Course Inventory Change Request

New Course Proposal

Viewing: ANTH 210: Archaeology's Greatest Hits

Last edit: 10/10/16 8:06 am
Changes proposed by: bmetz

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Anthropology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In The Catalog Description:</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of Anthropology</td>
</tr>
</tbody>
</table>

Academic Career | Undergraduate, Lawrence
Subject Code    | ANTH
Course Number   | 210
Academic Unit   | Department
School/College   | Anthropology (ANTH)
Locations       | Lawrence

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

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology's Greatest Hits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transcript Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology's Greatest Hits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Catalog Description: This course is a broad survey of the most spectacular archaeological discoveries of our time. It tells the story of pioneers and scientist-adventurers in their quest for knowledge of human prehistory. These discoveries became historically significant because they embodied major theoretical advances and evolutionary leaps in our understanding of the past. While reviewing archaeology's greatest discoveries, this course will investigate many of the major events, such as the critical evaluation of evidence or the development of appropriate scientific techniques, that eventually established archaeology as a scientific endeavor.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>A-D(+/-):FI</td>
</tr>
<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>On a Rotating Basis</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Course Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Designator</td>
</tr>
<tr>
<td>S - Social Sciences</td>
</tr>
<tr>
<td>W - World Culture</td>
</tr>
</tbody>
</table>

Are you proposing that the course count towards the CLAS BA degree specific requirements? No
| Rationale for Course Proposal | Other than ANTH 110, "Introduction to Archaeology", the Anthropology program has a dearth of archaeology course offerings at the lower undergraduate level. This class is meant to alleviate this deficiency. It is designed to target non-major undergraduate students by covering the most popular and visible discoveries in archaeology, in hopes that this will trigger further interest in the discipline. |

Course Reviewer Comments
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/08/16 7:34 pm

Viewing: ANTH 511 : Archeology of Inequality

Last edit: 10/10/16 8:15 am

Changes proposed by: bmetz

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
Course Number: 511
Academic Unit: Department of Anthropology (ANTH)
School/College: College of Lib Arts & Sciences
Locations: Lawrence

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

Title: Archeology of Inequality
Transcript Title: Archeology of Inequality
Effective Term: Fall 2017

Catalog Description:
Archaeological record of funerary rites, architectural ceremonial objects and nutritional indicators is often the sole evidence of inequality in the past, especially in the absence of written sources or unbiased historical observations. Case studies describing past small-scale and emergent complex societies worldwide are chosen to help understand the interplay between individual status and rank (achieved or ascribed), group inequality and subordination (class, caste, gender, age, race), wealth (material, embodied, relational), and the role of power and resistance in shaping these societies. Egalitarianism as a leveling mechanism in many of the past societies is also explored.

Prerequisites:
Junior/Senior or Graduate status, or permission of the instructor

Cross Listed Courses:

Credits: 3

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

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: Every Two Years

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?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ANTH-MIN) Anthropology, Minor</td>
</tr>
</tbody>
</table>
Describe how: Elective option for the minor

Rationale for Course Proposal

The course has been successfully (with solid enrollments) offered in the past as ANTH 500 “Topics in Archeology.” It attracted enrollment of Anthropology, History, Classics, and the Peace and Conflict Studies majors along with Anthropology graduate students. No other department, including Anthropology, offers anything similar.
New Course Proposal

BIOL 524 : Mammalian Paleontology

Also listed as: GEOL 524

Mammalian Paleontology

Evolution of mammals, and anatomical modifications involved in the process as ascertained from the fossil record. Lectures and laboratory.

One of the following: BIOL 225, BIOL 412, BIOL 413, GEOL 304, GEOL 521, or consent of the instructor.

