Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 11:28 am

Viewing: ANTH 345: Introduction to Human Evolutionary Biology

Last edit: 10/19/16 11:24 am

Changes proposed by: womackk

Academic Career: Undergraduate, Lawrence

Subject Code: ANTH

Course Number: 345

Academic Unit: Anthropology (ANTH)

School/College: College of Lib Arts & Sciences

Locations: Lawrence

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

Title: Introduction to Human Evolutionary Biology

Transcript Title: Intro Human Evolutionary Bio

Effective Term: Fall 2017

Catalog Description: This course takes students on the evolutionary journey of the human species: from the origin of the primate order to modern human population diversity. It examines human adaptations to extreme environments, nutrition and the role of the microbiome in human health, and human evolutionary genomics in the foundations of immunity and their intersection with public health. It evaluates our Neandertal ancestry, and tracks major human migrations and dispersals in the peopling of the world. All topics are examined through the lens of molecular evolutionary approaches to the study of human diversity.

Prerequisites: None, but an introduction to biology or biological anthropology course is recommended.

Cross Listed Courses:

Credits: 4

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

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

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: Once a Year, Usually Fall

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: Anthropology 345 will provide students with an upper division introduction to human evolutionary biology, a slight change in orientation from the current Anth. 304, and will eliminate confusion surrounding Anthropology 104 and 304 which have been cross-listed and taught jointly. This creates a separate identity for the former Anth 304 for the benefit of students.
Rachel Schwien (rschwien) (10/21/16 2:34 pm): requested statement of support from BIOL

Rachel Schwien (rschwien) (11/02/16 2:26 pm): followed up with dept 11/2

Rachel Schwien (rschwien) (11/04/16 10:56 am): Greg Burg (BIOL) is in support of this course
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/08/16 7:58 pm

Viewing: ANTH 604: The First Americans

Last edit: 10/14/16 1:46 pm

Changes proposed by: bmetz

Programs referencing this course

ANTH-MIN: Anthropology, Minor

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
Course Number: 604
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: The First Americans

Transcript Title: First Americans

Effective Term: Spring 2017

Catalog Description:
This class will review the ongoing scientific debate concerning the routes and chronologies of the earliest human migrations into the Americas. It surveys the history of the dispute over the antiquity of archaeological sites in North and South America, and investigates the paleontological, genetic, geological, and archaeological records for clues to the various peopling models and processes. As a counterpoint to the scientific approach, it also explores public arguments over the issue, to assess the socio-cultural and political repercussions of archaeological discoveries.

Prerequisites: ANTH 110 or permission of the 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: On a Rotating Basis
Repeatable for credit?
No

Principal Course Designator
Course Designator: S - Social Sciences
W - World Culture

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

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

Which Program(s)?

ANTH-MIN: Anthropology, Minor
With the addition of two new scholars, the department of Anthropology now has six faculty members who are conducting research on the first Americans. Because this is a hot topic, constantly evolving, there is an increasing relevance to offer a class that will review new discoveries and extant data and provides students with the foundational knowledge necessary to grasp current issues in our field.

ANTH 604 First Americans Syllabus.pdf

Rachel Schwien (rschwien) (10/18/16 2:09 pm): Subcommittee requested statement of support from Indigenous studies
Rachel Schwien (rschwien) (10/26/16 12:54 pm): followed up with dept 10/26
Rachel Schwien (rschwien) (11/15/16 2:47 pm): Indigenous Studies indicates no content overlap
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/16 4:55 pm

Viewing: ART 650: Senior Seminar I

Last edit: 10/28/16 2:47 pm

Changes proposed by: s208s270

Programs referencing this course
- ART-BFA: Visual Art, B.F.A.

Academic Career: Undergraduate, Lawrence
Subject Code: ART
Course Number: 650
Academic Unit: Visual Art (ART)
School/College: School of the Arts, CLAS
Locations: Lawrence

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

Title: Senior Seminar I
Transcript Title: Senior Seminar I
Effective Term: Fall 2017

Catalog Description: This course explores issues and themes in creative practice while critically examining works of visual art and culture; capstone experience. Concurrent enrollment in at least one upper level Visual Art studio course is required. Typically taken during a student's final two semesters.

Prerequisites: 30 hours of departmental electives and instructor permission. Co-requisite: any 300 level or above Visual Art studio course

Cross Listed Courses:

Credits: 3
Course Type: Seminar (SEM)
Grading Basis: A-(+/-)FI

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

Are you proposing this course for KU Core?
- No

Typically Offered: Twice a Year, Fall and Spring
Repeatable for credit?
- No

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

Which Program(s)?
- Program Code - Name
  - (ART-BFA) Visual Art, B.F.A.

Describe how:
- This course will be required for all seniors in the Visual Art BFA degree, typically in their last two semesters, as a capstone course.

Rationale for
- Current BFA General students enroll in ART 695 and ART 696. These courses have met individually with one designated professor on...
Changing these courses to a group discussion and applying them to all BFA majors will serve to bring together the BFA subplans with more cohesive curriculum. This change will bring together all advanced students for discussions, critiques.
### Senior Studio Course objective and plan description:
This course explores issues and themes in art while critically examining works of art; capstone experience. Concurrent enrollment in at least one upper level Visual Art studio course is required.

Prerequisite: Thirty hours of departmental electives, consent of department, and permission of instructor. Capstone course. Participation in BFA group exhibition required.

Senior Seminar will be comprised of focused critique/discussion, presentations, readings and independent studio time. The schedule/framework below is designed to be as open as possible. Dates specified as “STUDIO” are generally reserved for independent studio time with the faculty member observing/visiting the students. Class time will also be utilized for the following: field trips, visiting artists, independent meetings, small group critiques, presentations/demonstrations, student-led demonstrations/presentations/reads, or other impromptu activities. Studio time is not optional, and students are required to be working during the allotted class time.

<table>
<thead>
<tr>
<th>week</th>
<th>plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course: What is a Body of Work/Major Project? How does one go about developing their “conversation”? Big Reading Assignment: Possibly a common novel related to making/doing across sections (e.g. “Too Loud a Solitude,” Bohumil Hrabal or “Conquest of the Useless” Werner Herzog)</td>
</tr>
<tr>
<td>2</td>
<td>Discussions of Draft Ideas for Major Projects/Bodies of Work Independent Meetings</td>
</tr>
<tr>
<td>3</td>
<td>Formal Proposal/Schedule DUE for Major Body of Work/Project Presentations of past work and proposal with Feedback from the Class</td>
</tr>
<tr>
<td>4</td>
<td>GROUP CRITIQUE #1 Students must present significant work in progress and participate in group discussion regarding their own work and that of their peers. STUDIO</td>
</tr>
<tr>
<td>5</td>
<td>This week will focus on individual studio/lab time. Instructor will meet each student individually in the studio setting</td>
</tr>
<tr>
<td></td>
<td>Discussion on Reading / new reading assignment/ writing assignment</td>
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</tr>
<tr>
<td>6</td>
<td>Exhibition planning: space proposals, discussion of: exhibition groups, exhibition titles, installation specs (tools and equipment lists)</td>
</tr>
</tbody>
</table>
| 7 | **GROUP CRITIQUES #2**  
Students must present significant finished artwork and participate in group discussion regarding their own work and that of their peers. |
| 8 | Exhibition planning continued: press releases, media, online and printed invitations, |
| 9 | **DEMO**: Photographing artwork for portfolio.  
Assignment: complete phot documentation due at the end of the semester.  
Artist statement drafts/resume drafts due  
**DISCUSSION**: Readings.  
Writing assignment: Writing about art: an contemporary artist, exhibition review, artist interview, |
| 10 | **Small Group Critique #3 Group A** - work in progress or finished work.  
Resumes and Artist Statements for exhibitions due.  
**Small Group Critique #3 Group B** - work in progress or finished work.  
Resumes and Artist Statements for exhibitions due. |
| 11 | **Visiting Artist Presentation / Studio Visits and/or Studio Demo**  
Museum or studio Field Trip (Spencer Museum, Nelson Atkins, Kemper Museum, Nerman Museum at JCCC, private artist’s studio, local (Lawrence/KC) gallery |
<p>| 12 | Writing about Art assignment Due |
| 13 | <strong>STUDIO</strong> |
|   | <strong>GROUP CRITIQUE #4</strong> |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
</table>
| 14 | Exhibition planning continued.  
Mailing lists, exhibition information. |
| 15 | STUDIO |
| 16 | FINAL GROUP CRITIQUES |
| | Mandatory group exhibition. Each student is expected to exhibit approximately 5 finished works (or equivalent project scale).  
This exhibition can be on campus (ex: Art & Design Gallery, SUA gallery), off-campus locally in Lawrence, KC, Topeka, or in a previously approved alternative site. |
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/11/16 9:26 am

Viewing: BTEC 310: Scientific Communications

Last edit: 10/11/16 9:26 am

Changes proposed by: gburg

Academic Career: Undergraduate, Lawrence
Subject Code: BTEC
Course Number: 310
Academic Unit: Biology (BIOL)
School/College: College of Lib Arts & Sciences
Locations: Edwards

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

Title: Scientific Communications
Transcript Title: Scientific Communications
Effective Term: Fall 2017

Catalog Description:
Theory and practicum exploring communications relevant to careers in science. This course will explore the fundamentals of clear, effective communications in written and oral formats. Students will gain experience communicating in a variety of real-world situations with technical and lay audiences. Particular emphasis will be placed on the communications occurring within the workplace setting. Students will also be challenged to build a network with the biotech industries through external events.

Prerequisites:
ENGL 102; or consent of instructor. Students must be in their junior or senior year of a science-related degree.

Cross Listed Courses:

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

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

Principal Course Designator
Course Designator: N - Natural Sciences

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

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

Rationale for Course Proposal:
The challenges imposed upon scientists to communicate hypothesis, data, scientific ambiguity, project status updates, and persuasive scientific arguments are significant and unique. KU currently does not offer an undergraduate communications course that address the challenges of scientific communications.

Course Reviewer Comments:
Karen Ledom (kjh) (10/14/16 9:42 am): note to committee - FYI could not enforce 2nd part of prerequisite referring to "science related degree". Too vague to program.
Rachel Schwien (rschwien) (11/14/16 9:44 am): BTEC wishes to retain the proposed prerequisite. They are aware of the inability to automatically enforce the prerequisite.
# Course Inventory Change Request

## New Course Proposal

Date Submitted: 10/11/16 9:52 am

**Viewing:** BTEC 400 : Applied Immunology

Last edit: 10/11/16 9:52 am

Changes proposed by: gburg

### Academic Career
Undergraduate, Lawrence

### Subject Code
BTEC

### Course Number
400

### Academic Unit
Department: Biology (BIOL)

School/College: College of Lib Arts & Sciences

### Locations
Edwards

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

### Title
Applied Immunology

### Transcript Title
Applied Immunology

### Effective Term
Fall 2017

### Catalog Description
An integrated lecture and laboratory course exploring the fundamentals of immunology. The course focuses on developing a conceptual knowledge of the constituents and processes of the immune system. Students will develop a functional understanding of how to operate and apply current immunology-based techniques. Laboratory activities will explore the use of immunological tools for research, discovery, and analysis of processes and experimental compounds.

### Prerequisites
BTEC 300; BTEC 305; or consent of instructor.

### Cross Listed Courses:

### Credits
3

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

### Associated Components
Laboratory - Associated with a main component

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

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

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

### Typically Offered
Once a Year, Usually Spring

### Repeatable for credit?
No

### Principal Course Designator

### Course Designator
N - Natural Sciences

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

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

#### Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
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<tbody>
<tr>
<td>(BIOL-BAS) Biotechnology, B.A.S.</td>
</tr>
</tbody>
</table>

#### Describe how:

This course is a core BAS Biotechnology degree requirement.
Rationale for Course Proposal

This is a new course for the Biotech program. Immunology is a very large field of study. The biotech industry focuses heavily on specific areas of immunology and also requires mastery of specific analytical equipment. This course allows students to focus on developing the most relevant skills and areas of knowledge for a career in the biotech industry.

Course Reviewer Comments
### Course Inventory Change Request

**New Course Proposal**

**Date Submitted:** 10/13/16 11:55 am  
**Viewing:** CHEM 520: Biological Physical Chemistry with Laboratory  
**Last edit:** 10/13/16 11:55 am  
**Changes proposed by:** kkuczera

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
<th>CHEM-BA: Chemistry, B.A.</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>CHEM</td>
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<tr>
<td>Academic Unit</td>
<td>Chemistry (CHEM)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>Biological Physical Chemistry with Laboratory</td>
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<tr>
<td>Transcript Title</td>
<td>Biol Phys Chem w Lab</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

**Catalog Description**
A one-semester integrated lecture and laboratory course that explores the fundamentals of physical chemistry with specific application to biological systems. The basic principles of thermodynamics, chemical kinetics, quantum mechanics and spectroscopy will be introduced, and their applications to aqueous solutions and biochemical systems will be emphasized. Students who do not wish to take the laboratory component should enroll in CHEM 510.

**Prerequisites**
One semester of organic chemistry, two semesters of calculus and two semesters of physics.

**Credits**
5

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

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

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

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

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

**Typically Offered**
Once a Year, Usually Fall

**Repeatable for credit?**
Yes

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

**For how many maximum credits?**
999

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

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CHEM-BA) Chemistry, B.A.</td>
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</tbody>
</table>

Describe how:
This course replaces previous requirement of separate lecture (CHEM 510 in fall) and laboratory (CHEM 511 in spring). Course content and total number of credits remains unchanged.

