24 hours of major courses.

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

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

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

**French and Italian Studies Option**

Fourth Semester Proficiency (0)
Majors must complete courses to gain fourth semester language proficiency. These hours do not contribute to the minimum number of hours required for the major.

Fourth Semester Proficiency. Satisfied by:

- FREN 240 Intermediate French II
- or FREN 241 Intermediate French II, Honors
- ITAL 240 Intermediate Italian II

French and Italian Studies Core Knowledge and Skills (15)
Majors choosing this option must complete courses as indicated in following areas:

French Grammar and/or Composition. Satisfied by one of the following:

- FREN 300 Intensive Review of French Grammar
- FREN 301 French Written and Oral Communication 1
- FREN 350 Applied French Grammar and Composition I
- FREN 352 French for Journalism and Business

French Conversation. Satisfied by one of the following:

- FREN 375 Intermediate French Conversation
- FREN 376 Advanced French Conversation

Italian Grammar and Composition. Satisfied by two courses (6 hours):

- ITAL 300 Composition and Conversation
- ITAL 315 Advanced Composition and Conversation

French Literature. Satisfied by two courses:

- FREN 326 Introduction to French Literature

And an additional course chosen from the following:

- FREN 432 Francophone African Literature
- FREN 440 Studies in French Culture: ______
- FREN 450 French Literature of the Middle Ages
- FREN 455 French Literature of the Renaissance
- FREN 460 French Literature of the Seventeenth Century
- FREN 462 French Literature of the Eighteenth Century
- FREN 465 French Literature of the 19th Century
- FREN 470 French Literature of the Twentieth Century
- FREN 480 Studies in French Literature: ______

Italian Literature. Satisfied by two courses (6 hours):

**Italian Literature. Satisfied by one course (3 hours):**

- ITAL 301 Introduction to Italian Literature and Textual Analysis
- ITAL 302 Introduction to Italian Literature II

French Culture. Satisfied by one course (3 hours) chosen from the following:

- FREN 410 Survey of French Culture
FREN 420 Survey of French Culture II
FREN 430 La France d'Aujourd'Hui
FREN 431 French-Speaking World (Outside France)
FREN 440 Studies in French Culture:
FREN 592 French Culture Through Film I, Beginnings to 1950
FREN 593 French Culture Through Film II, 1950-Present

Italian Culture. Satisfied by one course (3 hours) chosen from the following:
ITAL 335 Italy and the Italians I
ITAL 336 Italy and the Italians II

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

**Major Hours & Major GPA**

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

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

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).

### Rationale for proposal
The proposed reform to the major will better serve the linguistic bases of our students in offering a two-part major entry-level language class (FREN 301 and FREN 302 to replace FREN 300). It will also ensure that students have a more varied range of classes across the tracks serving their professionalization. Finally, it will enable us to better incorporate and integrate Core goals into our program.

### Additional Information
We request that the program be amended from the current format of core classes, literature classes, and electives to the requirement that students complete a total of five courses from the following categories (to include at least two courses from each category); four of the five courses must be at the 400-level or above: track I: Language, Culture, & Film; Track II: Literature; Track III: Capstone class.

The request involves this submission to reform the major; it will involve a submission to reform the minor; it will involve the retiring of FREN 300; it will require the approval of five new courses, FREN 301, FREN 302, FREN 434, FREN 443, and FREN 444. Additionally, it will necessitate requests to amend the prerequisite of the retired class, FREN 300, for 17 classes: FREN 326; FREN 350; FREN 352; FREN 375; FREN 410; FREN 420; FREN 430; FREN 431; FREN 440; FREN 450; FREN 455; FREN 460; FREN 462; FREN 465; FREN 470; FREN 480; FREN 500. Finally, in addition to the request to reform the major will be

**Proposal to reform the FREN major.docx**
**FREN Major minor_previous w changes.docx**

**Program Reviewer Comments**
Kim O'Bryon (kobryon) (08/18/16 3:05 pm): Updated to Delete ITAL 302 and changed the courses and hours from four (12) to five (15).
Kim O'Bryon (kobryon) (08/19/16 12:43 pm): Additional change-Italian Literature reduced to one course (3 hours).
Kim O'Bryon (kobryon) (08/19/16 9:55 am): Approving to the CUSA subcommittee as a test, will rollback immediately to the CLAS Undergraduate Program and Course Coordinator.
Kim O'Bryon (kobryon) (08/19/16 9:57 am): Rollback: Kim OBryon rollback-test
Kim O'Bryon (kobryon) (08/19/16 12:43 pm): Additional change-Italian Literature reduced to one course (3 hours).
Rachel Schwien (rschwien) (08/26/16 2:04 pm): Rollback: rolling back. Will need to go through with the changes to ITAL 301 & ITAL 302. Will need to remove ITAL 302 from French/Italian degree option
Rachel Schwien (rschwien) (09/08/16 1:34 pm): emailed dept again on 9/8
Rachel Schwien (rschwien) (10/04/16 3:17 pm): Rollback: rolling back to department for further edits
Rachel Schwien (rschwien) (10/20/16 1:09 pm): change name to french and francophone studies
Program Change Request

Date Submitted: 10/18/16 4:33 pm


Last edit: 10/25/16 12:55 pm

Changes proposed by: sarias

<table>
<thead>
<tr>
<th>Catalog Pages Using this Program</th>
<th>Bachelor of Arts and Bachelor of General Studies in Latin American Area and Caribbean Studies</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tr>
<td>Program Type</td>
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<td>Department/Program</td>
<td>Latin American &amp; Caribbean Std (LAA)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<td>Degree Code 2</td>
<td>Bachelor of General Studies - BGS</td>
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<td>Consulting Department(s)</td>
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<td>Program Name</td>
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<td>Do you intend to offer a track(s)?</td>
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<tr>
<td>Do you intend for this program to be offered online?</td>
</tr>
<tr>
<td>Effective Catalog</td>
</tr>
</tbody>
</table>

Program Description

Latin American and Caribbean Studies Majors

Students may earn a double major (one in a particular discipline and one in Latin American and Caribbean studies) or a single major in Latin American and Caribbean studies. In addition to meeting the College language requirement in Spanish or Portuguese, all majors earn a minimum of 30 hours in substantive courses on Latin America and the Caribbean.

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

Language Proficiency Requirements (0)
Complete each of the following:

<table>
<thead>
<tr>
<th>Spanish Courses</th>
<th>Portuguese Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 216</td>
<td>PORT 216</td>
</tr>
<tr>
<td>Intermediate Spanish II</td>
<td></td>
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<tr>
<td>Honors Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>Intensive Intermediate Spanish</td>
<td></td>
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</table>

OR

Intermediate Brazilian Portuguese II
### PORT 220
Complete each of the following (9 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAA 100</td>
<td>Latin American Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>LAA 300</td>
<td>Interdisciplinary Themes in Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>LAA 450</td>
<td>Capstone Course in Latin American Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Core Requirements (0)

#### Disciplinary Diversity (24)
A minimum of 24 hours (8 different courses) is required. These courses may also be used toward a minor. Students must take 9 hours in two of the following disciplinary groups. The remaining 6 hours can be taken in any disciplinary group. No more than 9 hours can be taken at the 100-200 level:
- Anthropology
- History
- Spanish American Literature and Culture
- Brazilian Literature and Culture
- Music, Film, Arts
- Geography and Environment
- Politics, Society, Business and Economy
- Transatlantic and Transnational
- Latino/a and Caribbean Literature
- Methodology and Theory

#### Minimum Major Requirements 33 Hours

**Note:** Students earning a double major must have 15 hours unique to each major.

### Latin American and Caribbean Studies Courses by Disciplinary Groups

#### Anthropology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 160</td>
<td>The Varieties of Human Experience</td>
<td>3</td>
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<tr>
<td>ANTH 162</td>
<td>The Varieties of Human Experience, Honors</td>
<td>3</td>
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<tr>
<td>ANTH 360</td>
<td>The Varieties of Human Experience</td>
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<td>ANTH 379</td>
<td>Indigenous Traditions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 380</td>
<td>Peoples of South America</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 382</td>
<td>People and the Rain Forest</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 465</td>
<td>Genocide and Ethnocide</td>
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<td>ANTH 506</td>
<td>Ancient American Civilizations: Mesoamerica</td>
<td>3</td>
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<tr>
<td>ANTH 507</td>
<td>The Ancient Maya</td>
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<tr>
<td>ANTH 508</td>
<td>Ancient American Civilizations: The Central Andes</td>
<td>3</td>
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<td>ANTH 561</td>
<td>Indigenious Development in Latin America</td>
<td>3</td>
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<tr>
<td>ANTH 562</td>
<td>Mexamerica</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 569</td>
<td>Contemporary Central America and Mexico</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 587</td>
<td>Multidisciplinary Field School in Partnership with the Chorti Maya</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 595</td>
<td>The Colonial Experience</td>
<td>3</td>
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<td>ANTH 603</td>
<td>Shamanism Past and Present</td>
<td>3</td>
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<td>Women, Health, and Healing in Latin America</td>
<td>3</td>
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<td>LAA 310</td>
<td>Topics in LAA - Anthropology</td>
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<td>LAA 334</td>
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<td>Topics in LAA - Anthropology</td>
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<td>LAA 665</td>
<td>Women, Health, and Healing in Latin America</td>
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<td>Women, Health, and Healing in Latin America</td>
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### History

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<td>Colonial Latin America</td>
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<td>HIST 121</td>
<td>Modern Latin America</td>
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<tr>
<td>HIST 122</td>
<td>Colonial Latin America, Honors</td>
<td>3</td>
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<tr>
<td>HIST 123</td>
<td>Modern Latin America, Honors</td>
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</tr>
<tr>
<td>HIST 210</td>
<td>Brazil and Africa: Atlantic Encounters</td>
<td>3</td>
</tr>
<tr>
<td>HIST 303</td>
<td>Sin Cities</td>
<td>3</td>
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<td>HIST 325</td>
<td>The Spanish Inquisition</td>
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<td>HIST 326</td>
<td>Native American Civilizations and their European Conquerors</td>
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<td>HIST 331</td>
<td>Atlantic Societies, 1450-1800: A Comparative History of European Colonization</td>
<td>3</td>
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<td>HIST 354</td>
<td>Spanish Borderlands in North America</td>
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<td>U.S. Borderlands Since 1848</td>
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<td>Invention of the Tropics</td>
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<td>A History of Afro-Latin America</td>
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<td>Violence and Conflict in Latin American History</td>
<td>3</td>
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### Methodology and Theory

No more than 6 hours may be taken in this group. Students interested in pursuing graduate studies are encouraged to consider taking courses from this group to provide grounding in disciplinary methods and theories applicable to their interests in Latin America and the Caribbean.