3

Lecture (Regularly scheduled academic course) (LEC)

A-D(+/-)FI

No

No

No

No

No

No

The proposed course, Mammalian Paleontology, has a title that is a better descriptor for the course content than a former, similar course, Paleontology of Higher Vertebrates, because it avoids the problem of employing the outdated Scala naturae. The new 500-level course number is better than the former, similar course's 700-level number because it will reach both undergraduates and graduates.
# New Course Proposal

**Course Inventory Change Request**

Date Submitted: 09/19/16 10:32 am  

**Viewing:** EVRN 405: Kansas Power  

Last edit: 10/07/16 10:18 am  

Changes proposed by: avoss  

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>EVRN</td>
</tr>
<tr>
<td>Course Number</td>
<td>405</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department (Environmental Studies (EVRN))</td>
</tr>
<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
</tr>
<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>Kansas Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Title</td>
<td>Kansas Power</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Where does our energy come from? How can we optimize our use of renewable and nonrenewable sources of energy? What are the drivers moving us to more renewable sources of energy? What are the impediments? In this course we will explore the use of fossil fuels, nuclear, wind, geothermal and solar energy in Kansas. We will visit nearby power plants, and alternative energy companies. Students will be expected to design an energy plan for a local entity, and present their ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>EVRN 140 and EVRN 142</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grading Basis</th>
<th>A-D(+/-)FI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
</tbody>
</table>

| Are you proposing this course for KU Core? | No |
| Typicaly Offered | Once a Year, Usually Fall |

| 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 course explores the types of energy that are used in Kansas and around the world, where that energy comes from and how that energy is used to generate power for our homes, schools and businesses. We consider how regulation affects energy use and approaches that can be taken to move energy use to move renewable forms. |

| Course Reviewer | Rachel Schwien (rschwien) (10/04/16 1:38 pm): emailed dept with suggestion of more descriptive title 10/4 |

In Workflow  

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

Approval Path  

1. 09/23/16 1:11 pm  
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator  
2. 10/07/16 10:18 am  
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Course Inventory Change Request

Date Submitted: 09/29/16 8:49 am

Viewing: ISP 673 : Environmental Justice
Also listed as: EVRN 673

Last edit: 09/29/16 8:49 am
Changes proposed by: rschwien

Programs referencing this course: EVRN-CRTG: Environmental Justice, Graduate Certificate in

Academic Career: Undergraduate, Lawrence
Subject Code: ISP
Course Number: 673

Academic Unit: Department - Indigenous Studies (ISP)
School/College - College of Lib Arts & Sciences

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

Title: Environmental Justice
Transcript Title: Environmental Justice
Effective Term: Spring 2017

Catalog Description: An examination of the impact of environmental justice and security in Indigenous communities throughout the world with a focus on tactics and strategies that incorporate Indigenous perspectives in responses and mitigation schemes. A survey of mining, dumping, and storage of toxic and radioactive waste activities as related to Indigenous peoples. Case study analyses of economic, military and mining interests contrasted with perspectives emerging from cultural traditions and beliefs of Indigenous peoples and communities.

Prerequisites: Permission of instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 673</td>
<td>Environmental Justice</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: NW - Non-Western Culture
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
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>This class is planned to be an option offered as part of a joint EVRN Professional Science Masters and ISP certificate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Reviewer Comments</td>
<td></td>
</tr>
</tbody>
</table>

Key: 5117
### New Course Proposal

**Reading:** HIST 205: History and the Headlines

**Last edit:** 10/13/16 9:05 am

**Changes proposed by:** acon

| Programs referencing this course | HIST-BA/BGS: History, B.A./B.G.S.  
|                                | HIST-MIN: History, Minor |

**Academic Career**  
Undergraduate, Lawrence

**Subject Code**  
HIST

**Academic Unit**  
Department: History (HIST)  
School/College: College of Lib Arts & Sciences

**Locations**  
Lawrence

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

**Title**  
History and the Headlines

**Transcript Title**  
History and the Headlines

**Effective Term**  
Spring 2017

**Catalog Description**  
In this course, we will follow current events and discuss their historical roots. Depending on what is happening in the news, we may learn more about some of the reasons the United States has problems with racial tensions, why the Mideast is in crisis, and how March Madness became a thing. The class features a weekly news quiz and the assignments will be written as if for a news outlet.