Rationale for Course Proposal
Previously, the lecture was offered in the fall and lab in following spring. Current integrated format is designed to enhance student learning by coordinated lectures, problem solving and laboratory experiments approaching the same physical chemistry concepts from different directions.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 1:34 pm  
**Viewing:** CHEM 525 : Physical Chemistry for Engineers  
**Last edit:** 11/01/16 2:43 pm  
**Changes proposed by:** kkuczera

### Academic Career
Undergraduate, Lawrence

### Subject Code
CHEM  
**Course Number** 525

### Academic Unit
Department: Chemistry (CHEM)  
School/College: College of Lib Arts & Sciences

### Locations
Lawrence

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

### Title
Physical Chemistry for Engineers

### Transcript Title
Phys Chem for Eng

### Effective Term
Fall 2017

### Catalog Description
An introduction to the basic principles of quantum mechanics, atomic and molecular structure, molecular rotations and vibrations, statistical mechanics, statistical thermodynamics and reaction dynamics.

### Prerequisites of instructor.
Two semesters of general chemistry; PHSX 212; MATH 127, MATH 220 or MATH 320 and MATH 290 or consent of instructor.

### Cross Listed Courses:

### Credits
4

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

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

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

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

### Typically Offered
Once a Year, Usually Fall

### Repeatable for credit?
No

### Principal Course Designator

### Course Designator
N - Natural Sciences

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

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

### Rationale for Course Proposal
Create specialized one-semester physical chemistry course for Chemical Engineering students. Previously CE students took two semester Physical Chemistry sequence, which was not aligned with the main CE curriculum. New course will include interactive computer exercises on modeling of molecules and materials.

### Course Reviewer

### Comments

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Key: 11853
# Course Inventory Change Request

## New Course Proposal

Date Submitted: 10/19/16 12:45 am

**Viewing:** FREN 441: The Story of French

Last edit: 10/20/16 1:25 pm

Changes proposed by: pascott

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>FREN</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>French &amp; Italian (FREN)</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**

- The Story of French

**Transcript Title**

- The Story of French

**Effective Term**

- Fall 2017

**Catalog Description**

This course provides an overview of the historical development of the French language and an introduction to different varieties of French, as well as some current language-related issues in the French-speaking world. The history of the French language is considered both from an external perspective, by examining important historical events in the language’s history, and from an internal perspective, by looking at specific ways the language has changed over time. Variation is examined: how French differs geographically (i.e. dialects and regional varieties in France and in the French-speaking world), socially (i.e. how social groups such as socioeconomic class or sex are reflected in language use), and situationally (i.e. language modification depending on formality, context, etc.). Will include comparisons of spoken versus written French, slang, and le français populaire, as well as current issues, e.g., les néologismes (word creation), les anglicismes (English influence) and feminization of language. Taught in French.

**Prerequisites**

- FREN 301

**Cross Listed Courses:**

- FREN 301

**Credits**

- 3

**Course Type**

- Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

- A-D(+)FI

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

- No

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

- Yes

**Typically Offered**

- Once a Year, Usually Fall

**Repeatable for credit?**

- No

**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

It will be offered on an elective basis in track I of the proposed reformed major and giving this course its own number and title will better reflect the variety of courses that we offer in the department and the specific content of this course.

How does this course meet the CLAS BA requirements?

Beyond Fourth Level Foreign Language (FP)

Rationale for Course Proposal

This course has previously been taught under the FREN 440 label. It is a history of the French language course for undergraduates that covers linguistic evolution (diachronic change) and also external factors contributing to the development of the language itself and its status. It is an overview of the development of French from Latin to Modern French.

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: 09/21/16

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.

  This course will move students from their knowledge of modern Standard French to an understanding of how French developed from Latin and evolved into its current forms (including regional varieties and different dialects). The course leads students to examine internal diachronic changes in the language (in different domains, e.g., phonology, morphology, syntax, semantics) up to modern French. Additionally, students learn about the external factors that brought about changes in the status and structure of French. Students study and apply methods of linguistic analysis to data sets from different periods of French, which leads to discussion and evaluation of the principles of language change and linguistic inquiry in general.

Selected Learning Outcome(s):

Goal 3 - Social Sciences

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

Through the readings, class discussions, assignments, exams and the research project, this course will move students from their current knowledge of modern French to an understanding of how French came to be, looking at diachronic linguistic change (change over time) from Latin up to modern French. At the same time, students will explore the external factors that brought about changes in the status and structure of French. Students will be introduced to different theories and methods of linguistic analysis, in particular for analysis of diachronic change. Assignments and exams require students to analyze linguistic data sets from different periods of French, as well as to be able to discuss and explain the factors that led to the development of French, including aspects of the structural development, and the development in functions and status of the language.

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

Throughout the course, students read, discuss and compare diachronic linguistic analyses (analyses of linguistic change over time) in the various subfields (phonology, morphology, syntax, etc.) from a variety of authors and perspectives. Students are asked to combine what they have learned and apply it to analyses of linguistic data sets from different periods of French as well as to different dialects and closely related languages. In addition, over the course of the term, students work on an independent project, resulting in a presentation and research paper, which requires them not only to synthesize and present prior research on the topic, but also to critically analyze the research to date. They are asked to apply the principles and analytical methods studied in order to point to gaps in the current knowledge, propose an alternative analysis or study, etc.

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

Contemporary issues in diachronic language change, in general and with respect to French in particular, are addressed throughout the term in our readings and class discussions. The study of diachronic change in French is always framed as a specific instance of language evolution, such that the principles, theories and methods discussed are always related to diachronic change in other languages, as well as to current changes in progress, most specifically in French and English.

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

The final exam in FREN 441 will be assessed for student outcomes using the departmental rubric, adapted from the sample rubric offered for CORE Goal 3. The final exam allows students to demonstrate how well they have learned the precedents, concepts and principles of linguistic inquiry that have been studied, with particular emphasis on diachronic change in French. The exam assesses student understanding of internal (structural) changes in the language as well as the external influences on language evolution. It also asks students to apply principles they have studied to data sets from various periods of French and to analyze current change in progress.

FREN 441 syllabus.doc

Paul Scott (pascott) (10/19/16 1:05 am): The prerequisite should actually be FREN 301.

Rachel Schwien (rschwien) (11/01/16 2:07 pm): subcommittee requested statement of support from Linguistics. Approved if received.

Rachel Schwien (rschwien) (11/15/16 2:43 pm): LING (Joan Sereno) is in support of this course
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 12:55 am

Viewing: FREN 443 : French Inside Out

Last edit: 10/20/16 1:26 pm

Changes proposed by: pascott

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>FREN</td>
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<tr>
<td>Course Number</td>
<td>443</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
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<td></td>
<td>French &amp; Italian (FREN)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Do you intend to offer any portion of this course online?</td>
<td>No</td>
</tr>
<tr>
<td>Title</td>
<td>French Inside Out</td>
</tr>
<tr>
<td>Transcript Title</td>
<td>French Inside Out</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2017</td>
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</tbody>
</table>

Catalog Description

This course provides an introduction to the structure of modern French and the various subfields of French linguistics. Topics will include major aspects of phonetics/phonology (the sounds/sound system), morphology (word formation), syntax (sentence structure), semantics, pragmatics (language use) and sociolinguistic variation (social, stylistic, geographical), as well as language attitudes and policies in France and other Francophone regions. Students will be introduced to different theoretical approaches to the study of French linguistics and will work on linguistic analyses of first- and second-language data. Taught in French and no prior study of linguistics is necessary to take this course.

Prerequisites

FREN 301

Cross Listed Courses:

Credits

3

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

A-D(+/-)FI

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

Yes

Typically Offered

Typically Once a Year

Repeatable for credit?

No

Principal Course Designator

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 track I of the proposed reform of the French major 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?

Yes

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
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path

1. 10/25/16 3:46 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/17/16 8:15 am Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Selected Goal(s)

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

Yes

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

Yes

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

This course will move students from their current knowledge of modern Standard French in everyday usage to an understanding of the underlying linguistic structure of French and of the various subfields of linguistic study in general. The course provides an introduction to theories, key principles and current issues in French phonology, morphology, syntax, semantics, sociolinguistics and pragmatics. Students study and apply methods of linguistic analysis to data sets from child as well as second-language learners of French. The linguistic analyses lead to discussion of the adequacy of current linguistic theories and aspects that require further refinement and/or empirical support.

Selected Learning Outcome(s):

Goal 3 - Social Sciences

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

Through the readings, class discussions, assignments, exams and the research project, this course will move students from their current knowledge of French surface structure (French as it is spoken and written) to an understanding of the underlying linguistic structures of French, and how these compare to the structures of English and other languages. Students will explore all the subfields of linguistics (phonology, morphology, syntax, etc.) from a variety of authors and perspectives. Students are asked to combine what they have learned and apply it to analyses of linguistic data sets from child and adult (second language) learners of French. In addition, over the course of the term, students work on an independent project within one of the subfields of French linguistics on a current topic of interest to them. This project requires them not only to synthesize and present prior research on the topic, but also to critically analyze the research to date. They are asked to apply the principles and analytical methods studied in order to point to gaps in the current knowledge, propose an alternative analysis or study, etc.

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

Throughout the course, students read and discuss linguistic analyses of data in the various subfields (phonology, morphology, syntax, etc.) from a variety of authors and perspectives. Students are asked to combine what they have learned and apply it to analyses of linguistic data sets from child and adult (second language) learners of French. In addition, over the course of the term, students work on an independent project within one of the subfields of French linguistics on a current topic of interest to them. This project requires them not only to synthesize and present prior research on the topic, but also to critically analyze the research to date. They are asked to apply the principles and analytical methods studied in order to point to gaps in the current knowledge, propose an alternative analysis or study, etc.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
The course explores contemporary issues in French linguistics, and in linguistic inquiry in general, through our readings, class discussions and assignments. The study of the structure of French is always framed within the principles, theories and methods of general linguistics, and phenomena exhibited by French are compared to phenomena in other languages. Readings, discussions and assignments are all geared towards helping students to analyze current issues in linguistic theory through the study of French structures in particular.

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

The final exam in FREN 443 will be assessed for student outcomes using the departmental rubric, adapted from the sample rubric offered for CORE Goal 3. The final exam allows students to demonstrate how well they have learned the precedents, concepts and principles of linguistic inquiry that have been studied, with particular emphasis on the structure of French. The exam assesses students’ general understanding of issues in the various subfields of French linguistics (phonology, morphology, syntax, semantics, sociolinguistics and pragmatics). It also asks students to apply analytical methods they have studied to linguistics data sets, in order to demonstrate their functional knowledge of linguistic principles and analysis.
**Course Inventory Change Request**

**New Course Proposal**

**Date Submitted:** 10/04/16 9:28 am

**Viewing:** GEOG 577: Human Dimensions of Global Change

**Also listed as:** GIST 577

**Last edit:** 10/19/16 1:59 pm

**Changes proposed by:** koerner

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</tr>
<tr>
<td><strong>Course Number</strong></td>
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<tr>
<td><strong>Academic Unit</strong></td>
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<td><strong>School/College</strong></td>
<td>College of Lib Arts &amp; Sciences</td>
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<td><strong>Locations</strong></td>
<td>Lawrence</td>
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<tr>
<td><strong>Do you intend to offer any portion of this course online?</strong></td>
<td>No</td>
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<tr>
<td><strong>Title</strong></td>
<td>Human Dimensions of Global Change</td>
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<tr>
<td><strong>Transcript Title</strong></td>
<td>Human Dimensions of Global Change</td>
</tr>
<tr>
<td><strong>Effective Term</strong></td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

**Catalog Description:** This class introduces concepts such as coupled human and natural systems, social-ecological resilience, and sustainability science, examines people's responses to major climate, land, water, and coastal change, and discusses case studies. One hour of each seminar will be devoted to individual needs that address topical or methodological issues. Class requirements include presentations, bi-weekly papers, and a term paper.

**Prerequisites:** One of the following: GEOG 100, GEOG 104, GEOG 374, or an Environmental Studies introductory course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>GIST 577</td>
<td>Human Dimensions of Global Change</td>
</tr>
</tbody>
</table>

**Credits:** 3

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

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

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

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

**Typically Offered:** Every Two Years

**Repeatable for credit?** No

**Principal Course Designator**

**Course Designator:** S - Social Sciences

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

No

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

No

**Rationale for Course Proposal:** This course has been taught for a number of years as a GEOG 980 Seminar in Geography. This course will be offered on a regular schedule in the future and as such, we are proposing to add this course to the Department's regular course offering list. We also expect that this regular course offering will help attract more graduate students to the course.
Rachel Schwien (rschwien) (10/18/16 2:14 pm): Subcommittee has requested statement of support from EVRN and GIST

Rachel Schwien (rschwien) (10/19/16 2:00 pm): GIST approves of course and has added a cross listing

Rachel Schwien (rschwien) (11/14/16 9:17 am): EVRN is in support of this course
GERM 233: Introduction to German Conversation

Course Inventory Change Request

New Course Proposal

Date Submitted: 10/22/16 12:46 pm

Viewing: GERM 233 : Introduction to German Conversation

Last edit: 10/31/16 3:58 pm

Changes proposed by: vanchena

Academic Career: Undergraduate, Lawrence
Subject Code: GERM
Course Number: 233
Academic Unit: Germanic Languages & Literatures (GERM)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Introduction to German Conversation
Transcript Title: Intro to German Conversation
Effective Term: Summer 2017

Catalog Description: Students learn basic techniques and strategies, expand vocabulary and idiomatic usage, and improve accuracy in grammar and pronunciation.

Prerequisites: Only open to students in the KU Summer Language Institute in Eutin, Germany and GERM 108. Co-requisite: GERM 201 and GERM 202.

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: Only Summer Semester
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: We want to offer a total of 9 credits in our summer language institute in Eutin. This course will complement the two courses currently offered (GERM 201/202) and better prepared students for courses at the high-intermediate level (GERM 301/302). The course will enhance the student's experience of living with a host family and improve their proficiency in spoken German.