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<td>Introduction to Soil Geography</td>
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<tr>
<td>GEOG 336</td>
<td>Introduction to Environmental Hydrology and Water Resources</td>
<td>3</td>
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<td>GEOG 352</td>
<td>Economic Geography</td>
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<td>GEOG 354</td>
<td>Globalization</td>
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<td>GEOG 358</td>
<td>Principles of Geographic Information Systems</td>
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<td>GEOG 360</td>
<td>Computer Programming for Mapping and Spatial Analysis</td>
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<td>GEOG 370</td>
<td>Introduction to Cultural Geography</td>
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<td>GEOG 371</td>
<td>Environmental Geopolitics</td>
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<td>GEOG 373</td>
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<td>Urban Geography</td>
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<td>GEOG 513</td>
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<td>HIST 301</td>
<td>The Historian’s Craft</td>
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</tr>
<tr>
<td>HIST 302</td>
<td>The Historian’s Craft, Honors</td>
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</tr>
<tr>
<td>HIST 324</td>
<td>History of Women and the Body</td>
<td>3</td>
</tr>
<tr>
<td>HIST 336</td>
<td>Ethics, Ideas, and Nature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 337</td>
<td>History, Ethics, Modernity</td>
<td>3</td>
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<tr>
<td>LAA 319</td>
<td>Topics in LAA - Methodology and Theory:_________</td>
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<tr>
<td>LAA 519</td>
<td>Topics in LAA - Methodology and Theory:_________</td>
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<td>POLS 301</td>
<td>Introduction to Political Theory</td>
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<td>POLS 302</td>
<td>Introduction to Political Theory, Honors</td>
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<td>POLS 306</td>
<td>Political Science Methods of Inquiry</td>
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<td>POLS 520</td>
<td>Political Communication</td>
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<td>POLS 562</td>
<td>Women and Politics</td>
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<tr>
<td>POLS 600</td>
<td>Contemporary Feminist Political Theory</td>
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<td>POLS 603</td>
<td>Democratic Theory</td>
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<td>POLS 604</td>
<td>Religion and Political Theory</td>
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<td>POLS 607</td>
<td>Modern Political Theory</td>
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<td>POLS 608</td>
<td>Social Choice and Game Theory</td>
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<tr>
<td>POLS 658</td>
<td>Theories of Politics in Latin America</td>
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<td>PORT 340</td>
<td>Textual Analysis and Critical Reading</td>
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<td>SOC 304</td>
<td>Principles of Sociology</td>
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<td>SOC 310</td>
<td>Introduction to Social Research</td>
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<td>SOC 341</td>
<td>Urban Sociology</td>
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<td>SOC 385</td>
<td>Environmental Sociology</td>
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<td>SOC 534</td>
<td>Global Ethnic and Racial Relations</td>
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<tr>
<td>WGSS 334</td>
<td>History of Women and the Body</td>
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<td>WGSS 381</td>
<td>Feminism and Philosophy</td>
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<td>WGSS 389</td>
<td>The Anthropology of Gender: Female, Male, and Beyond</td>
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<td>WGSS 468</td>
<td>Psychology of Women</td>
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<td>WGSS 549</td>
<td>History of Feminist Theory</td>
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<td>WGSS 560</td>
<td>Race, Gender, and Post-Colonial Discourses</td>
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<td>WGSS 565</td>
<td>Gender, Culture, and Migration</td>
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<td>WGSS 570</td>
<td>Men and Masculinities</td>
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<td>WGSS 575</td>
<td>Body, Self and Society</td>
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<td>Feminism and Anthropology</td>
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<td>Love, Sex, and Globalization</td>
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I.Culture, Literature, and the Arts II.Society, Politics, and Economics

| ANTH 379 | Indigenous Traditions of Latin America          | 3       |
| ANTH 380 | Peoples of South America                        | 3       |
| ANTH 501 | Topics in Sociocultural Anthropology:_________  | 3       |
| ANTH 506 | Ancient American Civilizations: Mesoamerica     | 3       |
| ANTH 507 | The Ancient Maya                               | 3       |
| ANTH 508 | Ancient American Civilizations: The Central Andes | 3     |
### Rationale for proposal

This change attempts to streamline the major by dividing our electives into categories that map onto specific disciplines or groups of similar disciplines. We now require students to take three classes in two separate disciplinary groups to insure that they have depth in two or more approaches to the study of Latin American and the Caribbean. Moreove, this change also allows students to more clearly see ways to add LAA as a second major, or add a second major to LAA.

### Additional Information

This change was approved by the CLACS undergraduate committee on 10/07/2016, and the CLACS executive committee on 10/17/2017.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ANTH 562</td>
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<td>ANTH 674</td>
<td>Political Anthropology</td>
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<td>HIST 121</td>
<td>Modern Latin America</td>
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<tr>
<td>HIST 365</td>
<td>Invention of the Tropics</td>
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<td>HIST 374</td>
<td>The Cultural History of Modern Latin America</td>
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<td>HIST 471</td>
<td>Social History of South America</td>
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<tr>
<td>HIST 575</td>
<td>The Many Faces of Mexico</td>
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<td>HIST 576</td>
<td>History of the Caribbean and Central America</td>
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<td>HIST 579</td>
<td>The History of Brazil</td>
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<td>IBUS 415</td>
<td>Business in Latin America</td>
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<tr>
<td>LAA 302/602</td>
<td>Topics in Latin American Area Studies:_______ (may be repeated as topic changes)</td>
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<tr>
<td>LAA 332</td>
<td>Language and Society in Latin America</td>
<td>3</td>
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<tr>
<td>LAA 334/634</td>
<td>Indigenous Traditions of Latin America</td>
<td>3</td>
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<tr>
<td>LAA 503</td>
<td>Race, Gender, Ethnicity, and Nationalism in Latin America</td>
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<td>POLS 658</td>
<td>Theories of Politics in Latin America</td>
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<tr>
<td>POLS 659</td>
<td>Political Dynamics of Latin America</td>
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<td>SOC/AMS 332</td>
<td>The United States in Global Context</td>
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<td>SOC 531</td>
<td>Global Social Change</td>
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<td>Topics in Latin American Area Studies:_______ (may be repeated as topic changes)</td>
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<td>LAA 332</td>
<td>Language and Society in Latin America</td>
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<td>LAA 334/634</td>
<td>Indigenous Traditions of Latin America</td>
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<td>LAA 503</td>
<td>Race, Gender, Ethnicity, and Nationalism in Latin America</td>
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<td>MUSC 305</td>
<td>Music of Latin America</td>
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<td>MUSC 312</td>
<td>Music in the Andes</td>
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<td>MUSC 313</td>
<td>Music in Mexico and the Caribbean</td>
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<td>PORT 300</td>
<td>Brazilian Culture</td>
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<td>PORT 340/540</td>
<td>Textual Analysis and Critical Reading</td>
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<td>PORT 347</td>
<td>Brazilian Studies:_______</td>
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<td>PORT 365</td>
<td>Studies in Brazilian Film:_____</td>
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<td>SPAN 448</td>
<td>Spanish Language and Culture for Business</td>
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<td>SPAN 460</td>
<td>Colonial Spanish-American Studies:_______</td>
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<td>SPAN 462</td>
<td>Twentieth Century Spanish-American Studies:_______</td>
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<td>SPAN 463</td>
<td>National Traditions in Spanish America:_______</td>
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<tr>
<td>SPAN 560</td>
<td>Colloquium on Latin American Film</td>
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</table>

**Key:** 430
Program Description

The minor in French is a program consisting of six, three-credit courses in which students pursue studies in French beyond the beginning and intermediate levels. In consultation with departmental advisors, students combine their work with other academic disciplines and develop particular strengths and interests in French literature, language, or culture.

Degree Requirements

Requirements for the Minor in French. The department offers minors in both French and Italian. Consult an advisor in the appropriate language.

Minor in French French Minor Course Requirements Minor in Italian Italian Minor Course Requirements

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<td>Advanced Composition and Conversation (0)</td>
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<td>Introduction to Italian Literature I (0)</td>
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<td>ITAL 302 Introduction to Italian Literature II (0)</td>
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<td></td>
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<tr>
<td>Italy and the Italians I (0)</td>
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</tbody>
</table>
Rationale for proposal:
The proposed reform to the minor will better serve the linguistic bases of our students in offering a two-part major entry-level language class (FREN 301 and FREN 302 to replace FREN 300). It will also ensure that students have a more varied range of classes across the tracks serving their professionalization. Finally, it will enable us to best incorporate and integrate Core goals into our program.