**Prerequisites**  
None

**Cross Listed Courses:**  
None

**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**  
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

<table>
<thead>
<tr>
<th>Which Program(s)?</th>
<th>Program Code - Name</th>
</tr>
</thead>
</table>

1. **In Workflow**  
   1. CLAS Undergraduate Program and Course Coordinator  
   2. CUSA Subcommittee  
   3. CUSA Committee

2. **Approval Path**  
   1. 10/14/16 1:17 pm  
      Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

   2. 10/18/16 1:48 pm  
      Rachel Schwien (rschwien): Approved for CUSA Subcommittee

---

HIST 205: History and the Headlines  
Date Submitted: 10/13/16 9:05 am  
Viewing: HIST 205: History and the Headlines  
Last edit: 10/13/16 9:05 am  
Changes proposed by: acon  

In this course, we will follow current events and discuss their historical roots. Depending on what is happening in the news, we may learn more about some of the reasons the United States has problems with racial tensions, why the Mideast is in crisis, and how March Madness became a thing. The class features a weekly news quiz and the assignments will be written as if for a news outlet.
Rationale for Course Proposal

This course is designed to prompt students to get up to speed with current events and understand that they did not come out of nowhere—that there is a history to what they read about in the paper and see on TV. This class is designed to familiarize students with some of that past and to teach them how to research the story behind the story.

Course Reviewer Comments

Key: 11834
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 09/30/16 10:09 am  
**Last edit:** 09/30/16 10:09 am  
**Changes proposed by:** acon

### Viewing: HIST 229 : United States in the 1960s

#### Programs referencing this course:
- HIST-BA/BGS: History, B.A./B.G.S.
- HIST-MIN: History, Minor

#### Academic Career:
- Undergraduate, Lawrence

#### Subject Code:
- HIST

#### Academic Unit:
- Department: History (HIST)
- School/College: College of Lib Arts & Sciences

#### Locations:
- Lawrence

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

#### Title:
- United States in the 1960s

#### Transcript Title:
- United States in the 1960s

#### Effective Term:
- Spring 2017

#### Catalog Description:
In the Sixties, millions of Americans rejected socially-sanctioned established wisdom, long-standing cultural precepts and conventional political policies and practices. In this gateway course we will examine how and why they did so, why so many other Americans rejected their challenges to the status quo, and what difference these rebellions made in Americans’ lives. By placing their struggles in historical context, we will think about how and why people make and resist social change and how historical circumstances restrain and enable people’s individual and collective ability to act and to make their own futures. Through readings, lectures, discussion, and various assignments students will have opportunities to debate the great questions of that era and ponder the relevance of historical events and understandings to their own lives and to the life of the nation, as they sharpen their analytic abilities and their capacity to communicate those analyses effectively.

#### Prerequisites:
- None

#### Credits:
- 3

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

#### Associated Components (Optional):
- Discussion – Mandatory discussion associated with a main component

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

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

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

#### Typically Offered:
- Every Three Semesters

#### Repeatable for credit?
- No

#### Principal Course Designator:
- H - Humanities

#### Are you proposing that the course count towards the CLAS BA degree specific requirements?
- No
Will this course be required for a degree, major, minor, certificate, or concentration?

Yes

Which Program(s)?

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

Describe how: This course will count as category 1 course for the History major and minor.

Rationale for Course Proposal

The Sixties era was a major time of social, cultural, and political change in the United States. A lecture format course on this topic will provide students with a critical perspective on an era that has done so much to shape the modern United States, especially in regard to issues of equality, democratic practice, and the United States’ role in the world.

KU Core Information

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

Yes

Name of person giving departmental approval: Eve Levin

Date of Departmental Approval: 9-21-2016

Selected Goal(s)

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

Yes

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

Yes

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

This course focuses on the effort of social change activists in the 1960s era to create a more inclusive and just American society. In particular, this course will examine the efforts of African American activists, Latino activists, women activists, and gay activists. The course will also explore how and why some Americans fought those efforts.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1

State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)

All three major paper assignments, as shown on the syllabus, focus on struggles over diversity and inclusivity in the United States in the Sixties era. Each exam will also include an essay component on social change activists who struggled to create a more diverse American society. All course readings, with the exception of the text on the Vietnam War, focus on issues of human diversity within the United States.

Explain how your course or educational experience will generate discussion among students, leading to examination of students’ own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)

During the Sixties era activists asked fundamental questions about the nature and practice of equality, democracy, and freedom in the United States—course readings and lectures will prompt discussions on value systems in the United States.