Course Reviewer Comments: Lorie Vanchena (vanchena) (10/24/16 8:01 pm): This proposal was approved in GLL but our chair requested changes after I had submitted the proposal. We would like to change the title to Introduction to German Conversation. We also want to change the sentence To be taken with GERM 201 and GERM 202 to To be taken concurrently with GERM 201 and GERM 202. If there is a better way to inform you of such changes, we will appreciate it.
please let me know. Our apologies. Thank you, Lorie
Course Inventory Change Request

Date Submitted: 11/02/16 3:23 pm

Viewing: ANTH 201: Culture and Health

Also listed as: GIST 210

Last approved: 10/26/16 4:30 am
Last edit: 11/02/16 3:23 pm

Changes proposed by: rschwien

Catalog Pages referencing this course:
- College of Liberal Arts & Sciences
- Department of Anthropology

Other Courses
- In The Catalog Description:

Academic Career: Undergraduate, Lawrence

Subject Code: ANTH

Course Number: 201

Academic Unit: Department of Anthropology (ANTH)

School/College: College of Liberal Arts & Sciences

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

Title: Culture and Health

Transcript Title: Culture and Health

Effective Term: Spring 2017

Catalog Description:
This course offers a holistic, interdisciplinary approach to understandings of health, well-being, and disease within and across cultures. It draws upon the subfields of anthropology, as well as the humanities, natural sciences, and social sciences. This course should be of special interest to premedical students and majors in the allied health professions.

Prerequisites
- None

Cross Listed Courses:
- GIST 210 Culture and Health

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?
- Yes

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?
- No

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

Approval Path

1. 11/02/16 3:35 pm
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator

2. 11/15/16 2:22 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee

History

1. Oct 26, 2016 by Mary Womack (womackk)
KU Core Information

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

Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Hoopes</td>
<td>11/04/15</td>
</tr>
</tbody>
</table>

Selected Goal(s)

- Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
  - Yes
- Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
  - Yes
- Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course offers students a holistic, interdisciplinary approach to understandings of health, wellbeing, and disease within and across cultures. It introduces students to dominant paradigms for interrogating the social meanings and relations of power that shape illness experiences among patients, as well as their clinicians and caregivers, families, and communities. Further, it provides students a framework for investigating how and why the global distribution and burden of disease disproportionally falls upon poor countries and populations, where structural forces exacerbate poverty, inequality, and environmental degradation, creating the conditions that expose people to ill health. Throughout the course, the central theme will be repeatedly illustrated: Illness experiences are shaped by a complex interplay between biological, socioeconomic, historical, and cultural factors. This course aims to enhance the students' awareness of the nature of human suffering and healing.

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.)

After students assess their own cultural assumptions about health and healthcare in the United States, the second two sections of the course will be devoted to investigating communities outside of the United States. Specifically, the second section, Body-Mind Intersections will cover different medical systems in the world, which operate under differ sets of beliefs, values, and power structures; yet, students will also learn how these systems are influenced by globalization. In the third section, Social Determinants of Health, students will identify the ways in which global political economic and environmental disadvantages overlap to create formidable obstacles for people of marginalized social positions to achieve the same health outcomes of their relatively advantaged peers. Two of the three assigned texts and writing assignments will focus on the beliefs, values, and structures of power in non-US societies.

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.)

(1) Students assess their own assumptions through a writing assignment centered on illness narratives, which allows them to explore how illness experiences are culturally shaped, as well as gain familiarity with anth research methods. They also read Murphy's The Body Silent. (2) Students next conduct fieldwork by participating in a healing tradition in which they are unfamiliar, to address a common student health concern, like stress. In a report, they are asked to indicate the theory of etiology, diagnostic mechanism, and therapy prescription and to compare these understanding with biomedical traditions. Accompanying this, students read Watters' Crazy Like Us. And (3), Students study the distribution of disease on the population level, and why it is that certain regions/people suffer more than others. In the final assgmt, they use a Community Toolbox module to guide the design of a proposal to address an issue related to HIV. They will read Rhine's The Unseen Things to guide analysis.

Detail how your course or educational experience will sensitze students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)
This course will sensitize students to various cultural beliefs, behaviors, and practices through readings, a combination of fieldwork and writing exercises, and examinations. The fieldwork exercises have direct application for students who will need to negotiate cross-cultural situations in healthcare settings. For example, in the first assignment, they will use the McGill Illness Narrative Interview protocol, which is a key tool used in cultural competency modules taught in nursing and medical schools. And, in their second assignment, they will participate in a healing tradition in which they are unfamiliar, which will allow them to consider how and why people from different cultures seek different kinds of care. This is also a critical skill for students, particularly those in the health professions. Readings and exams will reinforce these lessons.

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.)

To evaluate students’ work that documents and measures their grasp of global cultures and value systems, the assessments are as follows: (1) Written Assignments: Two illness narratives (10%); One participant observation field report and analysis (15%); One intervention proposal (15%). (2) Examinations: Two in-class exams involving short essay questions, which require students to define key terms and apply them to examples from the assigned texts. The exams will also include a take-home essay that asks them to analyze their research findings (illness narratives, participant observation) using the unit’s key concepts (15% each). One final exam that covers the entire semester’s materials (20%). (3) Participation: Class attendance and discussion (10%).
Course Inventory Change Request

Date Submitted: 11/02/16 3:24 pm

Viewing: ANTH 202 : Culture and Health, Honors

Also listed as: GIST 211

Last approved: 10/26/16 4:30 am
Last edit: 11/02/16 3:24 pm

Changes proposed by: rschwien

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
Course Number: 202

Academic Unit: Department: Anthropology (ANTH)
School/College: College of Lib Arts & Sciences

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

Title: Culture and Health, Honors
Transcript Title: Culture and Health, Honors
Effective Term: Spring 2017

Catalog Description: Honors version of ANTH 201. This course offers a holistic, interdisciplinary approach to understandings of health, well-being, and disease within and across cultures. It draws upon the subfields of anthropology, as well as the humanities, natural sciences, and social sciences. This course should be of special interest to premedical students and majors in the allied health professions.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>GIST 211</td>
<td>Culture and Health, Honors</td>
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</tbody>
</table>

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? Yes

Are you proposing this course for KU Core? Yes

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

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

Rationale for Course Proposal: GIST has collaborated with ANTH for this cross list. ANTH 202 is already approved for the KU Core

Supporting: ANTH 201-202 Syllabus (2).pdf

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
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path
1. 11/02/16 3:35 pm
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/15/16 2:23 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee

History
1. Oct 26, 2016 by Mary Womack (womackk)
Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

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

Yes

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

This course offers students a holistic, interdisciplinary approach to understandings of health, wellbeing, and disease within and across cultures. It introduces students to dominant paradigms for interrogating the social meanings and relations of power that shape illness experiences among patients, as well as their clinicians and caregivers, families, and communities. Further, it provides students a framework for investigating how and why the global distribution and burden of disease disproportionally falls upon poor countries and populations, where structural forces exacerbate poverty, inequality, and environmental degradation, creating the conditions that expose people to ill health. Throughout the course, the central theme will be repeatedly illustrated: Illness experiences are shaped by a complex interplay between biological, socioeconomic, historical, and cultural factors. This course aims to enhance the students’ awareness of the nature of human suffering and healing.

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.)

After students assess their own cultural assumptions about health and healthcare in the United States, the second two sections of the course will be devoted to investigating communities outside of the United States. Specifically, the second section, Body-Mind Intersections will cover different medical systems in the world, which operate under differ sets of beliefs, values, and power structures; yet, students will also learn how these systems are influenced by globalization. In the third section, Social Determinants of Health, students will identify the ways in which global political economic and environmental disadvantages overlap to create formidable obstacles for people of marginalized social positions to achieve the same health outcomes of their relatively advantaged peers. Two of the three assigned texts and writing assignments will focus on the beliefs, values, and structures of power in non-US societies.

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.)

(1) Students assess their own assumptions through a writing assignment centered on illness narratives, which allows them to explore how illness experiences are culturally shaped, as well as gain familiarity with anth research methods. They also read Murphy’s The Body Silent. (2) Students next conduct fieldwork by participating in a healing tradition in which they are unfamiliar, to address a common student health concern, like stress. In a report, they are asked to indicate the theory of etiology, diagnostic mechanism, and therapy prescription and to compare these understanding with biomedical traditions. Accompanying this, students read Watters’ Crazy Like Us. And (3), Students study the distribution of disease on the population level, and why it is that certain regions/people suffer more than others. In the final assgmt, they use a Community Toolbox module to guide the design of a proposal to address an issue related to HIV. They will read Rhine’s The Unseen Things to guide analysis.

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

This course will sensitize students to various cultural beliefs, behaviors, and practices through readings, a combination of fieldwork and writing exercises, and examinations. The fieldwork exercises have direct application for students who will need to negotiate cross-cultural situations in healthcare settings. For example, in the first assignment, they will use the McGill Illness Narrative Interview protocol, which is a key tool used in cultural competency modules taught in nursing and medical schools. And, in their second assignment, they will participate in a healing tradition in which they are unfamiliar, which will allow them to consider how and why people from different cultures seek different kinds of care. This is also a critical skill for students, particularly those in the health professions.
Readings and exams will reinforce these lessons.

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.)

To evaluate students' work that documents and measures their grasp of global cultures and value systems, the assessments are as follows: (1) Written Assignments: Two illness narratives (10%); One participant observation field report and analysis (15%); One intervention proposal (15%). (2) Examinations: Two in-class exams involving short essay questions, which require students to define key terms and apply them to examples from the assigned texts. The exams will also include a take-home essay that asks them to analyze their research findings (illness narratives, participant observation) using the unit's key concepts (15% each). One final exam that covers the entire semester's materials (20%). (3) Participation: Class attendance and discussion (10%).
**Course Inventory Change Request**

**Viewing:** SOC 529: Globalization

Also listed as: GIST 529

**Last edit:** 10/28/16 4:50 pm

Changes proposed by: rschwien

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<td>Subject Code</td>
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<td>Sociology (SOC)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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**Do you intend to offer any portion of this course online?**

Yes

**Please Explain**

This course already exists as an online option

**Title**

Globalization

**Transcript Title**

Globalization

**Effective Term**

Spring 2017

**Catalog Description**

Addresses sociological aspects of the growth of transnational economic, cultural, institutional, and political interconnections, the freer and faster movement of goods, images, ideas, people, and institutional forms across national borders, and the consequences and problems of these processes. The focus is on recent (later 20th century to the present) global restructuring in the context of historical shifts in capitalist development.

**Prerequisites**

SOC 104 or GIST 220

**Cross Listed Courses:**

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<th>Code</th>
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<td>GIST 529</td>
<td>Globalization</td>
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**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-(+/-)FI

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

No

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

No

**Typically Offered**

Typically Once a Year

**Repeatable for credit?**

No

**Principal Course Designator**

S - Social Sciences

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

No

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

No

**Rationale for Course Proposal**

We have received approval from Sociology to crosslist this course - per Bill Staples (i.e. SOC 529/GIST 529. We plan to use this course as an elective within our upcoming curricular program's "Global Issues" cluster. We have also agreed to cap enrollments to ensure easy access to students from both programs.
Rachel Schwien (rschwien) (10/28/16 4:51 pm): SOC is in agreement with crosslisting and change to prerequisite

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

**Date Submitted:** 10/26/16 8:38 am

### Viewing: POLS 678 : Chinese Foreign Policy

**Also listed as:** EALC 678, GIST 678

**Last approved:** 04/05/16 4:31 am

**Last edit:** 10/26/16 8:38 am

Changes proposed by: rschwien

| Catalog Pages referencing this course | College of Liberal Arts & Sciences  
<table>
<thead>
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<th>Department of East Asian Languages and Cultures</th>
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</tbody>
</table>
| EALC-MA: East Asian Languages and Cultures, M.A.  
| HWC-RA: Humanities, R.A. |

### Academic Career

- **Subject Code:** POLS  
- **Course Number:** 678

#### Academic Unit

- **Department:** Political Science (POLS)
- **School/College:** College of Lib Arts & Sciences

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

No

#### Title

Chinese Foreign Policy

#### Transcript Title

Chinese Foreign Policy

#### Effective Term

**Spring 2017**  
**Fall 2016**

#### Catalog Description

In-depth examination of China's changing policies toward other countries with special emphasis on policy-making process, negotiating behavior, military strategy, economic relations, and cultural diplomacy.

Sophomore level or consent of the instructor.

#### Prerequisites

No

#### Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALC 678</td>
<td>Chinese Foreign Policy</td>
</tr>
<tr>
<td>GIST 678</td>
<td>Chinese Foreign Policy</td>
</tr>
</tbody>
</table>

#### Credits

- 3

#### Course Type

Lecture (Regularly scheduled academic course) (LEC)

#### Grading Basis

A-D(+/-)/FI

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

No

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

No

#### Typically Offered

Typically Once a Year

#### Repeatable for credit?

No

#### Principal Course Designator

- **Code Designator:** S - Social Sciences
  - **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. 10/26/16 8:39 am  
Rachel Schwien (rschwien):  
Approved for CLAS Undergraduate Program and Course Coordinator

2. 11/15/16 2:23 pm  
Rachel Schwien (rschwien):  
Approved for CUSA Subcommittee

### History

1. Apr 5, 2016 by Kemi Obadare (o093o207)
Rationale for Course Proposal

We have received approval to crosslist this course by the regular course instructor (John Kennedy) and his home department, Political Science (chair, Haider-Markel). We have also informed EALC (chair, Maggie Childs) of our intent to crosslist. We are wanting to solidify some of the regular and popular electives for our programs, and this course by one of our core faculty members is one of these.

Course Reviewer Comments

Key: 5956
### Course Inventory Change Request

**New Course Proposal**

**Date Submitted:** 10/28/16 2:15 pm  
**Viewing:** JWSH 120: Exploring the Jewish Experience

**Last edit:** 10/28/16 2:15 pm

Changes proposed by: jyounger

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>JWSH</td>
</tr>
<tr>
<td>Course Number</td>
<td>120</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Global &amp; International Studies (GIST)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
</tbody>
</table>

**Locations**  
Lawrence

**Please Explain**  
This course will be the online, 1 ch version of JWSH 400 but more focused and shorter.

**Title**  
Exploring the Jewish Experience

**Transcript Title**  
ExplorJewishExperience

**Effective Term**  
Spring 2017

**Catalog Description**  
This course introduces students to basic aspects of Jewish studies, including Jewish history, Judaism and theology, philosophy and science, and culture. Not open to students who have completed JWSH 400 or 610.