Additional Information:
Please see the attached documents showing the current minor and the proposed minor.

Supporting Documents:
FREN Major minor_previous w changes.docx
Proposal to reform the FREN minor.docx

Program Reviewer Comments:

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Satisfied by:
ITAL 335 Italy and the Italians I 3
ITAL 336 Italy and the Italians II (0)
Satisfied by:
ITAL 335 Italy and the Italians I 3
ITAL 336 Italy and the Italians II (0)
Intensive Review of French Grammar (0)
Satisfied by:
FREN 300 Intensive Review of French Grammar 3
Introduction to French Literature (0)
Satisfied by:
FREN 326 Introduction to French Literature 3
French Minor Required Electives (0) 12
Four elective courses chosen from among the courses already approved for the major in French. At least two of the four electives must be at the 400 level.
ITAL 340%7CCode Title and ITAL 495%7CCode Title may be taken in place of ITAL 335%7CCode Title and/or ITAL 336%7CCode Title only by permission of the Italian advisor.

Prerequisites (0)
Students must complete one of the following, or equivalent placement
FREN 234 Intermediate French I and II
or FREN 240 Intermediate French II
or FREN 241 Intermediate French II, Honors

Required Courses (9)
Students must complete the following three courses. Students who have received study abroad transfer credit for both FREN 375 and FREN 376 are exempt from the FREN 302 required class
FREN 301 French Written and Oral Communication 1 3
FREN 302 French Written and Oral Communication 2 3
FREN 326 Introduction to French Literature 3

Elective Courses (9) 9
Students must complete three additional French courses, at least two of which must be at the 400 level or above. Minors may include one French course taught in English, when available.

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Minor Hours & Minor GPA

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

Minor Hours
Satisfied by 18 hours of minor courses.

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

Minor Junior/Senior Hours
Satisfied by a minimum of 12 18 hours from junior/senior courses (300+) in the minor.

Minor Graduation GPA
Satisfied by a minimum of a 2.0 KU GPA in all departmental courses in the minor. GPA calculations include all departmental junior/senior courses in the field of study including Fs and repeated courses. See the Semester/Cumulative GPA Calculator.
# Course Inventory Change Request

Date Submitted: 10/20/16 11:49 am

**Viewing:** **CLS 384 : Ethics in The Rise of Greek Tragedy**

Last edit: 11/01/16 1:55 pm

Changes proposed by: tswelch

| Catalog Pages referencing this course | College of Liberal Arts & Sciences  
| Programs | Department of Classics  
| **Academic Career** | Undergraduate, Lawrence  
| Subject Code | CLSX  
| Course Number | 384  
| **Academic Unit** | Department Classics (CLSX)  
| School/College | College of Lib Arts & Sciences  
| Do you intend to offer any portion of this course online? | No  
| **Title** | Ethics in The Rise of Greek Tragedy  
| **Transcript Title** | Ethics in The Rise of Greek Tragedy  
| **Effective Term** | Fall 2017  
| **Catalog Description** | This course provides an introductory survey of theories of morality and uses Greek tragedy as case studies for understanding ethical problems. Students will read passages from ethical theorists alongside plays by Aeschylus, Sophocles, and Euripides, giving particular attention to identifying the ethical dilemmas the characters face, the criteria by which these characters make their decisions, ethical assessment of their decisions by their own standards and by those of ethical theories, and the role of cultural context in understanding the ethical dimensions of the plays. Plays by Aeschylus, Sophocles, and Euripides will be read in translation. The criticism of the plays, and the role they play in Athenian (and Greek) culture of the 5th century. This course includes the Oresteia, Oedipus Tyrannus, Antigone, and Medea. No knowledge of Greek is required.  
| **Prerequisites** | None  
| **Course Type** | Lecture (Regularly scheduled academic course) (LEC)  
| **Grading Basis** | A-D(+/-)FI  
| Is this course part of the University Honors Program? | No  
| Are you proposing this course for KU Core? | Yes  
| Typically Offered | Once a Year, Usually Fall  
| Repeatable for credit? | No  
| **Principal Course Designator** | HL - Literature & the Arts  
| **Course Designator** | H - Humanities  
| Are you proposing that the course count towards the CLAS BA degree specific requirements? | No  
| Will this course be required for a degree, major, minor, certificate, or concentration? | No  
| **Rationale for** | This course has always been about ethical decision making. We propose now for it to count toward KU Core Goal 5.1, and we promise
KU Core Information

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

Yes

Name of person giving departmental approval: Tara Welch  
Date of Departmental Approval: 10/1/2016

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.

Contemporary with the rise of democracy and the growth of the Athenian empire, Greek tragedy is an extended meditation on ethical choices and their consequences in a changing world. This proposal tunes the course more finely toward the outcomes outlined in KU Core Goal 5.1. Students in CLSX 384 will learn about various ethical theories (e.g., utilitarianism, deontology,) and explore them using Greek tragedies as case studies. As they read together exemplars of this art form, discussion will focus on these related questions:

Selected Learning Outcome(s):

Goal 5, Learning Outcome 1

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

Students will spend the first part of the course learning the core theories of ethics and exploring each (and its limits) through close reading of an ancient tragedy. Each theory will be presented through appropriate primary and secondary readings and discussed in class before moving into the tragic case study. The course will begin with “theory units” such as: deontology/Kant and Sophocles Oedipus; consequentialism/Bentham and Euripides Medea; social contract theory/Rawls and Sophocles Antigone; psychological egoism/Hobbes and Euripides Alcestis; virtue ethics/Aristotle and Aeschylus’ Oresteia; and hedonism/Epicurus and Euripides Hippolytus. Students will then read additional tragedies, applying those theories and others in order to understand the various ways ethics can be applied to a given situation. A key intellectual goal of the course is the understanding that Greek tragedy complicates all ethical systems and decisions; no system is superior or problem-free.

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

Students will read selections on ethics from Aristotle, Epicurean and Stoic philosophers, Kant, Hobbes, etc., paying serious attention to understanding the positions expressed by the theorists before applying them to the individual tragedies. Exams will assess student understanding. For much of the course, students will read and discuss the ethical choices and outcomes in tragedies, including any commentary the playwright offers (often via the difficult choral songs) on the outcome and process of these debates. Assessment will be by short papers, from the descriptive (e.g., “what is Phaedra’s initial ethical position in Euripides’ Hippolytus”) to the analytical (“by what criteria does Phaedra support this position”; “how does the nurse undermine Phaedra’s resolve” to “where are Phaedra’s criteria vulnerable”) to the to the applied (“sketch out a different ethical dilemma for Phaedra and imagine her response, based on her criteria”).

Detail how students taking your course or participating in your educational experience will apply principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict.
Many tragedies survive in title only, and many mythic stories were not put on stage. Students will be asked to imagine the dilemma that might arise in one such case (based on what we do know of the story) and sketch its dimensions. Students will also apply ethical theories to new situations in the way described above ("What would Phaedra do?"). Finally, the ethical problems addressed in Greek tragedy abide today (public versus private good; the worth of moral intent given a bad outcome, etc.). A key component of this portion of the course is exploration of cultural relativism, that is, the extent to which ethical behavior is dependent on cultural context. For example, how do Greek ethical codes differ from contemporary ethical codes? And, when different authors depict the same stories (Euripides Medea vs. Seneca Medea, or Sophocles Antigone vs. Brecht Antigone), do they do so with different ethical models in mind?

Ethics in Greek Tragedy sample syllabus.doc

Karen Ledom (kjh) (01/19/16 6:01 pm): Rollback: Tara, I am rolling back the CLSX 384 proposal for the KU Core at the request of the subcommittee. They felt this was a strong proposal, but asked that you update the course description to reflect the ethical content that will be taught. Please let me know if you have questions.

Karen Ledom (kjh) (01/19/16 6:03 pm): Rollback: Tara, I am rolling back the CLSX 384 proposal for the KU Core at the request of the subcommittee. They felt this was a strong proposal, but asked that you update the course description to reflect the ethical content that will be taught. Please let me know if you have questions.

Ronda Morgison (rondaball) (03/22/16 4:18 pm): Effective 8/1/2016 Completed 3/22/2016 RM *Fall 2016 Schedule of Classes *Course Roll for Fall 2016 j775k831 (04/06/16 2:13 pm): Rollback: Not approved at 4/5/16 UCCC meeting. Comments will be provided to department from UCCC chair.
Instructor: Isabel ("Iz") Itright
Office: Wescoe Hall 5243
Office Hours: 24/7

Course description:
CLSX 384 Ethics in Greek Tragedy This course provides an introductory survey of theories of morality and uses Greek tragedy as case studies for understanding ethical problems. Students will read passages from ethical theorists alongside plays by Aeschylus, Sophocles, and Euripides, giving particular attention to identifying the ethical dilemmas the characters face, the criteria by which these characters make their decisions, ethical assessment of their decisions by their own standards and by those of ethical theories, and the role of cultural context in understanding the ethical dimensions of the plays. No knowledge of Greek is required.