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)

A majority of readings are by people of color and/or women, including Peniel Joseph’s book on Black Power and Roberta Price’s book on life in the counterculture (which addresses issues of gender and sexuality). We will also examine how Americans socially constructed issues of gender, race, and ethnicity in the Sixties era and how that process generated activism and public policy reform.

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)
As stated above all major writing assignments and exams, as shown in the syllabus, will be used to evaluate student work on issues of culture and value systems within the United States. Specifically, students will be asked to use those assignments and exams to examine the efforts of social change activists, especially within the African American, Latino, feminist, and Gay and Lesbian communities to foreground issues of equality, democratic citizenship, and group solidarity in their struggles for greater social justice.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 09/09/16 10:47 am

**Viewing:** HIST 356: At the Movies: U.S. History on the Silver Screen

**Last edit:** 10/13/16 4:37 pm

**Changes proposed by:** acon

### Programs referencing this course

- HIST-BA/BGS: History, B.A./B.G.S.
- HIST-MIN: History, Minor

---

### Academic Career

Undergraduate, Lawrence

### Subject Code

HIST

### Course Number

356

### Academic Unit

Department: History (HIST)

School/College: College of Lib Arts & Sciences

### Locations

Lawrence

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

No

### Title

At the Movies: U.S. History on the Silver Screen

### Transcript Title

At the Movies: U.S History

### Effective Term

Fall 2016

### Catalog Description

The motion picture was invented right here in the United States more than a century ago, and Americans have been going to the movies ever since. Movies have expressed their dreams and nightmares, aspirations and fears, hopes and dreads. Through a wide-ranging study of Hollywood films from the 1920s to the present, including the industry that created them and the people who watched them, this course explores what Americans have seen and felt at the movies.

### Prerequisites

None

### Cross Listed Courses:

None

### Credits

3

### Course Type

Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis

A-D(+/-)FiP

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

No

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

Yes

### Typically Offered

Every Two Years

### Repeatable for credit?

No

### Principal Course Designator

H - Humanities

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

No

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

Yes

### Which Program(s)?

- HIST-BA/BGS: History, B.A./B.G.S.
- HIST-MIN: History, Minor

---

### Approval Path

1. 10/14/16 1:17 pm
   - Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

2. 10/18/16 1:48 pm
   - Rachel Schwien (rschwien): Approved for CUSA Subcommittee
This course will fulfill the Category 1 requirement for both the History Major and Minor.

Rationale for Course Proposal
Currently, the department’s offerings for “modern” (post-Civil War) cultural history is limited to HIST312 American Culture, 1877-Prsnt, which does not pay much attention to mass-produced cultural forms like cinema. HIST356 will fill this void, & will provide a popular & accessible avenue to the study of American history. American Culture History is among the more popular areas in our offerings.

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

Name of person giving departmental approval: Eve Levin
Date of Departmental Approval: Dec. 2015

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

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

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

The goal of this course will be to provide students with a deeper understanding of American cultural history through the history of American movies. For much of the 20th century movies served as the singular cultural form that connected all virtually Americans to a common storehouse of stories, characters, myths, and images. The cinema was the place where they imagined success and failure, confronted their hopes and fears, and watched the nation itself expand and contract. By conjoining high artistic aspiration to popular cultural form, movies have been where ordinary Americans engaged with the humanities. We will focus on the films that taste-makers thought important and moviegoers found the most moving—the pictures that have left enduring marks on the collective imagination. By putting such films in historical context, this course will make students more conversant with the broad strokes of American cultural history and how that history has changed over time.

Selected Learning Outcome(s): Goal 3 - Humanities

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

The basic structure of the class will work at two levels. First, will learn about the broad currents of American culture in the 20th century. Students will read a survey of American cultural history. The book will set the broader cultural context for their viewing of specific films, as well as give them basic background in the developments of the film industry. Course lectures will fill in the gaps left by the readings, as well as connect the cultural changes the students read about to broader political, social, and economic developments. Second, the students will watch movies (outside of class), as many as two per week, nearly 30 for the semester. The movies will be shown in chronological order throughout the semester in step with the readings and lectures. As such, students will develop a deeper understanding of how American culture has changed through the 20th century in response to broader social and political change, and how cultural forms shape society, politics, and economics.