**Prerequisites**  
None

**Cross Listed Courses:**

**Credits**  
1

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

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

**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**  
H - Humanities

**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**  
This course is designed as part of a trio of courses that give an introduction to Jewish Studies: 120 as a focused 1 ch online introduction, 400 as a 3 ch on-campus introduction that goes into greater depth for undergraduates, and as a 3-credit on-campus introductory course for graduate students. We are planning for 2 certificates in Jewish Studies (undergraduate and graduate).

**Course Reviewer Comments**
# New Course Proposal

**Viewing:** JWSH 342 : Medieval to Early Modern Jewish History

**Last edit:** 11/01/16 2:47 pm

**Changes proposed by:** c461a855

<table>
<thead>
<tr>
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<tr>
<td>Subject Code</td>
<td>JWSH</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Global &amp; International Studies (GIST)</td>
</tr>
<tr>
<td>School/College</td>
<td>Course</td>
</tr>
<tr>
<td></td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Edwards</td>
</tr>
<tr>
<td>Lawrence</td>
<td></td>
</tr>
</tbody>
</table>

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

No

**Title**

Medieval to Early Modern Jewish History

**Transcript Title**

Med to Early Mod Jewish Hist

**Effective Term**

Spring 2017

**Catalog Description**

This course surveys the political, economic, social, and cultural experience of Jews in the medieval and early modern periods, from the sixth through the seventeenth centuries. It examines Jewish life in the Mediterranean diaspora, the Iberian Peninsula, and Christian Europe and considers the impact of Jewish communities on the non-Jewish host societies in which they settled.

**Prerequisites**

None

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 342</td>
<td>Course Not Found</td>
</tr>
</tbody>
</table>

**Credits**

3

**Course Type**

Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

A-D(+/-)FI

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

No

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

No

**Typically Offered**

As necessary

**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**

With this course the Jewish Studies Program will have a 3-course series devoted to Jewish history: 371 the Archaeology of Ancient Israel, 342 this course, and 344 Modern Jewish History with allied courses 315 the Spanish Inquisition, 335 Jewish Women, 341 & 343 Hitler and the Holocaust, and 525 Jews and Christians.
Rachel Schwien (rschwien) (11/04/16 10:46 am): HIST is in support of this cross listing
Course Inventory Change Request

New Course Proposal

Date Submitted: 11/02/16 1:55 pm

Viewing: JWSH 371: Archaeology of Ancient Israel

Also listed as: CLSX 371

Last edit: 11/02/16 1:55 pm

Changes proposed by: c461a855

Academic Career: Undergraduate

Subject Code: JWSH

Course Number: 371

Academic Unit: Department of Global & International Studies (GIST)

School/College: College of Liberal Arts & Sciences

Locations: Lawrence

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

No

Title: Archaeology of Ancient Israel

Transcript Title: Archaeology of Ancient Israel

Effective Term: Spring 2017

Catalog Description: Archaeology and art, sites and monuments of ancient Israel from the Neolithic period to Late Roman. Special topics will include the peoples of the region, nomadism and urbanization, the kingdoms of Israel, Second Temple Period, Qumran, Roman Jerusalem, and the creation and development of the synagogue.

Prerequisites:

None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSX 371</td>
<td>Archaeology of Ancient Israel</td>
</tr>
</tbody>
</table>

Credits: 3

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

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

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

No

Typically Offered: On a Rotating Basis

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:

The instructor is now teaching this course for the 3rd time as a JWSH 300, Special Topics. It will be regularly taught and should have its own number.

Course Reviewer Comments:

Rachel Schwien (rschwien) (11/04/16 10:49 am): CLSX is in support of this cross listing

Rachel Schwien (rschwien) (11/04/16 4:12 pm): ANTH (Sandra Gray) is in support of this course
Course Inventory Change Request

New Course Proposal

Date Submitted: 11/07/16 2:02 pm

Viewing: JWSH 382 : Jerusalem Through the Ages
Also listed as: CLSX 382, HIST 382, REL 382

Last edit: 11/07/16 2:02 pm
Changes proposed by: c461a855

Academic Career: Undergraduate, Lawrence

Subject Code: JWSH
Course Number: 382

Academic Unit: Department - Global & International Studies (GIST)
School/College: College of Lib Arts & Sciences

Locations: Edwards, Lawrence

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

Title: Jerusalem Through the Ages
Transcript Title: Jerusalem Through the Ages
Effective Term: Spring 2017

Catalog Description:
As a prominent site in the religious and cultural histories of Judaism, Christianity, and Islam, Jerusalem is uniquely situated as one of the world's most sacred cities. For more than 3,000 years, this city has been a focal point of religious and political activity. Through the critical reading of historical and religious texts, and archaeological data, this course will explore the historical development of Jerusalem as a sacred place in Judaism, Christianity, and Islam.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSX 382</td>
<td>Jerusalem Through the Ages</td>
</tr>
<tr>
<td>HIST 382</td>
<td>Jerusalem Through the Ages</td>
</tr>
<tr>
<td>REL 382</td>
<td>Jerusalem Through the Ages</td>
</tr>
</tbody>
</table>

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: On a Rotating Basis
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

11/17/2016 9:20 AM
Rationale for Course Proposal

This course was taught in Fall 2015 at the Edwards campus and in Fall 2016 at the Lawrence campus. It has achieved high enrollments both times and will be offered on a rotating basis. Therefore, it should have its own course #.

Course Reviewer Comments

Rachel Schwien (rschwien) (11/09/16 11:11 am): REL approval received 11/2
Rachel Schwien (rschwien) (11/09/16 11:12 am): HIST approval received 10/31
Rachel Schwien (rschwien) (11/09/16 11:13 am): CLSX approval received 10/28
Course Inventory Change Request

New Course Proposal

Date Submitted: 11/07/16 2:08 pm

Viewing: JWSH 387: Enemies of Ancient Israel
Also listed as: HIST 381, REL 387

Last edit: 11/07/16 2:08 pm
Changes proposed by: c461a855

Academic Career: Undergraduate, Lawrance
Subject Code: JWSH
Course Number: 387
Academic Unit:
Department: Global & International Studies (GIST)
School/College: College of Lib Arts & Sciences
Locations:
Lawrence

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

Title: Enemies of Ancient Israel
Transcript Title: Enemies of Ancient Israel
Effective Term: Spring 2017

Catalog Description:
An exploration of the social world of the Bible through its antagonists and their cultures. We will examine the so-called "Bad Guys of the Bible" using the lenses of history, archaeology, geography, and religion to better understand their cultures and how they are portrayed in the biblical text.

Prerequisites:
None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 381</td>
<td>Enemies of Ancient Israel</td>
</tr>
<tr>
<td>REL 387</td>
<td>Enemies of Ancient Israel</td>
</tr>
</tbody>
</table>

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: On a Rotating Basis
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 already been taught 3 times as JWSH 300 Studies in ..., each time to full enrollments. It is time to give it its own number.
Rachel Schwien (rschwien) (11/09/16 11:10 am): HIST approval received 10/31
Rachel Schwien (rschwien) (11/09/16 11:11 am): REL approval received 11/2
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 09/23/16 1:56 pm  
**Viewing:** JWSH 400 : Foundations of Jewish Studies  
**Last edit:** 10/28/16 2:50 pm  
**Changes proposed by:** jyounger  

**Academic Career**  
Undergraduate, Lawrence

**Subject Code**  
JWSH

**Course Number**  
400

**Academic Unit**  
Department: Global & International Studies (GIST)  
School/College: College of Lib Arts & Sciences

**Locations**  
Lawrence

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

**Title**  
Foundations of Jewish Studies

**Transcript Title**  
Foundations of Jewish Studies

**Effective Term**  
Spring 2017

**Catalog Description**  
This course introduces students to basic aspects of Jewish studies, including Jewish history, Judaism and theology, philosophy and science, ethnicities and narratives, languages, customs and the arts. Special attention will be given to various career options available to students of Jewish studies. Not open to students who have completed JWSH 120 or JWSH 610.

**Prerequisites**  
None

**Cross Listed Courses:**

**Credits**  
3

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

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

**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

**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 designed as an introduction to Jewish Studies. We are asking for variable credit and at an undergraduate-graduate level so we can offer the course in three possible versions: as an on-line 1-credit course for undergraduates and as a 3-credit on-campus course for both undergraduates and graduate students (with added research paper) seeking a graduate certificate in Jewish Studies.

**Course Reviewer Comments**

John Younger (jyounger) (09/19/16 3:46 pm): Oops: in Catalog Description, that should be JWSH 500 (not 400). Thanks!

Rachel Schwien (rschwien) (09/20/16 9:50 am): emailed dept for prerequisites 9-20

Rachel Schwien (rschwien) (09/23/16 1:39 pm): Rollback: creating two courses. rollback for corrections
John Younger (jyounger) (09/23/16 2:06 pm): The department is Jewish Studies, now fully independent of GIST.

Rachel Schwien (rschwien) (10/18/16 2:33 pm): should online version of 1 credit hour be a separate course number? Why is online version only 1 hour while on campus version 3 hours?
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 09/24/16 6:37 am  
**Last edit:** 10/28/16 2:50 pm  
**Changes proposed by:** jyounger

**Academic Career:** Undergraduate, Lawrence  
**Subject Code:** JWSH  
**Course Number:** 610  
**Academic Unit:** Global & International Studies (GIST)  
**School/College:** College of Lib Arts & Sciences  
**Locations:** Lawrence  
**Do you intend to offer any portion of this course online?** No

**Title:** Foundations of Jewish Studies  
**Transcript Title:** Foundations of Jewish Studies  
**Effective Term:** Spring 2017

**Catalog Description:** This course introduces students to basic aspects of Jewish studies, including Jewish history, Judaism and theology, philosophy and science, ethnicities and narratives, languages, customs and the arts. Special attention will be given to various career options available to students of Jewish studies. Not open to students who have completed JWSH 120 or JWSH 400.

**Prerequisites:** Graduate status

**Cross Listed Courses:**

**Credits:** 3  
**Course Type:** Lecture (Regularly scheduled academic course) (LEC)  
**Grading Basis:** A-D(+/-)FP  
**Is this course part of the University Honors Program?** No

**Are you proposing this course for KU Core?** No  
**Typically Offered:** Once a Year, Usually Fall  
**Repeatable for credit?** No

**Principal Course Designator**

- **H - Humanities**

**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**

This course is designed as an introduction to Jewish Studies for graduate students. If there is sufficient interest we will begin developing a graduate certificate in Jewish Studies, for which this course may be required.

**Course Reviewer Comments**

Rachel Schwien (rschwien) (10/18/16 2:26 pm): holding to go through with JWSH 400
## New Course Proposal

**Course Inventory Change Request**

**Date Submitted:** 11/04/16 10:58 am

**Viewing:** LWS 694: Topics in Public Administration: _____

**Last edit:** 11/15/16 3:52 pm

Changes proposed by: dianak

### Programs referencing this course

- PUAD-BA/BGS: Law and Society

### Academic Career

- Undergraduate, Lawrence

### Subject Code

- **LWS**

### Course Number

- 694

### Academic Unit

- **Department:** Public Affairs & Adm, School (PUAD)

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

### Locations

- Lawrence

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

- Yes

#### Please Explain

Course may be offered in lecture or online format.

### Title

- Topics in Public Administration: _____

### Transcript Title

- Tpcs in Public Administration:

### Effective Term

- Spring 2017

### Catalog Description

Study of selected topics in law and society. Course may be repeated for credit if content varies.

### Prerequisites

- LWS 330

### Cross Listed Courses:

- LWS 694

### 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

- As necessary

### Repeatable for credit?

- Yes

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

- 99

#### - AND/OR -

- For how many maximum credits

- 9999

### 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
This course allows LWS instructors to teach timely and cutting edge curriculum. The topic of this course will rotate reflecting new research and teaching interests related to the field.

Course Reviewer Comments
Rachel Schwien (rschwien) (Tue, 15 Nov 2016 20:39:51 GMT): emailed dept with subcommittee request to remove "Course may be offered in lecture or online format." from course description
# New Course Proposal

**Course Inventory Change Request**

**Date Submitted:** 10/18/16 10:22 am  
**Last edit:** 10/19/16 1:15 pm  
** Changes proposed by:** bjmiller

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<tr>
<td><strong>Subject Code</strong></td>
<td>POLS</td>
</tr>
<tr>
<td><strong>Academic Unit</strong></td>
<td>Department Political Science (POLS)</td>
</tr>
<tr>
<td><strong>School/College</strong></td>
<td>College of Lib Arts &amp; Sciences</td>
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<tr>
<td><strong>Locations</strong></td>
<td>Lawrence</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Trafficking, Organized Crime and Terrorism: U.S. Government Response</td>
</tr>
<tr>
<td><strong>Transcript Title</strong></td>
<td>Crime-Terror Nexus</td>
</tr>
<tr>
<td><strong>Effective Term</strong></td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

**Catalog Description**
The course addresses multiple ways, in which international terrorism, organized crime, and trafficking intersect and new challenges that the trafficking-terrorism nexus poses to national and international security. It surveys national and international responses by the U.S. government to the crime-terror nexus.