Course Structure:
In the first part of the semester, we will learn some core theories of ethics and explore each (and its limits) through close reading of an ancient tragedy. Each theory will be presented through appropriate primary and secondary readings and discussed in class before moving into the tragic case study. This first part consists of “theory units” such as deontology/Kant and Sophocles Oedipus; consequentialism/Bentham and Euripides Medea; social contract theory/Rawls and Sophocles Antigone; psychological egoism/Hobbes and Euripides Alcestis; virtue ethics/Aristotle and Aeschylus’ Oresteia; and hedonism/Epicurus and Euripides Hippolytus. This portion of the course will last roughly ten weeks.

In the second part of the semester, we will read additional tragedies, applying the theories we learned and others in order to understand the various ways ethics can be applied to a given situation.

Your understanding of theory will be assessed via short exams. Your knowledge of the plays will be assessed via reading quizzes. Your mastery of the ethical dimension of the plays will be assessed via short papers.
Course Goals:
A key intellectual goal of the course is the understanding that Greek tragedy complicates all ethical systems and decisions; no system is superior or problem-free. Though it will be thorny, we will guide our scrutiny of the ancient material by the following questions:

- What is the central conflict at the heart of each tragic plot?
- What ethical theories can we, as readers, apply to each play?
- By what criteria do the characters come to and support their ethical positions?
- What are the consequences of the positions taken?
- To what extent, and by what means, are we to weigh motives against outcomes when we consider the ethical impact of the decisions made in tragedies?
- How does this understanding pertain to decisions we make in our own lives?

In addition to the key Intellectual goal, this class works toward the achievement of several objectives. As a result of this class, you will be able to do the following:

- Name and describe several major theories of ethics, noting also key thinkers in each
- Recall the plot, characters, themes, author, and historical context of several Greek tragedies
- Describe the central ethical dilemma(s) operative in several Greek tragedies
- Apply any of the theories studied to any of the tragedies studied
- Use a technical terminology for Greek tragedy and for ethics
- Identify ethical problems in situations outside Greek tragedy and apply appropriate ethical theories to assess them

Grading Format (standard +/-, no rounding up):
Theory exams 20%
Reading quizzes 20%
Short papers on case studies 30%
Short papers on new applications 30%

The short papers will be graded in individual conferences. Quizzes will be brief, unannounced, and frequent.

Texts:
Course Inventory Change Request

Date Submitted: 10/21/16 8:39 pm

Viewing: FREN 480: Studies in French Literature: _____

Last edit: 10/21/16 8:39 pm

Changes proposed by: pascott

Programs referencing this course

- C&T-BSE: Secondary Teacher Education, B.S.E.
- FREN-BA: French, B.A.

Academic Career
Undergraduate, Lawrence

Subject Code
FREN

Academic Unit
Department: French & Italian (FREN)

School/College
College of Lib Arts & Sciences

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

Title
Studies in French Literature: _____

Transcript Title
Studies in French Literature:

Effective Term
Fall 2017

Catalog Description
A study of a period, theme, group of authors, or movement. Subject matter will vary; may be taken more than once if subject differs.

Prerequisites
FREN 301 and FREN 326.

Cross Listed Courses:

Credits
3

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

Grading Basis
A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered
Yes

Repeatable for credit?
Yes

How many times may this course be taken
2

AND/OR

For how many maximum credits
6

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

Principal Course Designator

Course Designator
H - Humanities

W - World Culture

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

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

Approval Path

1. 10/25/16 3:37 pm
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator

2. 11/01/16 1:55 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee
Rationale for Course Proposal

This request is to modify the prerequisites because of the retiring of FREN 300.

KU Core Information

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

Yes No

Name of person giving departmental approval  Bruce Hayes  Date of Departmental Approval  10/21/16

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.

The class looks at various works in specific literary genres in the French language, ones which are familiar to the student in English, and trains students to recognize cultural-specific material, trends, and preoccupations, which are subsequently analyzed. A major component of this analysis is the comparative recognition of other cultural manifestations through differing media which ultimately, by way of explicit comparison with students' native culture, sensitizes students to the nature of culture and the diversity of other cultures.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2

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

Class discussion and assignments focus on texts in the French language. More specifically, not only are students exposed to a variety of works in different genres and produced in different periods but they are also trained to recognize the distinctive identity of Francophone literature beyond France to encompass other French-speaking communities in places such as Canada, the Caribbean, Africa, and Asia.

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

Students will read, discuss, and analyze texts in French which are in genres familiar to them in English and will tackle deep questions of selfhood, identity, and love through the lens of other cultures. In order to do this, they will first and foremost compare and contrast the treatment of these themes with US English-language works with which they are familiar, with an especial emphasis on difference and alterity as a means to understand one’s own culture rather than constituting a vehicle of distance.

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.)

Primarily, students will be sensitized to other cultural themes through exposure to a range of varied and representative texts that will provide an insight into the ways in which other cultures negotiate questions of identity, statehood, belonging, and citizenship. Class discussions will focus on the value of difference and the crucial need to foster understanding of other cultures in order to understand one’s own.

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

A scaffolded research assignment will train students in a key aspect of another culture, both through the primary sources they will explore in French and through reference to the differences and similarities in US approaches to the same issues through the same genres and during the same periods. A rubric for goal 4.2 assessment will be provided to students as a guide to the required skills they will use, gain, and enhance during the assignment.
Course Texts

*Contes de fées*. Pdf provided.
Vampires – 2 early modern case studies. Pdf provided.

NB. Only the specified editions are to be used. * next to a work indicates that the text must be acquired whereas no * indicates a version is available online.

Movies and TV


Schedule

| Jan | 20 | T | Introduction |
| 22 | R | Qu’est-ce que c’est la science-fiction, le fantastique et la fantasy ? |
| 27 | T | *Les Revenants* – episode 1 (Camille) |
| 29 | R | *Contes de fées* |

| Feb | 3  | T | *Contes de fées* |
| 5  | R | Spencer Research Library Visit |
| 10 | T | Mme Leprince de Beaumont, *La Belle et la Bête* (novel) |
| 12 | R | Cocteau, *La Belle et la Bête* (movie) |
| 17 | T | Library Instruction Session on the Zombie Project |
| 19 | R | Vampires – 2 early modern case studies |
24 T Paul Féval, *La Vampire*
26 R Paul Féval, *La Vampire*
27 F **Annotated Bibliography for Zombie Project Due**

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<th>Mar</th>
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<tr>
<td>3</td>
<td>T</td>
<td><em>Les Revenants</em></td>
</tr>
<tr>
<td>5</td>
<td>R</td>
<td><em>Les Revenants – Presentation Workshop with Christina Lord</em></td>
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<tr>
<td>10</td>
<td>T</td>
<td>Voltaire, <em>Micromégas</em></td>
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<tr>
<td>12</td>
<td>R</td>
<td>No Class – Take-home midterm</td>
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<td>17</td>
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<td>Spring Break</td>
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<td>19</td>
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<td>Spring Break</td>
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<tr>
<td>24</td>
<td>T</td>
<td>Meliès, <em>Voyage dans la Lune</em></td>
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<tr>
<td>26</td>
<td>R</td>
<td><em>Tintin</em> <strong>Draft Version of Zombie Project Due</strong></td>
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<tr>
<td>2</td>
<td>R</td>
<td><em>Les Revenants – Group Presentations 1 and 2</em></td>
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<td>31</td>
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<td><em>Les Revenants – Group Presentations 3 and 4</em></td>
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<td>Rosny, <em>Les Navigateurs</em></td>
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<td>Rosny, <em>Les Navigateurs</em></td>
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<td>Scarfani, <em>Codex Seraphianianus</em></td>
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<td>Boulle, <em>La Planète des singes</em></td>
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<td><strong>Annotated Bibliography for Research Paper Due</strong></td>
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<td>Boulle, <em>La Planète des singes</em></td>
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<td>Verne, <em>Vingt mille lieues</em></td>
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<td><strong>Draft of Research Paper Due</strong></td>
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<td><strong>Research Paper Due by midnight</strong></td>
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**Disabilities**

If you experience any difficulty with any aspect of this course, please do not hesitate to let me know and I will try to help in any way that I can (you are most welcome to contact me in person, by e-mail, or by phone). If you have a disability that might affect your work, then please let me know as soon as possible so that we can discuss possible and appropriate modifications to enable you to complete the course requirements. The staff of Services for
Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses.

Religious Observances

Where examinations and tests other that final examinations conflict with religious observations of a generally recognized nature, a student under obligation to participate in such religious observances shall, upon request to the instructor involved (which shall be made at least a week in advance of the scheduled examination or test), be accorded the opportunity to take the examination or test at some other time not in conflict with his or her religious obligations.

Course Aims and Core Goal

French 480 looks at some striking examples of fantasy in French (from France, Belgium, and Québec) from the 17th century to the present day, covering literature, scientific works, film, TV shows, and comic books. Particular emphasis will be paid to the deep subversive potential of fantasy to challenge the status quo and prevailing attitudes to gender, sexuality, and authority as well as a discussion of the differences–and convergences–to be found between English-language fantasy and the French-language tradition. In respect to KU’s Core Goals, in looking at US and Francophone versions of specific fantastical themes, students will be trained in recognizing and investigating variations and what they mean, which is linked to Goal 4 Learning Outcome 2’s target: “Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.”

Requirements

Two examinations (with the midterm being a two-day take-home examination given on March 10 and due by midnight on March 13 and the final on May 12); one semester paper of around 2,500 to 3,000 words on a topic agreed with the professor related to the class (themes or works) or based on the group presentation (due on May 8); one group presentation on Les Revenants of around 30 minutes (on either March 31 or April 2); one individual presentation on a science-fiction or fantasy topic of around 15 minutes (a sign-up sheet will be brought into class on January 22); active participation in class discussions.