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

The primary means by which students will learn how to synthesize the analytical tools of the historian—charting change or continuity over time, and the social construction of values—will be through class discussion. Students will watch films outside of class, reserving
class time for discussion. These discussions will perform the work of contextualization, guiding students toward seeing how specific films reflect or contradict broader historical trends. As the semester progresses and the students’ understanding of the history of movies deepens, discussions will highlight significant changes and continuities over time. For instance, students will track how notions of personal freedom or social obligation changed from the era of WWII to the 1960s. Similarly, students will learn how ideals of masculinity and femininity changed, how movies reinforced and challenged racial stereotypes, and how films created notions of heroism, success, sacrifice, and failure.

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.)

This course will present a history of American movies up to the present. It will deepen students’ understanding of American cinema in such a way as to allow them to place the movies they have watched during their lives into a longer historical context, and to subject their favorite films to a new level of historical analysis. The course is designed to end the semester with discussion of a contemporary film. As a group, then, the class will contextualize and analyze the contemporary film as if it was part of the longer trajectory of American film history and an expression of its own historical moment.

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.)

This course will require students to perform two types of assignments. First, and most importantly, the course has three co-equal writing assignments: two in-semester essays and a take-home final. These will test student’s mastery of the analytical skills they practice during class discussion, most prominently contextualization of films and marking change or continuity over time. The final assignment will present students with a film that they have not discussed in class and ask them to perform the types of analyses formerly performed in class through the semester. Second, the course requires weekly quizzes. For the most part, these quizzes will ask students to recount the material they read that week in their main text, namely the broad cultural developments of American history. Quizzes will also present students with novel material—movie reviews from the time period under study, for instance, and ask students to make sense of such material in terms of their context.
**Course Inventory Change Request**

Date Submitted: 07/22/16 7:00 pm

**Viewing:** EURS 604 : The European Union

Also listed as: POLS 643

Last edit: 09/22/16 2:00 pm

Changes proposed by: vanchena

### Catalog Pages referencing this course

- Co-Major in European Studies

### Programs

- GIST-COM: European Studies, Co-Major
- RFFS-MIN: Russian, East European, and Eurasian Studies

### Academic Career

- Undergraduate, Lawrence

### Subject Code

- EURS

### Course Number

- 604

### Academic Unit

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

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

- No

### Title

- The European Union

### Transcript Title

- The European Union

### Effective Term

- Fall 2016

**Catalog Description**

This course will introduce students to The European Union, the politics of the European Union. The European Union, the political, legal, economic, and social implications of the present European Union as well these institutions deal as the European Union is a culmination of a long history of European unity. The course will cover three closely connected topics. First, it will discuss the institutional make-up of the EU, such as the European parliament, the European Council, Union now encompasses population and the European court of justice, economic strength rivalling that of the United States. It will assess how these institutions deal with the growing importance of transnational issues, such as migration and economic policy issues, United States and other regions of the world. Second, the course will examine how national governments pursue national interests at the level of the European Union. Third, the class will study how well the EU represents the citizens of European countries. Finally, the course will assess the extent to which the EU has successfully developed into a supra-national federation.

**Prerequisites**

- Sophomore standing or consent of instructor

**Cross Listed Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 643</td>
<td>The European Union</td>
</tr>
</tbody>
</table>

**Credits**

- 3

**Course Type**

- Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis**

- A-D(+/-)FI

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

- No

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

- No

**Typically Offered**

- Once a Year, Usually Spring

**Repeateable for credit?**

- No

**Principal Course Designator**

- S - Social Sciences

**Course Designator**

- 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 based in the political science department. It is the only course that fully covers the character of the EU. The POLS course was previously taught as a topics course.