**Prerequisites**
POLS 110, or POLS 170, or POLS 150, or POLS 582, or POLS 625 or instructor’s permission

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

**Credits**
3

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

**Typically Offered**
Typically Once a Year

**Repeatable for credit?**
No

**Principal Course Designator**
S - Social Sciences

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

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

**Rationale for Course Proposal**
The new threats to international security cannot be placed within the established categories of terrorism and war. The nature of organized violence has become more complex generating new ways of thinking about it. The intersections of terrorism with crime have produced a unique set of literature warranting the introduction of new curriculum.
Course Inventory Change Request

New Course Proposal

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

 Viewing: REL 320 : The Bible Then and Now
 Also listed as: JWSH 320

Last edit: 10/19/16 1:16 pm
Changes proposed by: h208s676

Academic Career: Undergraduate, Lawrence
Subject Code: REL
Course Number: 320
Academic Unit: Department: Religious Studies (REL)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: The Bible Then and Now
Transcript Title: The Bible Then and Now
Effective Term: Spring 2017

Catalog Description: An introduction and survey of the history and interpretation of the Jewish and Christian bibles from their first formation to the present day. Students will explore the way the text, interpretation and format of the Bible have adjusted over time to accommodate religious, political, social and technological changes. Class will occasionally meet in the university's rare book collection to study rare bibles.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWSH 320</td>
<td>The Bible Then and Now</td>
</tr>
</tbody>
</table>

Credits: 3

Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+)F I

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: Typically Once a Year
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 Religious Studies Department is currently working to increase its 300-level offerings.

Course Reviewer Comments
### Course Inventory Change Request

#### New Course Proposal

**Viewing:** SCUL 330: Sculpture Intercepting the Waste Stream

**Last edit:** 11/16/16 10:59 am

Changes proposed by: s208s270

<table>
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<tr>
<td><strong>Subject Code</strong></td>
<td>SCUL</td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>330</td>
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<tr>
<td><strong>Academic Unit</strong></td>
<td>Department Visual Art (ART)</td>
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<tr>
<td><strong>School/College</strong></td>
<td>School of the Arts, CLAS</td>
</tr>
<tr>
<td><strong>Locations</strong></td>
<td>Lawrence</td>
</tr>
<tr>
<td><strong>Do you intend to offer any portion of this course online?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Sculpture Intercepting the Waste Stream</td>
</tr>
<tr>
<td><strong>Transcript Title</strong></td>
<td>Sculpture and the Waste Stream</td>
</tr>
<tr>
<td><strong>Effective Term</strong></td>
<td>Spring 2017</td>
</tr>
<tr>
<td><strong>Catalog Description</strong></td>
<td>An introductory course using engaged learning to exploring the genre of ecological art practice (eco-art.) Class focuses on the waste stream particularly as it affects the Kansas River. Through remediation events, students build works of art from trash, in turn auctioned for environmental efforts. Creative attention is focused on ecological imbalance.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Visual Art major or minor, or instructor permission</td>
</tr>
<tr>
<td><strong>Cross Listed Courses:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Type</strong></td>
<td>Laboratory Main (Laboratory that is a main component) (LAB)</td>
</tr>
<tr>
<td><strong>Grading Basis</strong></td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td><strong>Is this course part of the University Honors Program?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Are you proposing this course for KU Core?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Typically Offered</strong></td>
<td>Once a Year, Usually Fall</td>
</tr>
<tr>
<td><strong>Repeatable for credit?</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

99 - AND/OR - For how many maximum credits

999

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

Yes

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

No

#### Rationale for Course Proposal

This course has been taught as a topics course, and due to popularity is proposed as part of the regular course rotation.

#### Course Reviewer Comments

Key: 11902
SCUL 353: The Figure 3D: Modeling and Moulding

New Course Proposal

Date Submitted: 10/20/16 5:10 pm

Viewing: SCUL 353 : The Figure 3D: Modeling and Moulding

Last edit: 11/16/16 11:04 am

Changes proposed by: s208s270

Academic Career: Undergraduate, Lawrence

Subject Code: SCUL

Course Number: 353

Academic Unit: Department of Visual Art (ART)

School/College: School of the Arts, CLAS

Locations: Lawrence

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

No

Title: The Figure 3D: Modeling and Moulding

Transcript Title: The Figure 3D

Effective Term: Spring 2017

Catalog Description:
Sculpting a figure is radically different from drawing one! You will develop a more comprehensive understanding of the human form while creating art addressing contemporary aesthetic concerns.

Prerequisites:
Visual Art major or minor, or instructor permission

Cross Listed Courses:

Credits: 3

Course Type: Laboratory Main (Laboratory that is a main component) (LAB)

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

Is this course part of the University Honors Program?

No

Are you proposing this course for KU Core?

No

Typically Offered: Once a Year, Usually Fall

Repeatable for credit?

Yes

How many times may this course be taken: 99 - AND/OR - For how many maximum credits: 999

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

Yes

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

No

Rationale for Course Proposal:
This course is offered as a topics course, but is being proposed as a regular rotation course.

Course Reviewer Comments

Key: 11978

Approval Path

1. 10/28/16 3:14 pm
   Rachel Schwien (rschwien):
   Approved for ARTS Undergraduate Program and Course Coordinator

2. 11/16/16 11:52 am
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee

In Workflow

1. ARTS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. ARTS Final Approval
6. Registrar
7. PeopleSoft
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/16 5:04 pm

Viewing: SCUL 356: Public Art

Last edit: 11/16/16 11:04 am

Changes proposed by: s208s270

Academic Career: Undergraduate, Lawrence
Subject Code: SCUL
Course Number: 356
Academic Unit: Visual Art (ART)
School/College: School of the Arts, CLAS
Locations: Lawrence

Do you intend to offer any portion of this course online? No
Title: Public Art
Transcript Title: Public Art
Effective Term: Spring 2017

Catalog Description: Students in this class investigate the nature of contemporary public art as well as creating their own artworks. Public Art covers a wide spectrum of art making from interventions, to street art, to murals and on to monumental sculpture. This class also covers how to present for commissions, budgeting, and legal liability. Previous work created in this class has won national awards.

Prerequisites: Visual Art major or minor, or instructor permission

Cross Listed Courses:

Credits: 3
Course Type: Laboratory Main (Laboratory that is a main component) (LAB)
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? Yes

How many times may this course be taken: 99 - AND/OR - For how many maximum credits: 999

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

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

Rationale for Course Proposal: This course has been offered as a topics course, but due to popularity, is being proposed as a regular rotation course.

Course Reviewer Comments

Key: 11976
## Course Inventory Change Request

### New Course Proposal

**Date Submitted:** 10/20/16 4:57 pm  
**Viewing:** SCUL 360 : Build Smart  
**Last edit:** 11/16/16 11:05 am  
**Changes proposed by:** s208s270

### Academic Career
Undergraduate, Lawrence

### Subject Code
SCUL

### Course Number
360

### Academic Unit
Department: Visual Art (ART)  
School/College: School of the Arts, CLAS

### Locations
Lawrence

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

### Title
Build Smart

### Transcript Title
Build Smart

### Effective Term
Spring 2017

### Catalog Description
An introductory woodworking course that emphasizes planning, fabricating, and assembly techniques. Material handling and best practice building methods are introduced and reinforced through a series of individual woodworking projects that expose the student to the properties of wood, as well as, hand and machine woodworking tools. Significant out of class work required.

### Prerequisites
Visual Art major or minor, or instructor permission

### Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Type</th>
<th>Grading Basis</th>
<th>Is this course part of the University Honors Program?</th>
<th>Are you proposing this course for KU Core?</th>
<th>Typically Offered</th>
<th>Repeatable for credit?</th>
<th>How many times may this course be taken</th>
<th>For how many maximum credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Laboratory Main (Laboratory that is a main component) (LAB)</td>
<td>A-D(+/-)FI</td>
<td>No</td>
<td>No</td>
<td>Once a Year, Usually Spring</td>
<td>Yes</td>
<td>99</td>
<td>999</td>
</tr>
</tbody>
</table>

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

### Rationale for Course Proposal
This course has been taught as a topics course for many years, and due to popularity, will be added to the regular rotation of courses.

### Course Reviewer Comments

---

### Approval Path
1. 10/28/16 3:14 pm  
Rachel Schwien (rschwien): Approved for ARTS Undergraduate Program and Course Coordinator  
2. 11/16/16 11:52 am  
Rachel Schwien (rschwien): Approved for CUSA Subcommittee
### Course Inventory Change Request

#### New Course Proposal

<table>
<thead>
<tr>
<th>Date Submitted:</th>
<th>10/20/16 4:58 pm</th>
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**Viewing:** SCUL 362 : Art and Ecology: Inhabiting the Ecosphere

**Last edit:** 11/16/16 11:05 am

Changes proposed by: s208s270

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>SCUL</td>
</tr>
<tr>
<td>Course Number</td>
<td>362</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Visual Art (ART)</td>
</tr>
<tr>
<td>School/College</td>
<td>School of the Arts, CLAS</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**

Art and Ecology: Inhabiting the Ecosphere

**Transcript Title**

Art and Ecology: Ecosphere

**Effective Term**

Spring 2017

**Catalog Description**

An introductory course exploring the genre of ecological art practice (eco-art) through a series of engaged learning projects that focus on habitat, the waste stream and natural resources, local ecologies and interventionist creative strategies that focus attention on ecological imbalance.

**Prerequisites**

Visual Art major or minor, or instructor permission

**Cross Listed Courses:**

- Visual Art major or minor, or instructor permission

**Credits**

- 3

**Course Type**

Laboratory Main (Laboratory that is a main component) (LAB)

**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?**

- Yes

<table>
<thead>
<tr>
<th>How many times may this course be taken</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>For how many maximum credits</td>
<td>999</td>
</tr>
</tbody>
</table>

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

- Yes

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

- No

**Rationale for Course Proposal**

This course has been taught as a topics course, and due to popularity is proposed as part of the regular course rotation.

**Course Reviewer Comments**

Key: 11900
# SCUL 630: Sculpture Intercepting the Waste Stream

## Course Inventory Change Request

**Date Submitted:** 10/20/16 4:59 pm  
**Last edit:** 11/16/16 11:09 am  
**Changes proposed by:** s208s270

### Academic Career
Undergraduate, Lawrence

### Subject Code
SCUL

### Course Number
630

### Academic Unit
Department of Visual Art (ART)

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

### Locations
Lawrence

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

### Title
Sculpture Intercepting the Waste Stream

### Transcript Title
Sculpture and the Waste Stream

### Effective Term
Spring 2017

### Catalog Description
An introductory course using engaged learning to exploring the genre of ecological art practice (eco-art.) Class focuses on the waste stream particularly as it affects the Kansas River. Through remediation events, students build works of art from trash, in turn auctioned for environmental efforts. Creative attention is focused on ecological imbalance.

### Prerequisites
Graduate standing or permission of instructor.

### Cross Listed Courses:

### Credits
3

### Course Type
Laboratory Main (Laboratory that is a main component) (LAB)

### Grading Basis
A-D(+/−)FI

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

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

### Typically Offered
Once a Year, Usually Fall

### Repeatable for credit?
Yes

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

### AND/OR

### For how many maximum credits
999

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

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

### Rationale for Course Proposal
This course has been taught as a topics course, and due to popularity is proposed as part of the regular course rotation.

### Course Reviewer Comments

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

**Approval Path**
1. 10/28/16 3:16 pm Rachel Schwien (rschwien): Approved for ARTS Undergraduate Program and Course Coordinator
2. 11/16/16 11:52 am Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/16 5:13 pm

Viewing: SCUL 653 : The Figure 3D: Modeling and Molding

Last edit: 11/16/16 11:08 am

Changes proposed by: s208s270

Academic Career: Undergraduate, Lawrence
Subject Code: SCUL
Course Number: 653
Academic Unit: Visual Art (ART)
School/College: School of the Arts, CLAS
Locations: Lawrence

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

Title: The Figure 3D: Modeling and Molding
Transcript Title: The Figure 3D
Effective Term: Spring 2017

Catalog Description: Sculpting a figure is radically different form drawing one! Students will develop a more comprehensive understanding of the human form while creating art addressing contemporary aesthetic concerns.
Prerequisites: Graduate standing or permission of instructor

Cross Listed Courses:

Credits: 3
Course Type: Laboratory Main (Laboratory that is a main component) (LAB)
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: Once a Year, Usually Fall
Repeatable for credit?
Yes

How many times may this course be taken: 99
- AND/OR -
For how many maximum credits: 999

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

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

Rationale for Course Proposal:
A topics course that is being proposed for regular rotation.

Course Reviewer Comments

Key: 11979
# Course Reviewer Comments

**Key:** 11977

---

## Course Inventory Change Request

**New Course Proposal**

### Date Submitted: 10/20/16 5:07 pm

**Viewing:** SCUL 656 : Public Art

**Last edit:** 11/16/16 11:10 am

Changes proposed by: s208s270

### Academic Career

Undergraduate, Lawrence

### Subject Code

SCUL

### Course Number

656

### Academic Unit

Department

Visual Art (ART)

### School/College

School of the Arts, CLAS

### Locations

Lawrence

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

- **No**

### Title

Public Art

### Transcript Title

Public Art

### Effective Term

Spring 2017

### Catalog Description

Students in this class investigate the nature of contemporary public art as well as creating their own artworks. Public Art covers a wide spectrum of art making from interventions, to street art, to murals and on to monumental sculpture. This class also covers how to present for commissions, budgeting, and legal liability. Previous work created in this class has won national awards.

### Prerequisites

Graduate standing or permission of instructor.

### Cross Listed Courses:

#### Credits

3

#### Course Type

Laboratory Main (Laboratory that is a main component) (LAB)

#### 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?

- **Yes**

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

99 - AND/OR - For how many **maximum credits**

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

Yes

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

- **No**

### Rationale for Course Proposal

This course has been offered as a topics course, but due to popularity is being proposed as a regular rotation course.