Assignments

Written work done outside of class should always be carefully thought out and proof-read, typed or printed out, and be 1.5 line spaced, 12 pt, in Garamond font. No late work will be graded and you will receive a zero for anything not handed in by the due time and date (exceptions only made for medical reasons or emergencies, with evidence and prior consultation and entirely at my discretion). Drafts and final copies are to be submitted as Word documents into the specially created folder of the Blackboard course; comments and grading will be made using the tracking feature of Word. Please note that I will not be responsible for any difficulties in opening files or attachments.

Grades
15% take-home midterm examination (March 13)
10% individual presentation (through the semester)
20% group presentation (March 31 and April 2)
40% semester research paper* (May 14)
15% class (daily preparation and participation, as well as grades for tests)

*This final research paper will be assessed for student outcomes using the rubric for CORE Goal 4 learning outcome 2 found on our Blackboard site. The assignment will train students in recognizing cultural specificities, namely French (France, Canada, and Belgium) and English (USA). Assessment will include the ability to compare and contrast US works with Francophone works and to analyze and draw persuasive conclusions from these comparisons.

Group Presentation: The Zombie Project

*Description:* The zombie aspect of the class concerns the 2012 Emmy-winning French TV series *Les Revenants*. The show deals with zombies in an unusual way in that it has a blend of elements of crime thrillers, supernatural mysteries, and classic representation of zombies, so it is difficult to categorize in terms of genre. This makes it an ideal work to study since it raises questions about how to categorize art and literature in addition to the underlying purpose of artistic creations and viewer response. The research project will be an in-class research presentation on the show of a small group of 3–4 students working together on one of the following themes:

- Group 1: “Religion and the Supernatural in *Les Revenants*”;
- Group 2: “Love and Sexuality in *Les Revenants*”;
- Group 3: “*Les Revenants* and Genre(s)”;
- Group 4: “*Les Revenants* and the Zombie Tradition”.

The presentation will account for 20% of the final grade and students will have the option of continuing with a research paper that is springs from the project as the final research paper.

*Aims:* This research project will involve an introduction to, and consolidation of, locating and incorporating source material, preparing a useful bibliography, and presenting arguments and conclusions in an oral presentation which also has a written component in the handout and, crucially, which may be continued as an individual written assignment. Where the project goes beyond the normal research requirements of this level and in our major is in to critically analyzing something with which they are familiar (the zombie genre has had a surge in recent years with a spate of movies and also successful shows such as AMC’s *The Walking Dead* or the BBC’s *In the Flesh*) and to see how a TV show raises and deals with important questions such as identity, death, alienation, and humanity. In essence, you will go beyond seeing a show merely as entertainment and evaluate the cultural importance of its writings and themes.
**Stages:** There will be three staggered stages of the presentation: an annotated bibliography; a first draft; and the in-class presentation itself. There will be a Library Instruction Session on February 17 which is specifically customized to the Zombie Project. I am delighted by and grateful to the Center for Undergraduate Research for its funding of Christina Lord, a PhD student in French working on science fiction, who will be the Graduate Research Consultant for the zombie project, leading a workshop on March 5 for a class period and who will also meet up with each one of the 4 groups during the following week to discuss the first draft of the presentation, and who will also provide written feedback on a finalized version before the presentation. The timetable for the Zombie Project is as follows:

- **January 27:** Class devoted to the first episode (“Camille” – each of the 8 episodes is named after and focuses on one character) of *Les Revenants* serving as an introduction to the series. The four groups will be assigned during this class.
- **February 17:** Library Instruction Session on the Zombie Project (regular class time at Watson).
- **February 27:** Annotated bibliography for the presentation due by midnight. One joint bibliography will be submitted in Word by each group.
- **March 3:** Class devoted to the show.
- **March 5:** Workshop devoted to the Zombie Project led by the Graduate Research Consultant.
- **March 10-11:** Individual meetings of each group with the Graduate Research Consultant (outside of class).
- **March 26:** Draft version of project (PowerPoint slide and notes) due. Feedback will be provided on March 29.
- **March 31 and April 2:** In-class Presentations.

**Grading:** The presentation will be graded in the following way out of 50 points which will be converted into a percentile:

- Pre-presentation participation (participation in all preliminary stages and the annotated bibliography as a group): 10 pts
- Group presentation grade: 30pts
- Individually assigned grade (based on your individual participation, attendance, and performance): 10pts

**Grade Points**

I have adopted the plus and minus system, which is optional in CLAS. Grade points are numerical weights assigned to completed hours of academic work, according to the following schedule of values:

- For each hour of grade A…4 grade points
- For each hour of grade B…3 grade points
- For each hour of grade C…2 grade points
- For each hour of grade D…1 grade point
- For each hour of grade F… 0 grade points

The College has adopted the use of plus/minus grading to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades
represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade. In terms of a percentile, this works out as:

- 94-100% = A
- 90-93.9% = A-
- 88-89.9% = B+
- 84-87.9% = B
- 80-83.9% = B-
- 78-79.9% = C+
- 74-79.9% = C
- 70-73.9% = C-
- Etc.

I do not engage in the dubious practice of “rounding up”. For example, if you receive a course grade of 89.7%, that is a B+. A grading rubric will be provided with the return of every graded assignment.

Attendance

Please notify me in advance of any absences. If you are absent for a class, it is your responsibility to find out what was covered in class and to prepared to participate fully at the following class. Excessive absences (more than 2) will lower the class proportion of your semester grade on the following scale: 2% per absence. If you do have a valid excuse for missing a syllabus assignment (illness, injury, family emergency, etc.), then please contact me to discuss arrangements. If you miss a scheduled examination (or class test) without a valid excuse, then you will receive a zero for that assignment. It is also your responsibility to show up in a timely fashion for class; persistent tardiness (i.e. arriving after class has begun) will result in the students’ participation grade being penalized according to exactly the same system as excessive absences, commencing with the second tardy arrival to class.

Environmental Consciousness

This is a paperless class. All handouts, assignments, and examinations are completed and submitted digitally and you are encouraged to use paper sparingly in as far as possible.

Class Conduct

Please note the University’s policy in this respect: “The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate
Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.”

Cell phones must be turned off in class, as this is a thoughtless and mindless distraction; this is a learning environment not a cocktail lounge. Breaches of this will affect the attendance grade of the individual concerned in the same fashion as stipulated for tardy arrivals, above.

Laptops, notebooks, iPads, or other electronic devices are not permitted to be used in class. I am willing to discuss special permissions to use such equipment but this is entirely at my discretion.

**Plagiarism**

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Note the following official departmental policy:

“Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating (whether copying from another student's paper or plagiarizing printed or electronic sources or other sources), the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a “CHARGE OF ACADEMIC MISCONDUCT FORM” to College of Liberal Arts with a recommendation for the appropriate sanction.”

You might also wish to read the ‘Code of Student Rights and Responsibilities’ (www.timetable.ku.edu), as it contains a good deal of practical information.

**Assistance with Assignments**

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments and light (that is to say not substantive) editing of assignments, in addition to support activities offered by organizations such as KU’s Writing Center or KU Libraries. Any substantial editing is NOT allowed on homework/assignments being turned in for a grade. These things are considered cheating and will result in a grade of zero on the assignment, as well as a charge of academic misconduct, which may entail further sanctions. The student should be certain that all of the work submitted in this course is his/her own.

**The Use of Translation Programs**
The use of computer or on-line translation programs is NOT permitted in any French or Italian course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

Validity of Syllabus

It may be necessary to modify the syllabus in accordance with forces majeures or any needs or requirements that should arise. If this is the case, then students will be notified of the amended syllabus and it will become effective from the time of this notification and being replaced on Blackboard.

Final Remark

Many of the texts that we will be studying contain material which deals with issues related to sex, sexuality, religion, death and other sensitive issues and it may be necessary to use explicit terms in discussing this material. I also expect everyone to be tolerant of, and receptive to, each student’s viewpoint while retaining a critical scholarly perspective. If you foresee any of this making you uncomfortable, please drop the course immediately.
### New Course Proposal

**Course: FREN 550 : Capstone Seminar in French and Francophone Language, Literature, and Culture**

**Last edit:** 10/19/16 12:29 am  
Changes proposed by: pascott

**Academic Career** | Undergraduate, Lawrence  
**Subject Code** | FREN  
**Academic Unit** | Department: French & Italian (FREN)  
**School/College** | College of Lib Arts & Sciences  
**Locations** | Lawrence  
**Effective Term** | Fall 2017  
**Title** | Capstone Seminar in French and Francophone Language, Literature, and Culture  
**Transcript Title** | Capstone Seminar in French  
**Credits** | 3  
**Course Type** | Seminar (SEM)  
**Grading Basis** | A-D(+/-)FI  
**Prerequisites** | Senior majors; special department permission for other students.  
**Are you proposing this course for KU Core?** | Yes  
**Typically Offered Once a Year, Usually Spring** | Yes  
**Repeatable for credit?** | Yes  

**Catalog Description**
Small discussion groups, each designed to consider a specific, clearly defined topic, using an interdisciplinary approach and requiring the demonstration of a comprehensive knowledge of the fundamentals in the field as appropriate to the topic. Class discussion based on student presentation. A final comprehensive project required. All discussion and coursework will be in French.

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

**Justification for counting this course towards the CLAS BA**
Students will acquire a broad and detailed range of knowledge of different fields within French seventeenth-century literary and cultural/historical studies, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, ...
Yes
Name of person giving departmental approval
Bruce Hayes Date of Departmental Approval 01/21/15

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.