### Course Reviewer Comments

Rachel Schwien (rschwien) (08/26/16 11:01 am): Rollback: Rolling back to cross list with new POLS 643 course
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/10/16 1:47 pm

Viewing: SPLH 516: Speech Perception

Last edit: 10/10/16 1:47 pm

Changes proposed by: nbrady

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

Approval Path
1. 10/14/16 1:29 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/18/16 1:48 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPLH-MIN: Speech-Language-Hearing, Minor</td>
</tr>
</tbody>
</table>

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- SPLH

### Academic Unit
- Department: Speech-Language-Hearing (SPLH)
- School/College: College of Lib Arts & Sciences

### Locations
- Lawrence

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

### Title
- Speech Perception

### Transcript Title
- Speech Perception

### Effective Term
- Spring 2018

### Catalog Description
Acoustic and perceptual characteristics of phonemes, words, and connected speech for normal-hearing adults and infants; how speech perception is assessed clinically and is affected by hearing loss, aging, use of amplification, talker differences, and linguistic factors

### Prerequisites
- SPLH 120 Physics of Speech; Pre- or Co-requisite SPLH 463 Principle of Hearing Science

### 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>Principal Course Designator</th>
<th>Course Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
<td>A-D(+/-)FI</td>
<td>No</td>
<td>No</td>
<td>Only Spring Semester</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 available for graduate students in our AUD program. We wish to make it available for undergraduates and include this course in one of our proposed minor tracks.
# Course Inventory Change Request

## New Course Proposal

**Date Submitted:** 10/10/16 12:09 pm  
**Viewing:** SPLH 588 : Multicultural Considerations in SPLH – I  
**Last edit:** 10/10/16 2:07 pm  
**Changes proposed by:** nbrady

### Programs referencing this course


### Academic Career

- Undergraduate, Lawrence  
- **Course Number:** 588

### Subject Code

- SPLH

### Academic Unit

- Department: Speech-Language-Hearing (SPLH)  
- School/College: College of Lib Arts & Sciences

### Locations

- Lawrence

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

- No

### Title

Multicultural Considerations in SPLH – I

### Transcript Title

Multicultural Considerations

### Effective Term

Fall 2017

### Catalog Description

This course introduces foundational concepts of culture and diversity, bilingualism, bias, and components and processes leading to cultural competency. Students explore health and educational disparities in the United States and beyond. Students will reflect on their cultural identity, and how their experiences and perspectives may differ from others, and how their experiences can influence service delivery in speech-language pathology and audiology.

### Prerequisites

- SPLH 566 or LING 415 or consent of instructor

### Cross Listed Courses:

- SPLH 588 or LING 415 or consent of instructor

### Credits

- 2

### Course Type

- Lecture (Regularly scheduled academic course) (LEC)

### Associated Components (Optional)

- Discussion – Mandatory discussion associated with a main component

### Grading Basis

- A-D(+/-)FI

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

- No

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

- No

### Typically Offered

- Only Fall Semester

### 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

This course has been associated with a nonspecific designation of 464: Seminar in _____. However it is regularly offered and we wish to designate a specific course number and title to facilitate students enrollment and increase transparency of the students transcripts.
New Course Proposal

Date Submitted: 10/10/16 12:13 pm

Viewing: SPLH 589: Multicultural Considerations in SPLH – II

Last edit: 10/10/16 2:08 pm

Changes proposed by: nbrady

Programs referencing this course


Academic Career
Undergraduate, Lawrence

Subject Code
SPLH

Course Number
589

Academic Unit
Department Speech-Language-Hearing (SPLH)

School/College
College of Lib Arts & Sciences

Locations
Lawrence

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

Title
Multicultural Considerations in SPLH – II

Effective Term
Spring 2018

Catalog Description
This course builds on foundational concepts from SPLH 588 by exploring potential cultural and linguistic characteristics of populations that are typically underrepresented in many sectors of the United States, including education and health care. Case studies are implemented to examine cultural and linguistic influences on assessment and treatment processes in speech-language pathology and audiology.