### Course Reviewer Comments
# Course Inventory Change Request

**New Course Proposal**

Date Submitted: 10/20/16 4:59 pm

**Viewing: SCUL 660 : Build Smart**

Last edit: 11/16/16 11:11 am

Changes proposed by: s208s270

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<th>Academic Career</th>
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<tbody>
<tr>
<td>Subject Code</td>
<td>SCUL</td>
</tr>
<tr>
<td>Course Number</td>
<td>660</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>Visual Art (ART)</td>
</tr>
<tr>
<td>School/College</td>
<td>School of the Arts, CLAS</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

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

- No

<table>
<thead>
<tr>
<th>Title</th>
<th>Build Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Build Smart</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

**Catalog Description**

This course is an introductory woodworking course that emphasizes planning, fabricating, and assembly techniques. Material handling and best practice building methods are introduced and reinforced through a series of individual woodworking projects that expose the student to the properties of wood, as well as, hand and machine woodworking tools. Significant out of class work required. Non Visual Art students require permission number from Department.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Graduate standing or permission of instructor.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cross Listed Courses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Course Type</td>
<td>Laboratory Main (Laboratory that is a main component) (LAB)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
</tr>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
<tr>
<td>Are you proposing this course for KU Core?</td>
<td>No</td>
</tr>
<tr>
<td>Typically Offered</td>
<td>Once a Year, Usually Spring</td>
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<tr>
<td>Repeatable for credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>How many times may this course be taken</td>
<td>99</td>
</tr>
<tr>
<td>- AND/OR -</td>
<td>For how many maximum credits</td>
</tr>
<tr>
<td>Can a student be enrolled in multiple sections in the same semester?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

- No

**Rationale for Course Proposal**

This course has been taught as a topics course for over two years, and due to popularity is proposed as part of the regular course rotation.

**Course Reviewer Comments**
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/16 4:59 pm

Viewing: SCUL 662 : Art and Ecology: Inhabiting the Ecosphere

Last edit: 11/16/16 11:12 am

Changes proposed by: s208s270

Academic Career: Undergraduate, Lawrence
Subject Code: SCUL
Course Number: 662
Academic Unit: Department of Visual Art (ART)
School/College: School of the Arts, CLAS
Locations: Lawrence

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

Title: Art and Ecology: Inhabiting the Ecosphere
Transcript Title: Art and Ecology: Ecosystems
Effective Term: Spring 2017

Catalog Description:
An introductory course exploring the genre of ecological art practice (eco-art) through a series of engaged learning projects that focus on habitat, the waste stream and natural resources, local ecologies and interventionist creative strategies that focus attention on ecological imbalance.

Prerequisites: Graduate standing or permission of instructor.

Cross Listed Courses:

Credits: 3
Course Type: Laboratory Main (Laboratory that is a main component) (LAB)
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?
Yes

How many times may this course be taken?
99
- AND/OR -
For how many maximum credits?
999

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

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

Rationale for Course Proposal:
This course has been taught as a topics course, and due to popularity is proposed as part of the regular course rotation.

Course Reviewer Comments

Key: 11901
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/18/16 10:43 am

**Viewing:** **SLAV 322 : Soviet and Post-Soviet Russian Cinema**

**Also listed as:** FMS 322

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

**Changes proposed by:** smd

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- SLAV

### Course Number
- 322

### Academic Unit
- Department: Slavic Languages & Literatures (SLAV)

### School/College
- College of Lib Arts & Sciences

### Locations
- Lawrence

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

### Title
- Soviet and Post-Soviet Russian Cinema

### Transcript Title
- Soviet/Post-Sov. Russian Film

### Effective Term
- Fall 2017

### Catalog Description
A comprehensive introduction to Soviet cinema and its legacies in post-Soviet Russia. The course will examine what distinguished Soviet film industry from those in other countries and the ways in which it impacted the development of cinema worldwide. Films are analyzed both as artistic works (with attention to formal qualities, cinematic styles, and influences) and as documents that provide insight into the socio-political contexts of the times when they were made. We will also discuss influential contributions by Soviet filmmakers to our understanding of what makes film unique as an art form. The course is offered at the undergraduate and graduate level, with additional assignments at the graduate level.

### Credits
- 3

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

### Grading Basis
- A-(+/-)FI

### 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?
- 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)?

**Program Code - Name**
Describe how:

It will count as a required elective for the BA major, Russian Studies Emphasis, and the MA minor Russian Studies Track.

Rationale for Course Proposal

The Soviet Union was a cinematic powerhouse and exercised a profound influence, and Russia continues its tradition in many ways. This course fills a major gap in KU's curriculum, providing cultural competence for students in the Slavic Department and other programs. Knowledge of (Post-)Soviet cinema is now essential for Slavic graduate students to be competitive on the academic job market.

Supporting Documents

Soviet_film_syllabus.doc

Course Reviewer Comments

Rachel Schwien (rschwien) (10/21/16 1:40 pm): FMS (Michael Baskett) is in support of this course

Rachel Schwien (rschwien) (11/15/16 2:37 pm): emailed dept with subcommittee suggestion to edit course description to state undergraduate/graduate instead of 300/600 level.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 3:40 pm

Viewing: SLAV 526: The Pragmatics of Slavic Languages

Last edit: 10/25/16 9:59 am

Changes proposed by: smd

Academic Career: Undergraduate, Lawrence
Subject Code: SLAV
Course Number: 526
Academic Unit: Department, Slavic Languages & Literatures (SLAV)
School/College: College of Lib Arts & Sciences

Locations: Lawrence

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

Title: The Pragmatics of Slavic Languages
Transcript Title: Pragmatics of Slavic Languages
Effective Term: Fall 2017

Catalog Description: This course introduces students to the study pragmatics: the relationship between utterances, the contexts in which these utterances were produced, and their reception and interpretation by the speakers. It investigates how grammatical choices on the sentence level (such as case, aspect, impersonalization, and more) affect and are influenced by the context in which utterances are produced, and how social variables such as gender, age, peer pressure, institutional power, and other factors are influential in production and interpretation of meaning. Other topics include extra-linguistic elements such as gesture and prosody, (im)politeness expressions, the pragmatics of narratives, and cross-cultural differences in contexts and reception of specific speech genres.

Prerequisites: RUSS 508 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)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SLAV-BA) Slavic Languages and Literatures, B.A.</td>
</tr>
</tbody>
</table>

Describe how: It will fulfill the linguistics requirement for the BA major, Russian Studies Emphasis, and...
| Rationale for Course Proposal | This course has a dual goal of supplying students with academic tools while allowing them to improve their language competency. This class also allows students to deepen their understanding and ability to communicate in and analyze texts in their chosen Slavic language while developing the students' cross-cultural competency and awareness of linguistically encoded cultural norms. |
| Supporting Documents | Pragmatics Syllabus.docx |
| Course Reviewer Comments | |

Key: 11945

SLAV 526: The Pragmatics of Slavic Languages
New Course Proposal

SLAV 572: Russian and East European Science Fiction

Date Submitted: 10/18/16 10:30 am

Viewing: SLAV 572: Russian and East European Science Fiction

Academic Career: Undergraduate, Lawrence
Subject Code: SLAV
Course Number: 572
Academic Unit: Department: Slavic Languages & Literatures (SLAV)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Russian and East European Science Fiction
Transcript Title: Russian and East European Science Fiction
Effective Term: Fall 2017

Catalog Description: A comprehensive introduction to Russian, Soviet, and East European science fiction as it emerged in dialogue with utopian thinking, fantasy writing, and other cultural trends, and to how it responded to wider social contexts. Particular emphasis will be placed on the unique features of the Slavic science fiction tradition and its relationship to the dominant Western forms of the genre.

Prerequisites: RUSS 508 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: As necessary
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?
Yes

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

Which Program(s)?

Program Code - Name

(SLAV-BA) Slavic Languages and Literatures, B.A.
(SLAV-MIN) Slavic Languages and Literatures, Minor

Describe how:
It will count for the literature requirement of the BA major, Russian Studies Emphasis, the MA minor Russian Studies Track, or as a required elective for these degrees.
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
</tr>
</thead>
</table>
| Russia and Eastern Europe produced one the most influential science fiction traditions outside the English-speaking world, and has attracted broad attention since the 1960s. Yet it remains relatively unstudied. This course will benefit Slavic language students and other humanities students. KU is home to the Gunn Center for the Study of Science Fiction, and this course will fit into its offerings. | }

<table>
<thead>
<tr>
<th>Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian &amp; East European science fiction syllabus.docx</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/18/16 10:47 am

Viewing: SLAV 622 : Soviet and Post-Soviet Russian Cinema

Also listed as: FMS 722

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

Changes proposed by: smd

Academic Career: Graduate, Lawrence
Subject Code: SLAV
Course Number: 622
Academic Unit: Department: Slavic Languages & Literatures (SLAV)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Soviet and Post-Soviet Russian Cinema
Transcript Title: Soviet/Post-Sov. Russian Film
Effective Term: Fall 2017

Catalog Description:
A comprehensive introduction to Soviet cinema and its legacies in post-Soviet Russia. The course will examine what distinguished Soviet film industry from those in other countries and the ways in which it impacted the development of cinema worldwide. Films are analyzed both as artistic works (with attention to formal qualities, cinematic styles, and influences) and as documents that provide insight into the socio-political contexts of the times when they were made. We will also discuss influential contributions by Soviet filmmakers to our understanding of what makes film unique as an art form. The course is offered at the undergraduate and graduate level, with additional assignments at the graduate level. Not open to students with credit in SLAV 322/FMS 322.

Prerequisites: Graduate standing or instructor permission

Cross Listed Courses:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMS 722</td>
<td>Soviet and Post-Soviet Russian Cinema</td>
</tr>
</tbody>
</table>

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: As necessary
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 the course:
The Soviet Union was a cinematic powerhouse and exercised a profound influence, and Russia continues its tradition in many ways.
This course fills a major gap in KU's curriculum, providing cultural competence for students in the Slavic Department and other programs. Knowledge of (Post-)Soviet cinema is now essential for Slavic graduate students to be competitive on the academic job market.

### Supporting Documents

- [Soviet_film_syllabus.doc](#)

### Course Reviewer Comments

- **Rachel Schwien (rschwien)** (10/21/16 1:40 pm): FMS (Michael Baskett) is in support of this course
- **Rachel Schwien (rschwien)** (10/25/16 10:01 am): FMS Approval received by Michael Baskett
- **Rachel Schwien (rschwien)** (11/15/16 2:38 pm): emailed dept with subcommittee suggestion to edit course description to state undergraduate/graduate instead of 300/600 level.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/20/16 4:55 pm

Viewing: ART 660: Senior Seminar II

Last edit: 10/28/16 2:48 pm

Changes proposed by: s208s270

Programs referencing this course
- ART-BFA: Visual Art, B.F.A.

Academic Career: Undergraduate, Lawrence
Subject Code: ART
Course Number: 660
Academic Unit: Visual Art (ART)
School/College: School of the Arts, CLAS
Locations: Lawrence

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

Title: Senior Seminar II
Transcript Title: Senior Seminar II
Effective Term: Fall 2017

Catalog Description:
Continuation of ART 650; capstone experience. Participation in BFA exhibition required. Concurrent enrollment in at least one upper level Visual Art studio course is required.

Prerequisites:
ART 650 and instructor permission. Co-requisite: Any 300 level or above Visual Art studio course

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: Twice a Year, Fall and Spring
Repeatable for credit?
- No

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

Which Program(s):
- Program Code - Name
  (ART-BFA) Visual Art, B.F.A.

Describe how:
This course will be required for all seniors in the Visual Art BFA degree, typically in their last two semesters, as a capstone course.

Rationale for Course Proposal:
Current BFA General students enroll in ART 695 and ART 696. These courses have met individually with one designated professor on an independent study basis.

Approval Path
1. 11/03/16 4:54 pm
Rachel Schwien (rschwien):
Approved for ARTS Undergraduate Program and Course Coordinator
2. 11/15/16 2:22 pm
Rachel Schwien (rschwien):
Approved for CUSA Subcommittee
KU Core Information

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

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Anne Jordan</td>
<td>8/26/16</td>
</tr>
</tbody>
</table>

Selected Goal(s)

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

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

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

This is a capstone course that is a culmination of studio practice from four years of study in visual art. This course is an enhancement and replacement for the Art 696 which is already included in Core Goal 6. This course will include readings, discussions, individual projects, regular critiques, and will result in a final portfolio of individual and original artwork in the students chosen media. Portfolio will also include professional documentation (such as photographs of artwork, resume, cover letters, grant proposals, gallery proposals, project proposals, website, etc.).

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.)

Readings and discussions on contemporary art will be a regular part of this course. In addition, students will be expected to work in their individual studios in the disciplines offered in the Department of Visual Art. Knowledge/information from coursework across disciplines is synthesized in artwork in various ways according to an individual student’s trajectory, interests, curricula. Presentation of ideas and project proposals will be shared, discussed and critiqued in class. There will be written component to each project. Students are expected to situate their practice within the large historical continuum and relate their work to that of other artists, artistic movements, or cultural ideas.

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.

Artwork is inherently an “individual” expression from a unique point of view. Even collaborative projects require each participant to contribute their unique voice and perspectives towards a common goal. The creative process requires constant updates and revisions during class critiques and individual meetings with instructors. Each project requires a finished artwork that considers comments and suggestions from the critiques/discussions and shows growth over the course of the semester. Students will propose, research, and complete unique artwork in the media(s) of their choice with feedback from instructors in specialty areas as well as the faculty and peers of the course.

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 Instructor will evaluate the following aspects, which will be made explicit in the syllabus: Quality of Artwork: thematically cohesive; original; technically proficient; concept clearly defined. Artist Statement: original; insightful. Professional Portfolio: organized; consistent; visually compelling; correct grammar and spelling. Documentation of Images: professional quality images; in-focus; color-balanced; well-lit. Image List: cued; complete; detailed. Oral Presentations: ability to communicate creative work clearly; engaging; concise; articulate.
**Senior Studio Course objective and plan description:**
This course explores issues and themes in art while critically examining works of art; capstone experience. Concurrent enrollment in at least one upper level Visual Art studio course is required.

Prerequisite: Thirty hours of departmental electives, consent of department, and permission of instructor. Capstone course. Participation in BFA group exhibition required.