Students will acquire in depth knowledge of cultural studies, historical studies, literature, film, and art, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, and philosophy), and will be trained to produce persuasive conclusions from these ideas and materials that not only relate to the early modern period in France but also that may be applied to different periods in human history, notably the twenty-first century.

Selected Learning Outcome(s):

Goal 6
Is this course or course sequence at the required junior or senior level?
Yes

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

A final research paper will be assessed for student outcomes using the rubric for CORE Goal 6 which will comprise the the acquisition a range of knowledge of different fields within French and Francophone studies, including cultural studies, historical studies, literature, film, and art, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, and philosophy), and producing persuasive conclusions from these ideas and materials that may be applied to different periods in human history, notably the twenty-first century.

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

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

Which Program(s)?

Program Code - Name
(FREN-BA) French, B.A.

Describe how:
This course will constitute the senior capstone requirement of the revised major, the request for which have just been submitted.

Rationale for Course Proposal
This will add a capstone seminar as part of the requirement for the French major and will be a senior-level class that synthesizes and consolidates previous classes, notably in the production of an analytic research paper on an interdisciplinary topic that satisfies the requirements of CORE goal 6.

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

Name of person giving departmental approval Bruce Hayes Date of Departmental Approval 01/21/15

Rationale for Course Proposal
This will add a capstone seminar as part of the requirement for the French major and will be a senior-level class that synthesizes and consolidates previous classes, notably in the production of an analytic research paper on an interdisciplinary topic that satisfies the requirements of CORE goal 6.

How does this course meet the CLAS BA requirements?
Beyond Fourth Level Foreign Language (FP)
Quantitative Reasoning (QR)
Writing (WRIT)

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

Which Program(s)?

Program Code - Name
(FREN-BA) French, B.A.

Describe how:
This course will constitute the senior capstone requirement of the revised major, the request for which have just been submitted.

Rationale for Course Proposal
This will add a capstone seminar as part of the requirement for the French major and will be a senior-level class that synthesizes and consolidates previous classes, notably in the production of an analytic research paper on an interdisciplinary topic that satisfies the requirements of CORE goal 6.

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

Name of person giving departmental approval Bruce Hayes Date of Departmental Approval 01/21/15

Selected Goal(s)
The final research paper is a scaffolded assignment with stages including a research outline, annotated bibliography, drafts, and meetings with the instructor, training students to process, evaluate, and use sources in order to support an original thesis. The various phases of the project will consolidate students’ analytical skills and ability to construct an original piece of work with supporting evidence over staggered deadlines.

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

The identification and use of critical sources to support an original thesis and conclusion which includes several disciplines is a crucial component of the course. The syllabus highlights that the research paper meets CORE goal 6 in its requirement of an original piece of work that uses a number of sources and contains solid, well-argued conclusions.

Syllabus FREN 550.doc
Course Texts

- Anon., *Lettres portugaises* (Garnier Flammarion).
- Madame d’Aulnoy, *Contes de fées* (on Blackboard).
- Corneille, *Polyeucte* (Livre de Poche).
- La Fontaine, *Fables* Livres I à VI (Petits Classiques Larousse).
- *Le roi danse* (movie directed by Gérard Corbiau)

Schedule

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<td>Introduction</td>
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<td>Aug 25</td>
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<td>Absolutism (lecture and discussion); <em>Fables</em> Préface; I, 1</td>
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<tr>
<td>Sept 30</td>
<td>T</td>
<td><em>Fables</em> I, 10; II, 18; III, 3; III, 4</td>
</tr>
<tr>
<td>Sept 1</td>
<td>R</td>
<td><em>Fables</em>; III, 14; IV, 5; IV, 14; V, 14</td>
</tr>
<tr>
<td>Aug 6</td>
<td>T</td>
<td><em>Mémoires</em> pp. 431-42</td>
</tr>
<tr>
<td>Aug 8</td>
<td>R</td>
<td><em>Mémoires</em> pp. 443-55</td>
</tr>
<tr>
<td>Aug 13</td>
<td>T</td>
<td><em>Mémoires</em> pp. 456-73</td>
</tr>
<tr>
<td>Aug 15</td>
<td>R</td>
<td>Spencer Research Library visit</td>
</tr>
<tr>
<td>Aug 20</td>
<td>T</td>
<td>Library Instruction Session, Watson Library Rm 419</td>
</tr>
<tr>
<td>Aug 22</td>
<td>R</td>
<td><em>Draft of Explication</em> due by midnight</td>
</tr>
<tr>
<td>Aug 27</td>
<td>T</td>
<td>No class – <em>Entretiens</em></td>
</tr>
<tr>
<td>Aug 29</td>
<td>R</td>
<td><em>Princesse de Clèves</em>, Part 1</td>
</tr>
<tr>
<td>Oct</td>
<td>M 3</td>
<td>Final version of <em>Explication</em> due by midnight</td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>T 4</td>
<td><em>Princesse de Clèves</em>, Part I and II</td>
<td></td>
</tr>
<tr>
<td>R 6</td>
<td>No class – take-home midterm</td>
<td></td>
</tr>
<tr>
<td>T 11</td>
<td>No class – Fall Break</td>
<td></td>
</tr>
<tr>
<td>R 13</td>
<td><em>Princesse de Clèves</em>, Part II</td>
<td></td>
</tr>
<tr>
<td>T 18</td>
<td><em>Princesse de Clèves</em>, Part II and III</td>
<td></td>
</tr>
<tr>
<td>R 20</td>
<td>Spencer Museum visit, Study Center, SMA</td>
<td></td>
</tr>
<tr>
<td>T 25</td>
<td><em>Princesse de Clèves</em>, Part III and IV</td>
<td></td>
</tr>
<tr>
<td>R 27</td>
<td><em>Princesse de Clèves</em>, Part IV</td>
<td></td>
</tr>
<tr>
<td>F 28</td>
<td>Abstract draft due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nov</th>
<th>T 1</th>
<th><em>Le Bourgeois gentilhomme</em>, I, II</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 3</td>
<td><em>Le Bourgeois gentilhomme</em>, III, IV, V Final Abstract due</td>
<td></td>
</tr>
<tr>
<td>T 8</td>
<td><em>Lettres portugaises</em>, lettres 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>R 10</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>M 16</td>
<td>Annotated Bibliography due</td>
<td></td>
</tr>
<tr>
<td>T 17</td>
<td><em>Polyeucte</em>, I, II</td>
<td></td>
</tr>
<tr>
<td>R 19</td>
<td><em>Polyeucte</em>, III, IV, V</td>
<td></td>
</tr>
<tr>
<td>M 23</td>
<td>First Draft due</td>
<td></td>
</tr>
<tr>
<td>T 24</td>
<td>Filming the Seventeenth Century</td>
<td></td>
</tr>
<tr>
<td>R 26</td>
<td>No class – Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>T 29</td>
<td><em>Contes</em> (La Belle aux cheveux d’or)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dec R 1</th>
<th><em>Contes</em> (Babiole)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8</td>
<td><em>Contes</em> (La Chatte blanche)</td>
</tr>
<tr>
<td>R 9</td>
<td>Review and Discussion</td>
</tr>
<tr>
<td>F 10</td>
<td>Stop Day</td>
</tr>
<tr>
<td>F 17</td>
<td>Final version of research paper due</td>
</tr>
</tbody>
</table>

**Disabilities**

If you experience any difficulty with any aspect of this course, please do not hesitate to let me know and I will try to help in any way that I can (you are most welcome to contact me in person, by e-mail, or by phone). If you have a disability that might affect your work, then please let me know as soon as possible so that we can discuss possible and appropriate modifications to enable you to complete the course requirements. The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The SAS office coordinates accommodations and
services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services can be found at http://achievement.ku.edu. Please also contact your instructor privately in regard to your needs in this course.

Religious Observances

Where examinations and tests other that final examinations conflict with religious observations of a generally recognized nature, a student under obligation to participate in such religious observances shall, upon request to the instructor involved (which shall be made at least a week in advance of the scheduled examination or test), be accorded the opportunity to take the examination or test at some other time not in conflict with his or her religious obligations.

Course Aims and CORE Goal

French 460 looks at some representative literary texts from the seventeenth century with a particular emphasis on authorial aims (manipulation) and subversive intent. The texts cover different literary genres: poetry (La Fontaine); the novel; the short story (fairy-tales); memoirs; letters; and theater. Emphasis is given to close, intensive readings of representative texts rather than extensive readings or lengthy assigned readings.

This course satisfies the requirement for CORE Goal 6 (humanities):

Upon reaching this goal, students will be able to analyze and combine information from different areas within or across disciplines to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas.

Requirements

A take-home midterm examination (with the midterm being a four-day take-home examination given on October 3 and due by midnight on October 7); two semester papers (one explication de texte or analytical commentary; of around 1,250 words and one scaffolded assignment, the nucleus of this class, with different stages of an abstract, annotated bibliography, first draft, one-to-one meeting with the professor, final version); active participation in class discussions. Each student will also have an entretien or oral presentation on a fable from La Fontaine that has not been covered in class, and this will account for 10% of the course grade, and will take place on September 22. The entretien is an informal analysis about a passage, pointing out the principal themes, literary devices, and author’s perspective. You are expected to have prepared readings carefully and to be ready to participate actively in class discussions.

Assignments

Written work done outside of class should always be carefully thought out and proof-read, typed or printed out, and double spaced. No late work will be graded and you will receive a zero for anything not handed in by the due time and date (exceptions only
made for medical reasons or emergencies, with evidence and prior consultation and entirely at my discretion). Drafts and final copies are to be submitted as Word documents into the specially created folder of the Blackboard course; comments and grading will be made using the tracking feature of Word. Please note that I will not be responsible for any difficulties in opening files or attachments.