Prerequisites
SPLH 588

Cross Listed Courses:

Credits
2

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
Only Spring Semester

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
This course has been associated with a nonspecific designation of 464: Seminar in ______. However it is regularly offered and we wish to designate a specific course number and title to facilitate students enrollment and increase transparency of the students transcripts.
Course Inventory Change Request

Date Submitted: 09/28/16 2:57 pm

Viewing: ANTH 664 : Women, Health, and Healing in Africa
Also listed as: WGSS 664

Last edit: 09/28/16 2:57 pm
Changes proposed by: c459b950

Academic Career: Undergraduate, Lawrence
Subject Code: ANTH
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: Women, Health, and Healing in Africa
Transcript Title: Women, Health, and Healing in Africa
Effective Term: Spring 2017

Catalog Description: The course explores the values, practices, cultural systems and social-economic conditions that influence the sickness and health of women in Africa. The focus is on theoretical and applied debates and issues including: contraception, infertility, and reproduction; HIV/AIDS and other sexually transmitted infections; spiritual suffering and mental illness; trauma and violence; chronic illness, disability, and aging; pharmaceuticals, biotechnologies, and clinical research.

Prerequisites: 6 hours of coursework in Anthropology and/or Women's Studies and/or African American Studies.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 664</td>
<td>Women, Health, and Healing in Africa</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: Not offered every year
Repeateable 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: Both WGSS and ANTH have approved cross-listing of course.
Course Inventory Change Request

New Course Proposal

Date Submitted: 10/11/16 1:27 pm

Viewing: YDSH 410 : Studies in Modern Yiddish Literature

Last edit: 10/11/16 1:27 pm

Changes proposed by: c461a855

Academic Career Undergraduate, Lawrence
Subject Code YDSH
Course Number 410
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 Studies in Modern Yiddish Literature
Transcript Title Studies in Modern Yiddish Lit
Effective Term Spring 2017

Catalog Description An introduction to Yiddish literature from the nineteenth century to the present day. The course emphasizes the development of basic interpretive skills and the understanding of basic literary movements, genres, and concepts.

Prerequisites YDSH 216 or equivalent.

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 Not offered every year
Repeatable for credit? No

Principal Course Designator
Course Designator H - Humanities

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

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

Rationale for Course Proposal To have an upper-level Yiddish course equivalent to HEBR 410.

Course Reviewer
Comments

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

Approval Path
1. 10/14/16 1:29 pm Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/18/16 1:49 pm Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Program Change Request

Date Submitted: 09/20/16 11:50 am

Viewing: **BIOL-BS : Biology, B.S.**

Last edit: 09/20/16 11:50 am

Changes proposed by: gburg

<table>
<thead>
<tr>
<th>Catalog Pages</th>
<th>Using this Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Biology</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Career**
- Undergraduate, Lawrence

**Program Type**
- Degree/Major

**Department/Program**
- Biology (BIOL)

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

**Degree Code**
- Bachelor of Science - BS

**Consulting School(s)/College(s)**
- Consulting Department(s)

**CIP Code**
- 260101

**Program Name**
- Biology, B.S.

Do you intend to offer a track(s)?
- No

**Effective Catalog**
- 2017 - 2018

---

**Program Description**

**Degree Requirements**

**Majors and Concentrations**

Bachelor’s degree requirements in biology are modified as necessary. Current requirements are available in the UBP office and online. Major programs are offered in biochemistry, biology, human biology, and microbiology. Students may choose to concentrate in a range of specialties in the biological sciences, such as botany, cellular biology, developmental biology, environmental biology, ecology, entomology, genetics, marine biology, molecular biology, neurobiology, paleontology, physiology, systematics, or zoology (invertebrate or vertebrate).

**Requirements for the B.S. Degree in Biology**

---

**General Education Requirements**

In addition to degree and major requirements for all plans and subplans, all students must complete the KU Core.

**Ecology, Evolution, and Organismal Biology**

General Science Requirements (29-32)
Majors must complete the following general science requirements that serve as foundational courses for this major.