Senior Seminar will be comprised of focused critique/discussion, presentations, readings and independent studio time. The schedule/framework below is designed to be as open as possible. Dates specified as “STUDIO” are generally reserved for independent studio time with the faculty member observing/visiting the students. Class time will also be utilized for the following: field trips, visiting artists, independent meetings, small group critiques, presentations/demonstrations, student-led demonstrations/presentations/ readings, or other impromptu activities. Studio time is not optional, and students are required to be working during the allotted class time.

<table>
<thead>
<tr>
<th>week</th>
<th>plan</th>
</tr>
</thead>
</table>
| 1    | Introduction to the Course:  
What is a Body of Work/Major Project? How does one go about developing their “conversation”?  
Big Reading Assignment: Possibly a common novel related to making/doing across sections (e.g. “Too Loud a Solitude,” Bohumil Hrabal or “Conquest of the Useless” Werner Herzog) |
| 2    | Discussions of Draft Ideas for Major Projects/Bodies of Work  
Independent Meetings |
| 3    | Formal Proposal/Schedule DUE for Major Body of Work/Project  
Presentations of past work and proposal with Feedback from the Class |
| 4    | GROUP CRITIQUE #1  
Students must present significant work in progress and participate in group discussion regarding their own work and that of their peers.  
STUDIO |
<p>| 5    | This week will focus on individual studio/lab time. Instructor will meet each student individually in the studio setting |
|      | Discussion on Reading / new reading assignment/ writing assignment |</p>
<table>
<thead>
<tr>
<th>6</th>
<th>Exhibition planning: space proposals, discussion of: exhibition groups, exhibition titles, installation specs (tools and equipment lists)</th>
</tr>
</thead>
</table>
| 7 | GROUP CRITIQUES #2  
Students must present significant finished artwork and participate in group discussion regarding their own work and that of their peers.  
STUDIO |
| 8 | Exhibition planning continued: press releases, media, online and printed invitations,  
STUDIO |
| 9 | DEMO: Photographing artwork for portfolio.  
Assignment: complete phot documentation due at the end of the semester.  
Artist statement drafts/ resume drafts due  
DISCUSSION: Readings.  
Writing assignment: Writing about art: an contemporary artist, exhibition review, artist interview, |
| 10 | Small Group Critique #3 Group A - work in progress or finished work.  
Resumes and Artist Statements for exhibitions due.  
Small Group Critique #3 Group B - work in progress or finished work.  
Resumes and Artist Statements for exhibitions due. |
| 11 | Visiting Artist Presentation / Studio Visits and/or Studio Demo  
Museum or studio Field Trip (Spencer Museum, Nelson Atkins, Kemper Museum, Nerman Museum at JCCC, private artist’s studio, local (Lawrence /KC) gallery |
| 12 | Writing about Art assignment Due |
| 13 | STUDIO |
| | GROUP CRITIQUE #4 |
| 14 | Exhibition planning continued.  
    | Mailing lists, exhibition information. |
|-----|-------------------------------------|
| 15 | STUDIO                              |
| 16 | FINAL GROUP CRITIQUES               |
|    | Mandatory group exhibition. Each student is expected to exhibit approximately 5 finished works (or equivalent project scale).  
    | This exhibition can be on campus (ex: Art & Design Gallery, SUA gallery), off-campus locally in Lawrence, KC, Topeka, or in a previously approved alternative site. |
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 12:45 am

Viewing: FREN 441: The Story of French
Last edit: 10/20/16 1:25 pm

Changes proposed by: pascott

Academic Career: Undergraduate, Lawrence
Subject Code: FREN
Course Number: 441
Academic Unit: French & Italian (FREN)
Department: College of Lib Arts & Sciences
School/College: Lawrence

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

Title: The Story of French
Transcript Title: The Story of French
Effective Term: Fall 2017

Catalog Description: This course provides an overview of the historical development of the French language and an introduction to different varieties of French, as well as some current language-related issues in the French-speaking world. The history of the French language is considered both from an external perspective, by examining important historical events in the language's history, and from an internal perspective, by looking at specific ways the language has changed over time. Variation is examined: how French differs geographically (i.e. dialects and regional varieties in France and in the French-speaking world), socially (i.e. how social groups such as socioeconomic class or sex are reflected in language use), and situationally (i.e. language modification depending on formality, context, etc.). Will include comparisons of spoken versus written French, slang, and le français populaire, as well as current issues, e.g., les néologismes (word creation), les anglicismes (English influence) and feminization of language. Taught in French.

Prerequisites: FREN 301

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: Once a Year, Usually Fall
Repeatable for credit? 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

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
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path
1. 10/25/16 3:46 pm
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 11/17/16 8:15 am
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee
**Which Program(s)?**

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

**Describe how:** Elective option

**Rationale for Course Proposal**

This course has previously been taught under the FREN 440 label. It is a history of the French language course for undergraduates that covers linguistic evolution (diachronic change) and also external factors contributing to the development of the language itself and its status. It is an overview of the development of French from Latin to Modern French.

**KU Core Information**

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

Yes

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Hayes</td>
<td>09/21/16</td>
</tr>
</tbody>
</table>

**Selected Goal(s)**

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

Yes

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

Yes

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

This course will move students from their knowledge of modern Standard French to an understanding of how French developed from Latin and evolved into its current forms (including regional varieties and different dialects). The course leads students to examine internal diachronic changes in the language (in different domains, e.g., phonology, morphology, syntax, semantics) up to modern French. Additionally, students learn about the external factors that brought about changes in the status and structure of French. Students study and apply methods of linguistic analysis to data sets from different periods of French, which leads to discussion and evaluation of the principles of language change and linguistic inquiry in general.

**Selected Learning Outcome(s):**

**Goal 3 - Social Sciences**

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

Through the readings, class discussions, assignments, exams and the research project, this course will move students from their current knowledge of modern French to an understanding of how French came to be, looking at diachronic linguistic change (change over time) from Latin up to modern French. At the same time, students will explore the external factors that brought about changes in the status and structure of French. Students will be introduced to different theories and methods of linguistic analysis, in particular for analysis of diachronic change. Assignments and exams require students to analyze linguistic data sets from different periods of French, as well as to be able to discuss and explain the factors that led to the development of French, including aspects of the structural development, and the development in functions and status of the language.

State what course assignments, readings, class discussions, and lectures will synthesize the development over time of the principles,
Throughout the course, students read, discuss and compare diachronic linguistic analyses (analyses of linguistic change over time) in the various subfields (phonology, morphology, syntax, etc.) from a variety of authors and perspectives. Students are asked to combine what they have learned and apply it to analyses of linguistic data sets from different periods of French as well as to different dialects and closely related languages. In addition, over the course of the term, students work on an independent project, resulting in a presentation and research paper, which requires them not only to synthesize and present prior research on the topic, but also to critically analyze the research to date. They are asked to apply the principles and analytical methods studied in order to point to gaps in the current knowledge, propose an alternative analysis or study, etc.

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

Contemporary issues in diachronic language change, in general and with respect to French in particular, are addressed throughout the term in our readings and class discussions. The study of diachronic change in French is always framed as a specific instance of language evolution, such that the principles, theories and methods discussed are always related to diachronic change in other languages, as well as to current changes in progress, most specifically in French and English.

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

The final exam in FREN 441 will be assessed for student outcomes using the departmental rubric, adapted from the sample rubric offered for CORE Goal 3. The final exam allows students to demonstrate how well they have learned the precedents, concepts and principles of linguistic inquiry that have been studied, with particular emphasis on diachronic change in French. The exam assesses student understanding of internal (structural) changes in the language as well as the external influences on language evolution. It also asks students to apply principles they have studied to data sets from various periods of French and to analyze current change in progress.
FREN 441: THE STORY OF FRENCH

Professor: Prof. Kimberly Swanson
Office: Wescoe 2060
Office hours: TBA
Office phone: 864-9066
E-mail: kswanson@ku.edu

Required textbook:

Other readings will be posted on our Blackboard site.

Course description and objectives:
This course provides an overview of the historical development of the French language and an introduction to different varieties of French, as well as some current language-related issues in the French-speaking world. The history of the French language is considered both from an external perspective, by examining important historical events in the language's history, and from an internal perspective, by looking at specific ways the language has changed over time. Variation is examined: how French differs geographically (i.e. dialects and regional varieties in France and in the French-speaking world), socially (i.e. how social groups such as socioeconomic class or sex are reflected in language use), and situationally (i.e. language modification depending on formality, context, etc.). Will include comparisons of spoken versus written French, slang, and *le français populaire*, as well as current issues, e.g., *les neologismes* (word creation), *les anglicismes* (English influence) and feminization of language. Taught in French.

The majority of class time will be devoted to discussions based on the readings from the textbook and additional texts provided by the professor. This class is not a lecture; rather, it is designed for you to develop your knowledge, ideas, and language skills through active participation in our in-class activities and discussions. It is thus essential that you keep up with the reading, homework, and come to class ready to discuss!

This course satisfies the requirement for CORE Goal 3 (social sciences):
*Upon reaching this goal, students will be able to demonstrate basic competence in the principles, theories, and analytic methods used in the social sciences.*

For information on the French program and activities visit our website: http://www.frenchitalian.ku.edu/ . You can also like us on Facebook or follow us on Twitter!

Course evaluation:
- Attendance/Participation 15%
- Homework/Quizzes 15%
- Mid-term Exam 20%
- Presentation 10%
- Research paper 20%
- Final Exam* 20%

* The final exam will be assessed for student outcomes using the rubric for CORE Goal 3 (social sciences) found on our Blackboard site. The final exam allows students to demonstrate how well they have learned the precedents, concepts and principles of linguistic inquiry that have been studied, with particular emphasis on diachronic change in French. It also allows students to show how they can apply certain principles to linguistic data.
ATTENDANCE:
Presence and participation in class is essential. You are allowed 2 unexcused absences (although any assignment due must still be turned in that day). After 2 absences, you will lose 1% of your final grade for each additional absence. Tardiness will also lower the participation portion of your final grade. Please see me if you have a valid reason for missing class (emergency, religious observance, etc.); you may be allowed to make up work if you have corresponding documentation. **If absent, it is your responsibility to find out what was done in class and what you need to prepare for the next meeting.**

PARTICIPATION/PREPARATION:
As mentioned in the course description, your participation is crucial in order for us to have interesting and productive discussions. You are expected to contribute in meaningful ways, and you will be assessed both on quantity and quality of your contributions, which should reflect that you have prepared for class by thoroughly completing all assigned reading and homework.

HOMEWORK/QUIZZES:
There will be homework assignments and quizzes throughout the semester based on the readings and other class material. The homework may be discussion questions based on the readings or other activities to prepare related to the topic.

PRESENTATION:
To explore a specific topic of interest to you related to the development or varieties of French, you will prepare a 10-15 minute presentation in French. Your topic must be approved in advance by the professor, and an outline is due on DATE. Presentation dates are also listed on the calendar. You may wish to expand upon your presentation topic for your research paper; however, you may also choose a new topic, in consultation with the professor.

RESEARCH PAPER:
In order to examine a specific aspect of the historical development of the language or a variety of French in more depth, you will write a research paper 1800-2000 words in French (~6-7 pages, not including bibliography). The topic will be chosen in consultation with the professor, and a detailed outline will be due DATE. The research papers will be graded on the quality of content, but also on your ability to express yourself in French.

EXAMS:
There will be both a mid-term and a final exam, focused on your textbook, other readings, and classroom discussion.

ACADEMIC HONESTY
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. With the exception of help from myself and/or in-class activities, any outside assistance (that is, tutors, friends, native speakers, etc.) is NOT allowed on assignments being turned in for a grade. 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 or ideas.
• Copying / turning in 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 gives the information.

ACADEMIC SERVICES, DISABILITIES, SPECIAL NEEDS
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 the Academic Achievement and Access Center (AAAC), please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Please also contact me privately in regard to your needs in this course.

Information about the various academic services that the AAAC provides, including tutoring, individual consultations, workshops, etc. can be found at http://achievement.ku.edu.