**Individual Mini-Presentations**

Students will have two individual mini-presentations to give, in French, lasting around 5 minutes each. The first of these is on the topic they are working on for their research paper (worth 3% of the course grade). The aim is to get feedback and ideas from other participants. As well as setting out their topic, problems encountered can be shared in order to elicit solutions and suggestions. The other mini-presentation will be to present the work of the day (worth 2% of the course grade). This is not a Wikipedia-style summary but rather will focus on individual reactions to it (was it difficult? Reasons why you liked or disliked it. Links to other works). I will record one of these on my iPhone and use the footage to provide feedback (the clip will not be posted online).

**Grades**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>take-home midterm examination</td>
</tr>
<tr>
<td>10%</td>
<td>entretien (September 27)</td>
</tr>
<tr>
<td>15%</td>
<td>explication de texte (September 30)</td>
</tr>
<tr>
<td>5%</td>
<td>reading journal</td>
</tr>
<tr>
<td>5%</td>
<td>in-class mini-presentation</td>
</tr>
<tr>
<td>5%</td>
<td>research paper final abstract (November 3)</td>
</tr>
<tr>
<td>5%</td>
<td>annotated bibliography (November 16)</td>
</tr>
<tr>
<td>25%</td>
<td>research paper* (December 17)</td>
</tr>
<tr>
<td>15%</td>
<td>class (daily preparation and participation)</td>
</tr>
</tbody>
</table>

*This final research paper will be assessed for student outcomes using the rubric for CORE Goal 6 found on our Blackboard site. Assessment will include the acquisition a range of knowledge of different fields within French seventeenth-century literary and cultural/historical studies, combining and analyzing information acquired from multi-disciplines (literature, culture, fashion, history, and philosophy), and producing persuasive conclusions from these ideas and materials that not only relate to the early modern period in France but also that may be applied to different periods in human history, notably the twenty-first century.

**Grade Points**
I have adopted the plus and minus system, which is optional in CLAS. Grade points are numerical weights assigned to completed hours of academic work, according to the following schedule of values:

- For each hour of grade A...4 grade points
- For each hour of grade B...3 grade points
- For each hour of grade C...2 grade points
- For each hour of grade D...1 grade point
- For each hour of grade F... 0 grade points

The College has adopted the use of plus/minus grading to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade. In terms of a percentile, this works out as:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93.9%</td>
<td>A-</td>
</tr>
<tr>
<td>88-89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>84-87.9%</td>
<td>B</td>
</tr>
<tr>
<td>80-83.9%</td>
<td>B-</td>
</tr>
<tr>
<td>78-79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>74-79.9%</td>
<td>C</td>
</tr>
<tr>
<td>70-73.9%</td>
<td>C-</td>
</tr>
</tbody>
</table>

Etc.

I do not engage in the dubious practice of “rounding up”. For example, if you receive a course grade of 89.7%, that is a B+.

**Attendance**

Please notify me in advance of any absences. If you are absent for a class, it is your responsibility to find out what was covered in class and to prepared to participate fully at the following class. Excessive absences (more than 2) will lower the class proportion of your semester grade on the following scale: \( \text{2\% per absence} \). If you do have a valid excuse for missing a syllabus assignment (illness, injury, family emergency, etc.), then please contact me to discuss arrangements. If you miss a scheduled examination (or class test) without a valid excuse, then you will receive a zero for that assignment. It is also your responsibility to show up in a timely fashion for class; persistent tardiness (i.e. arriving after class has begun) will result in the students’ participation grade being penalized according to exactly the same system as excessive absences, commencing with the second tardy arrival to class.

**Environmental Consciousness**

This is a paperless class. All handouts, assignments, and examinations are completed and submitted digitally and you are encouraged to use paper sparingly.
Class Conduct

Please note the University’s policy in this respect: “The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.”

Cell phones must be turned off in class, as this is a thoughtless and mindless distraction; this is a learning environment not a cocktail lounge. Breaches of this will affect the attendance grade of the individual concerned in the same fashion as stipulated for tardy arrivals, above.

Laptops, notebooks, iPads, or other electronic devices are not permitted to be used in class. I am willing to discuss special permissions to use such equipment but this is entirely at my discretion.

Course Materials

All course materials (handouts, PowerPoint documents, review sheets, exams, etc.) are for your personal use only in this class. Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in our French courses. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Please remember that all of the content in this course (lectures, handouts, etc.) is my intellectual property. You are not to record me nor are you to distribute (electronically or otherwise) material from this course.

Departmental Policy on Electronic Resources and Translation Programs

IMPORTANT NOTES about acceptable online/electronic resources: If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use
any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment.

If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

The use of computer or on-line translation programs is NOT permitted in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

**Academic Honesty**

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments and light (that is to say not substantive) editing of assignments, in addition to support activities offered by organizations such as KU’s Writing Center or KU Libraries, resources which are highly encouraged. Any substantial editing from another person is NOT allowed on homework/assignments being turned in for a grade. These things are considered cheating and will result in a grade of zero on the assignment, as well as a charge of academic misconduct, which may entail further sanctions. The student should be certain that all of the work submitted in this course is his/her own.

The KU Writing Center is an excellent resource which students are encouraged to use and I copy the following information from their website: “At the KU Writing Center, you can work one-on-one with writing consultants trained to talk with you about writing. We welcome students who think they need help with writing as well as those who consider themselves good writers. You can meet face-to-face, receive feedback via e-mail, or schedule a videoconference. Consultants are coaches who work with you on any type of assignment—essays, research papers, reports, presentations—-at any point of completeness or incompleteness. We find that students benefit from a visit early in the thinking and writing process. Don’t wait until you are frustrated. To learn more, browse to [http://writing.ku.edu](http://writing.ku.edu). You’ll be glad you did!”
The department strictly adheres to the following policy on plagiarism and cheating: “Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who—upon consulting with the instructor—will forward a “CHARGE OF ACADEMIC MISCONDUCT FORM” to College of Liberal Arts with a recommendation for the appropriate sanction.”

Students should be certain that all of the work submitted in this course is their own. **NO outside assistance is allowed** on any homework/assignments. **Such outside assistance constitutes academic misconduct.** Examples of this include, but are not limited to:

- **Submitting plagiarized work for an academic requirement.** Plagiarism is the representation of another’s work or ideas as one’s own. It includes unacknowledged word-for-word and/or paraphrasing of another’s work/ideas.
- **Copying / turning in written work that is not original to you.**
- **Resubmitting work from another French course.**
- **Having someone else do the work for you.**
- **Using a translation program in any way to complete assignments.**
- **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who provides the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. Please review the notes regarding the use of online dictionaries, apps and translation programs. You might also wish to read the ‘Code of Student Rights and Responsibilities’ (www.timetable.ku.edu), as it contains a good deal of practical information.

**Tutoring**

Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options: 1) **Private tutors** are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu. 2) **Small group tutoring** is also available through KU’s Academic Achievement and Access Center for $75/course per semester: [http://www.tutoring.ku.edu/](http://www.tutoring.ku.edu/). The AAAC can also consult with you and suggest other options/resources to maximize your learning: [http://achievement.ku.edu](http://achievement.ku.edu)
Validity of Syllabus

It may be necessary to modify the syllabus in accordance with *forces majeures* or any needs or requirements that should arise. If this is the case, an updated version will be uploaded to Blackboard to replace the previous one and will become valid from the moment of being available to class participants.

Final Remark

Many of the works that we will be studying contain material which deals with themes related to sex, race, sexuality, religion, death and other sensitive issues and it may be necessary to use explicit terms in discussing this material. I also expect everyone to be tolerant of, and receptive to, each student’s viewpoint while retaining a critical scholarly perspective. If you foresee any of this making you uncomfortable, please drop this class immediately.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 4:41 pm

Viewing: PHSX 420: Science and Policy
Last edit: 10/21/16 2:49 pm

Changes proposed by: tatekris

Academic Career: Undergraduate, Lawrence
Subject Code: PHSX
Academic Unit: Department of Physics & Astronomy (PHSX)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Science and Policy
Transcript Title: Science and Policy
Effective Term: Spring 2017

Catalog Description: An introduction to the relationship between science and public policy. The mutual interactions between public policy and scientific practice are explored within an ethical framework with examples that include energy and sustainability issues. An experiential course where students will be asked to develop and implement ethical solutions and engage meaningfully on a practicum project for local, regional, national, or international partners who are working on policy decisions which have technology implications. Honors credit is available for this course.

Prerequisites: Eligibility for Math 101

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
Yes

Typically Offered: On a Rotating Basis
Repeatable for credit?
No

Principal Course Designator: N - Natural Sciences

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

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

Rationale for Course Proposal:
In order for students to apply their scientific knowledge, they have to gain a global awareness and sensitivity for the environment in which science is used in society. This course is intended to introduce students to issues that impact the practical conduct of science with engaged scholarship by executing a project in a socially responsible and ethical manner.

KU Core Information

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

Name of person giving departmental approval  Hume A. Feldman  Date of Departmental Approval  10/05/2016

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.

The focus of the course on science and policy is student projects where scientific solutions to societal problems can be implemented in a socially responsible way with local, national, or global communities. To execute the projects, students have to understand the current policies, including ethical underpinnings, and suggest ways to improve their implementation. The students work with members of the public in a collaborative way on their projects. The course also utilizes a textbook that presents ethical frameworks and case studies. Students are tested on the material in the book and submit an ethics reflection paper about their project. This class is submitted for Goal 5, learning outcome 2, as they will complete a practicum that meets a community need which accounts for 50% of their course grade.

Selected Learning Outcome(s):

Goal 5, Learning Outcome 2

Describe how your internship or practicum meets a community need and requires evidence that students understand and have practiced ethical behavior and ethical decision-making. Please also discuss how the students will have made a positive contribution to the population served. (Please limit responses to 1000 characters.)

There are readings on scientific ethics and ethical frameworks as part of the course which are discussed thoroughly in class. One example of a case studied is stem cell research. A particular focus of one textbook is how scientists represent their research to the public and advocate for policies. See the syllabus for the textbooks. The students are tested over the material in the books and also have to complete a reflection paper where they identify potential ethical decisions associated with their service project. Here, they have to discuss the scientific aspects of responsible conduct of research as well as the associated social responsibility and ethical issues. In particular, they have to identify the positive and negative ethical dimensions of the current public policy associated with their project. They present a final oral presentation where the ethical framework for the project is also described. The G5 Rubric attached will be used to assess this outcome.

KU Core Documents

PHSX-420-syl-d.doc
Additional Details for Goal 5, Learning Outcome 2 Proposal - PHSX 420.docx
G5_Rubric.pdf

Course Reviewer Comments
PHSX 420: Science and Policy

Spring 20xx  MWF11:00-11:50
Instructor  Alice Bean, 4087 Malott, 864-4742, abean@ku.edu

Textbooks
The Honest Broker – Making Sense of Science in Policy and Politics, Roger Pielke

Course Description
An introduction to the relationship between science and public policy. The mutual interactions between public policy and scientific practice are explored within an ethical framework with examples that include energy and sustainability issues. An experiential course where students will be asked to develop and implement ethical solutions and engage meaningfully on a practicum project for local, regional, national, or international partners who are working on policy decisions which have technology implications. Eligibility for Math 101 is a prerequisite for this course. Honors credit is available for this course.

KU Core Goal 5
This course seeks to help students develop and apply knowledge and skills in demonstrating an understanding of social responsibility and ethical behavior. In particular, with the project component of this course, students will act on their understanding of social responsibility and ethical behavior to others and contribute positively via leadership, collaboration, or other direct action.

Honors Credit
It is possible to earn honor’s credit for this class. You will have to meet the honor’s contract requirements

Grades
Exam: 15%
Homework assignments: 10%
In-class quizzes and participation: 20%
Peer Review: 5%
Project (total 50%)
Description 10%
Ethics Reflection paper: 10%
Implementation 10%
Oral presentation 10%
Final Paper 10%

Exam
There will be one in-class exam over the materials covered in lecture and from the readings

Homework
There will be a couple of homework assignments where you will have to show technical mastery and abilities with scientific problems. These are to be turned in at the beginning of class on the assigned dates. Late assignments will not be accepted.

**Quizzes and participation**

During each lecture period, there will be quiz/participation points awarded. The quizzes will be over the assigned reading materials. The participation points are awarded for your input and preparedness for the discussions. A particular focus of these discussions will be the ethical framework as presented in *the Honest Broker*. A total of 3 points per day are available.

**Peer Review**

You will be asked to assess other student’s project descriptions using a rubric provided.

**Project**

The focus of the course will be a practicum project of your selection in consultation with the instructor and other students in the course. You will have to understand the scientific, ethical, social responsibility, and policy issues in drafting a project description. You will write an ethics reflection paper where you describe the ethical decision making and social responsibility considerations for your project. For the project implementation paper, you will need to figure out at what level and who can address your issue. There will need to be communication and partnership strategies discussed. You will need to demonstrate that the project you are working on will make a positive contribution to the public at either a local, national, or international level. You are responsible for understanding university and legal regulations before you potentially proceed with implementation of your plan. At the end of the semester you will provide evidence of your positive contribution with a final oral presentation, and a final paper which will be presented during the final week of class.

You will have to participate meaningfully in the project that serves a community within an ethical framework and be able to describe your participation and the project to others. You will also have to explore the project in the context of other efforts to meaningfully serve the community. Through the presentations listed above, you will seek to communicate the project within an ethical framework which is understood from the material and readings in the course.

**Academic misconduct**

Every student is expected to complete his or her own homework, quizzes, and exams independently. While students are encouraged to have discussions, any duplication of homework in whole or in part will be treated as academic misconduct with penalties as severe as receiving an F grade for the course. Note that copying others’ work and allowing others to copy your own work are both considered academic misconduct. While there may be work assigned in groups, any written or oral reports that you present are considered to be your work and should have been completed by you. You are required to properly attribute the words and ideas of others.
Continuing the response to:

Describe how your internship or practicum meets a community need and requires evidence that students understand and have practiced ethical behavior and ethical decision-making. Please also discuss how the students will have made a positive contribution to the population served.

The students have to select practicum projects at the beginning of the semester. Their project description assignment includes a section on addressing the benefits to the public of the particular policy and project that they will work on. A particular focus of the project description is past and present efforts as well as both short term (end of semester) and longer term goals that their project will address. The case must be made that a particular project will make a positive contribution before it will be accepted for the course. Their final paper must describe this contribution as well as evidence that their leadership, collaboration, and communication contributed to the positive outcomes. The G5 Rubric attached will be used to assess this outcome. Some example previous projects have been: to help Kansas long haul truckers limit their diesel usage and emissions while saving money through the EPA Smartway program, and helping family owned farms in Kansas to implement wind mills to save energy costs.
### SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

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

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

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**Define and analyze a real-world problem from an ethical perspective**
- Clearly defines a real-world problem and provides an in-depth analysis from a well-delineated ethical perspective.
- Clearly defines a real-world problem and provides a basic analysis from a well-delineated ethical perspective.
- Clearly defines a real-world problem and provides a basic analysis from an ethical perspective that is briefly outlined.
- Fails to clearly define a real-world problem or fails to provide any ethical analysis.

**Situate the problem in the context of other contemporary problems**
- Proposes and justifies a particular level of attention to and investment in the problem in the context of other relevant contemporary problems.
- Situates the problem in the context of other contemporary problems and shows their relevance in terms of comparative ethical significance and competition for resources.
- Identifies other contemporary problems and suggests how consideration of those problems is relevant to an ethical understanding of the problem at issue.
- Fails to identify other relevant contemporary problems.

**Situate the ethical perspective in the context of competing ethical perspectives**
- Compares and contrasts the most relevant competing ethical perspectives.
- Compares and contrasts relevant competing ethical perspectives.
- Compares and contrasts competing ethical perspectives.
- Fails to compare and contrast with other competing ethical perspectives.

**Present and communicate the problem and ethical perspective**
- Communicates clearly and fluently an understanding of social responsibility and ethical behavior using compelling content and high quality relevant supporting materials.
- Communicates clearly an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.
- Communicates an understanding of social responsibility and ethical behavior using appropriate content and relevant supporting materials.
- Fails to communicate an understanding of social responsibility and ethical behavior.

**Learning Outcome 2:** Upon reaching this goal, students will be able to: *Act on this understanding of social responsibility and ethical behavior to others in one’s local, national, or global community, and contribute positively via leadership, collaboration, or other direct action.*

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**Describe how the project meaningfully serves a community (e.g., local, national, global) within an ethical framework**
- Describes how the project meaningfully serves long-term goals of the community and extensively explores unintended consequences, both positive and negative, using an ethical framework.
- Describes how the project meaningfully serves short-term needs of the community and explores multiple unintended consequences using an ethical framework.
- Describes how the project meaningfully serves short-term needs of the community and explores at least one unintended consequence within an ethical framework.
- Fails to describe how the project meaningfully serves the community within an ethical framework.

**Participate meaningfully in the project**
- Provides clear evidence of leadership, collaboration, and communication and shows how this contributed to the goals of the project.
- Provides clear evidence of collaboration and communication and shows how this contributed to the goals of the project.
- Provides clear evidence of collaboration or communication and shows how this contributed to the goals of the project.
- Fail to provide clear evidence of meaningful participation in the project.

**Explore the project in the context of other efforts to meaningfully serve the community**
- Situate the project thoroughly within the context of other relevant efforts, past and present, to meaningfully serve the community.
- Situate the project in the context of other efforts, past or present, to meaningfully serve the community.
- Situate the project in the context of at least one other current effort to meaningfully serve the community.
- Fails to explore the project in the context of other efforts to meaningfully serve the community.

**Present and communicate the project and ethical framework**
- Communicates clearly and fluently the project and ethical framework using compelling content and high quality relevant supporting materials.
- Communicates clearly an understanding of the project and ethical framework using appropriate content and relevant supporting materials.
- Communicates an understanding of the project and ethical framework using appropriate content and relevant supporting materials.
- Fails to communicate an understanding of the project and ethical framework.

11 May 2012
To be approved for inclusion in the KU Core curriculum, course applications must include a plan to develop evidence and evaluation of student learning, documenting that students have met the criteria associated with the learning outcome that students in your course will achieve. As an aid in meeting this expectation, the committees that developed the goals, learning outcomes, and criteria of the KU Core (the satellite and transition committees) also drafted sample rubrics to provide ideas for how to evaluate what your students have learned. These are examples and should not be considered the only way to assess student learning. You may choose to use these rubrics, or you may develop your own evaluative tools. In reviewing your application, the University Core Curriculum Committee will expect to see a description of the assessment mechanism you will use.