Tentative additional readings:

Important Administrative Dates:

<table>
<thead>
<tr>
<th>DATE</th>
<th>Last Day to enroll or add/change sections online without written permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>Last Day of First Period Drop (Last day to drop online.) NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
</tr>
<tr>
<td>DATE</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>DATE</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>DATE</td>
<td>Last Day of Second Period Drop. NOTE: No withdrawals permitted after this date.</td>
</tr>
</tbody>
</table>

FREN 441 CALENDAR

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Mardi</th>
<th>Jeudi</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>28 février</td>
<td>L’ancien français : analyse des textes&lt;br&gt;Ayres-Bennett 1996, La Bible</td>
</tr>
<tr>
<td>8</td>
<td>6 mars</td>
<td>L’histoire du français : l’affirmation du</td>
</tr>
<tr>
<td>Date</td>
<td>Événement</td>
<td>Référence</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13 mars</td>
<td><strong>Étude</strong></td>
<td><strong>Ayres-Bennett 1996, pp. 140-152</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Présentation</strong></td>
<td><strong>PRESENTATION OUTLINE DUE</strong></td>
</tr>
<tr>
<td>19-23 mars</td>
<td><strong>Vacances du printemps</strong></td>
<td></td>
</tr>
<tr>
<td>27 mars</td>
<td>Les langues régionales de France</td>
<td>Walter 1988, pp. 159-168</td>
</tr>
<tr>
<td></td>
<td>Les dialectes et patois de France</td>
<td>Walter 1988, pp. 169-191</td>
</tr>
<tr>
<td></td>
<td>La politique linguistique en France</td>
<td>Héran, Filhon et Deprez (2002)</td>
</tr>
<tr>
<td>29 mars</td>
<td>Les dialectes et patois de France</td>
<td>Laroussi et Marcellesi 1993</td>
</tr>
<tr>
<td></td>
<td><strong>Recherche</strong></td>
<td><strong>RESEARCH PAPER OUTLINE DUE</strong></td>
</tr>
<tr>
<td>3 avril</td>
<td>Les variétés régionales du français</td>
<td>Lodge et al. 1997, chapitre 2</td>
</tr>
<tr>
<td>10 avril</td>
<td>La variation sociale</td>
<td><strong>STUDENT PRESENTATIONS</strong></td>
</tr>
<tr>
<td>13 avril</td>
<td>Où va le français ? Mouvement dans la grammaire et dans la prononciation</td>
<td>Conrick 2002</td>
</tr>
<tr>
<td></td>
<td><strong>Recherche</strong></td>
<td><strong>RESEARCH PAPER DUE</strong></td>
</tr>
<tr>
<td></td>
<td>Aitchison 1991, pp. 210-221</td>
<td></td>
</tr>
<tr>
<td>3 mai</td>
<td><strong>Étude</strong></td>
<td></td>
</tr>
<tr>
<td>11 mai</td>
<td><strong>Examen final</strong></td>
<td>10h30 à 13h00, dans notre salle usuelle</td>
</tr>
</tbody>
</table>

**Notes**

- **REVISION**: Date et commentaire.
- **PRESENTATION OUTLINE DUE**: Date et commentaire.
- **RESEARCH PAPER OUTLINE DUE**: Date et commentaire.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/19/16 12:55 am

Viewing: FREN 443: French Inside Out

Last edit: 10/20/16 1:26 pm

Changes proposed by: pascott

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<thead>
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<th>Academic Career</th>
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<tr>
<td>Subject Code</td>
<td>FREN</td>
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<tr>
<td>Academic Unit</td>
<td>Department</td>
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<td>French &amp; Italian (FREN)</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</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>French Inside Out</td>
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<tr>
<td>Transcript Title</td>
<td>French Inside Out</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Fall 2017</td>
</tr>
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</table>

Catalog Description: This course provides an introduction to the structure of modern French and the various subfields of French linguistics. Topics will include major aspects of phonetics/phonology (the sounds/sound system), morphology (word formation), syntax (sentence structure), semantics, pragmatics (language use) and sociolinguistic variation (social, stylistic, geographical), as well as language attitudes and policies in France and other Francophone regions. Students will be introduced to different theoretical approaches to the study of French linguistics and will work on linguistic analyses of first- and second-language data. Taught in French and no prior study of linguistics is necessary to take this course.

Prerequisites: FREN 301

Cross Listed Courses: FREN 301

Credits: 3

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

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

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? Yes

Typically Offered: Typically Once a Year

Repeatable for credit? No

Principal Course Designator

Course Designator: H - Humanities

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 track I of the proposed reform of the French major 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? Yes
This would be a new course at the undergraduate level that is an introduction to French linguistics. It is analogous to the graduate course FREN 703 (Structure of Modern French) that has been taught, but geared towards undergraduates. It would be possible to cross-list this course with FREN 703.

Rationale for Course Proposal

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: 9/21/16

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.

This course will move students from their current knowledge of modern Standard French in everyday usage to an understanding of the underlying linguistic structure of French and of the various subfields of linguistic study in general. The course provides an introduction to theories, key principles and current issues in French phonology, morphology, syntax, semantics, sociolinguistics and pragmatics. Students study and apply methods of linguistic analysis to data sets from child as well as second-language learners of French. The linguistic analyses lead to discussion of the adequacy of current linguistic theories and aspects that require further refinement and/or empirical support.

Selected Learning Outcome(s):

Goal 3 - Social Sciences

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

Through the readings, class discussions, assignments, exams and the research project, this course will move students from their current knowledge of French surface structure (French as it is spoken and written) to an understanding of the underlying linguistic structures of French, and how these compare to the structures of English and other languages. Students will explore all the subfields of linguistics (phonology, morphology, syntax, semantics, sociolinguistics and pragmatics), with specific reference to French, but with an emphasis on how the theories apply generally, including examples from other languages. Assignments and exams will require students to analyze linguistic data sets within the different subfields, and to be able to discuss the advantages and drawbacks of the theories examined.

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

Throughout the course, students read and discuss linguistic analyses of data in the various subfields (phonology, morphology, syntax, etc.) from a variety of authors and perspectives. Students are asked to combine what they have learned and apply it to analyses of linguistic data sets from child and adult (second language) learners of French. In addition, over the course of the term, students work on an independent project within one of the subfields of French linguistics on a current topic of interest to them. This project requires them not only to synthesize and present prior research on the topic, but also to critically analyze the research to date. They are asked to apply the principles and analytical methods studied in order to point to gaps in the current knowledge, propose an alternative analysis or study, etc.

State what learning activities will integrate the analysis of contemporary issues with principles, theories, and analytical methods appropriate to the area in question. (Please limit responses to 1000 characters.)
The course explores contemporary issues in French linguistics, and in linguistic inquiry in general, through our readings, class discussions and assignments. The study of the structure of French is always framed within the principles, theories and methods of general linguistics, and phenomena exhibited by French are compared to phenomena in other languages. Readings, discussions and assignments are all geared towards helping students to analyze current issues in linguistic theory through the study of French structures in particular.

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

The final exam in FREN 443 will be assessed for student outcomes using the departmental rubric, adapted from the sample rubric offered for CORE Goal 3. The final exam allows students to demonstrate how well they have learned the precedents, concepts and principles of linguistic inquiry that have been studied, with particular emphasis on the structure of French. The exam assesses students' general understanding of issues in the various subfields of French linguistics (phonology, morphology, syntax, semantics, sociolinguistics and pragmatics). It also asks students to apply analytical methods they have studied to linguistics data sets, in order to demonstrate their functional knowledge of linguistic principles and analysis.

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Scott (pascott) (10/19/16 1:05 am): The prerequisite should actually be FREN 301.</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (11/01/16 2:07 pm): subcommittee requested statement of support from Linguistics. Approved if received.</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (11/15/16 2:43 pm): LING (Joan Sereno) is in support of this course</td>
</tr>
</tbody>
</table>
FREN 443 – FRENCH INSIDE OUT

Professor: Prof. Kimberly Swanson
Office: Wescoe 2060
Office hours: TBA
Office phone: 864-9066
E-mail: kswanson@ku.edu

Materials:
- Other required readings will be posted on our Blackboard site.

Course description:
This course provides an introduction to the structure of modern French and the various subfields of French linguistics. Topics will include major aspects of phonetics/phonology (the sounds/sound system), morphology (word formation), syntax (sentence structure), semantics, pragmatics (language use) and sociolinguistic variation (social, stylistic, geographical), as well as language attitudes and policies in France and other Francophone regions. Students will be introduced to different theoretical approaches to the study of French linguistics and will work on linguistic analyses of first- and second-language data. Taught in French and no prior study of linguistics is necessary to take this course.

Course objectives:
- Gain an understanding of the subfields of French linguistics, and of the linguistic features of French that are most significant for second language learners.
- Become acquainted with different theories and approaches to the study of linguistics.
- Work on linguistic analyses of first language and second language data.
- Broaden knowledge of social/stylistic/regional variations of French.

This course satisfies the requirement for CORE Goal 3 (social sciences):
*Upon reaching this goal, students will be able to demonstrate basic competence in the principles, theories, and analytic methods used in the social sciences.*

For information on the French program and activities visit our website: http://www.frenchitalian.ku.edu/. You can also like us on Facebook or follow us on Twitter!

Summary of assignments and due dates:
- Participation/Preparation 10%
- Homework/Exercises 20%
- Midterm Exam 20%
- Oral Presentation 10%
- Paper 20% (Due 2 weeks after oral presentation.)
- Final Exam* 20%

* The final exam will be assessed for student outcomes using the rubric for CORE Goal 3 (social sciences) found on our Blackboard site. The final exam allows students to demonstrate how well they have learned the precedents, concepts and principles of linguistic inquiry that have been studied, while showing how they can apply certain principles to sets of linguistic data in the various subfields of phonetics/phonology, morphology, syntax, semantics and sociolinguistics/pragmatics.

ATTENDANCE/PARTICIPATION/PREPARATION:
Preparation and in-class participation are very important elements of the course. You are expected to prepare assigned readings thoroughly and contribute meaningfully to class discussions. On certain days, students will be asked to lead discussion of a particular article/chapter, and this is part of the participation grade.
Attendance is essential and required. Missing class will affect your participation grade, unless you have a valid excuse. If an emergency does arise that prevents you from attending, please inform me as soon as possible, and we will discuss if/when work can be made up.

**HOMEWORK/EXERCISES:**
Students will be assigned periodic activities to turn in, such as reflection questions or short linguistic analyses. These are aimed at helping students to better assimilate the material and concepts. *Late assignments are not accepted.*

**PRESENTATION/PAPER:**
The oral presentation and paper allows students to explore a specific topic in one of the subfields of French linguistics in more depth. They are to be given/written in French, and the topic is to be decided in consultation with the professor. The **oral presentation** will be 10-15 minutes, and students are expected to prepare a handout for their classmates. The **research paper** will be 1800-2000 words in French (~6-7 pages, not including bibliography), and it **is due 2 weeks after the oral presentation.** Students will receive more detailed guidelines for the presentation/paper.

**EXAMS:**
There will be a mid-term and final exam. Both are take-home exams, covering the material up to that point in the semester, and they will consist of linguistic analyses, allowing students to apply principles and concepts to data sets, as well as short-answer and essay questions. Due dates/times are listed on the syllabus calendar.

**ACADEMIC HONESTY**
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. With the exception of help from myself and/or in-class activities, **any outside assistance** (that is, tutors, friends, native speakers, etc.) **is NOT allowed** on assignments being turned in for a grade. **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 or ideas.
- Copying / turning in 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 gives the information.

**ACADEMIC SERVICES, DISABILITIES, SPECIAL NEEDS**
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 the Academic Achievement and Access Center (AAAC), please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Please also contact me privately in regard to your needs in this course.

Information about the various academic services that the AAAC provides, including tutoring, individual consultations, workshops, etc. can be found at http://achievement.ku.edu.

**Important Administrative Dates:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Last Day to enroll or add/change sections online without written permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>Last Day of First Period Drop (Last day to drop online.) NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
</tr>
<tr>
<td>DATE</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>DATE</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>DATE</td>
<td>Last Day of Second Period Drop. NOTE: No withdrawals permitted after this date.</td>
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**FREN 443 CALENDAR** (Subject to revision with notice)

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Sujet</th>
<th>À préparer (avant de venir en classe)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction au cours; notions initiales; terminologie linguistique</td>
<td>Antes (2007) : 1-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chiss et al. (2001) : 37-49</td>
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<tr>
<td></td>
<td></td>
<td>Lodge et al. (1997) : 1-12</td>
</tr>
<tr>
<td>1</td>
<td>Écoles et domaines de la linguistique ; Les non-initiés contre les linguistes</td>
<td>Lodge (2007) : 21-48</td>
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<tr>
<td>2</td>
<td>L’histoire du français: un aperçu</td>
<td>Szulmajster-Celnikier (1996)</td>
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<tr>
<td>2</td>
<td>L’histoire du français [suite] ; La politique de la langue en France</td>
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<tr>
<td>3</td>
<td>La phonétique: la transcription et la catégorisation des sons</td>
<td>Antes (2007) : 7-19</td>
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<tr>
<td>3</td>
<td>La phonétique: voyelles, semi-voyelles et consonnes</td>
<td>Antes (2007) : 19-38</td>
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<td>Exercices à rendre:</td>
<td>Antes pp.13-14, exos II, III, IV, V</td>
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<td>Exercices à rendre :</td>
<td>Antes pp. 27-28, I et II ; p. 30, I</td>
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<td>5</td>
<td>La phonologie: l’élision, l’enchaînement, la liaison</td>
<td>Antes (2007) : 53-64</td>
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<td></td>
<td>Chevrot et al. (2013)</td>
<td>Sujet de présentation/projet à rendre</td>
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<td></td>
<td>Exercices à rendre :</td>
<td>Antes p. 64, II et III</td>
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<td>Reférences</td>
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<td>6</td>
<td>phonologie: l’acquisition</td>
<td>Hannahs (2007)</td>
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<td>6</td>
<td>La morphologie : concepts de base, la dérivation</td>
<td>Antes (2007) : 77-94</td>
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<td>8</td>
<td>La sémantique lexicale</td>
<td>Antes (2007) : 175-195</td>
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<tr>
<td>8</td>
<td>La sémantique lexicale (suite)</td>
<td>EXAMEN DE MI-SEMESTRE à rendre avant 17h</td>
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<tr>
<td>9</td>
<td>Spring Break (no class)</td>
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<tr>
<td>10</td>
<td>La syntaxe: les syntagmes</td>
<td>Antes (2007) : 135-152</td>
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<td>Exercices à rendre : Antes pp. 136-37, I ; p. 141, I</td>
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<td>Plan de présentation à rendre</td>
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<td>11</td>
<td>L’acquisition de la (morpho)syntaxe, de la syntaxe/sémantique ; les interfaces</td>
<td>Exercices à rendre : Antes pp. 144-45, I ; ppl. 157-58, II</td>
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<td>PRÉSENTATIONS:</td>
<td>Projet écrit à rendre 2 semaines après votre présentation.</td>
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<tr>
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<td>PRÉSENTATIONS:</td>
<td>Projet écrit à rendre 2 semaines après votre présentation.</td>
</tr>
<tr>
<td>13</td>
<td>PRÉSENTATIONS:</td>
<td>Projet écrit à rendre 2 semaines après votre présentation.</td>
</tr>
<tr>
<td>13</td>
<td>PRÉSENTATIONS:</td>
<td>Projet écrit à rendre 2 semaines après votre présentation.</td>
</tr>
<tr>
<td>14</td>
<td>La sociolinguistique : la variation et le linguiste</td>
<td>Durand (1993)</td>
</tr>
</tbody>
</table>

| 15 | La sociolinguistique : la variation régionale | Hawkins (1993) |

| 16 | Révision | |

**17** **EXAMEN FINAL à rendre DATE avant 17h.**

**Other Readings:**