**Biology Orientation Seminar.** Satisfied by:

- BIOL 105 Biology Orientation Seminar

**Chemistry I.** Satisfied by one of the following:

- CHEM 130 General Chemistry I
- CHEM 190 Foundations of Chemistry I, Honors

**Chemistry II.** Satisfied by one of the following:

- CHEM 135 General Chemistry II
- CHEM 195 Foundations of Chemistry II, Honors

**Organic Chemistry I.** Satisfied by one of the following:

- CHEM 310 Fundamentals of Organic Chemistry
- CHEM 330 Organic Chemistry I
- CHEM 380 Organic Chemistry I, Honors

**Introductory Biochemistry.** Satisfied by:

- BIOL 600 Introductory Biochemistry, Lectures

**Calculus.** Satisfied by one of the following:

- MATH 115 Calculus I
- MATH 116 Calculus II
- MATH 125 Calculus I
- MATH 145 Calculus I, Honors

**Physics I.** Satisfied by one of the following:

- PHSX 114 College Physics I
- PHSX 211 General Physics I
- PHSX 213 General Physics I Honors
- PHSX 216 General Physics I Laboratory

**Physics II.** Satisfied by one of the following:

- PHSX 115 College Physics II
- PHSX 212 General Physics II
- PHSX 214 General Physics II Honors
- PHSX 236 General Physics II Laboratory

**Ecology, Evolution, and Organismal Biology Requirements (29).**

Satisfied by completing 29 hours from courses below. These additional science courses are included in the Ecology, Evolution, and Organismal Biology major hours and GPA calculations.

- **Principles of Molecular & Cellular Biology.** Satisfied by one of the following:
  - BIOL 150 Principles of Molecular and Cellular Biology
  - BIOL 151 Principles of Molecular and Cellular Biology, Honors

- **Principles of Organismal Biology.** Satisfied by one of the following:
  - BIOL 152 Principles of Organismal Biology
  - BIOL 153 Principles of Organismal Biology, Honors

- **Principles of Genetics.** Satisfied by one of the following:
  - BIOL 350 Principles of Genetics
  - BIOL 360 Principles of Genetics, Honors

- **Physiology of Organisms.** Satisfied by:
  - BIOL 408 Physiology of Organisms

- **Evolutionary Biology.** Satisfied by:
  - BIOL 412 Evolutionary Biology

- **Principles of Ecology.** Satisfied by:
  - BIOL 414 Principles of Ecology
  - BIOL 514 Principles of Ecology, Honors

- **History & Diversity of Organisms / Systematics.** Satisfied by one of the following:
  - BIOL 413 History and Diversity of Organisms
  - BIOL 428 Introduction to Systematics

- **Introduction to Biostatistics.** Satisfied by:
  - BIOL 570 Introduction to Biostatistics

- **Senior Seminar in EEOB.** Satisfied by:
  - BIOL 599 Senior Seminar: _____ (in EEOB. Must be taken in senior year.)

**Ecology, Evolution, and Organismal Biology Required Electives, Laboratory, and Seminar (18).**

Satisfied by completing 18 hours of BIOL courses numbered 400 or higher, including at least 4 hrs of lab credit and 2 hrs of seminar/topics course.

- **Biology Orientation Seminar.** Satisfied by:
  - BIOL 105 Biology Orientation Seminar

- **Calculus.** Satisfied by one of the following:
  - MATH 115 Calculus I
  - MATH 116 Calculus II

- **Physics I.** Satisfied by one of the following:
  - PHSX 114 College Physics I
  - PHSX 211 General Physics I
  - PHSX 213 General Physics I Honors

- **Physics II.** Satisfied by one of the following:
  - PHSX 115 College Physics II
  - PHSX 212 General Physics II
  - PHSX 214 General Physics II Honors

No more than 5 hrs of BIOL 423 Non-Lab Independent Study and/or BIOL 424 Independent Study (combined) can be applied to the elective requirement, with no more than 2 hrs of BIOL 424 being applied to the laboratory requirement. The Undergraduate Biology Program must approve exceptions to these elective requirements.

- **Seminar.** Satisfied by completing at least 2 hrs of the following seminar or topics course:
  - BIOL 419 Topics in: _____
  - BIOL 420 Seminar: _____
  - BIOL 499 Introduction to Honors Research
  - BIOL 701 Topics in: _____

No more than 2 hrs of BIOL 424 can count toward lab requirement.
Major Hours & Major GPA

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

Major Hours
Satisfied by 47 hours of major courses.

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

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

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

Molecular, Cellular, and Developmental Biology

General Science Requirements (34-37)
Majors must complete the following general science requirements that serve as foundational courses for this major.

Biology Orientation Seminar. Satisfied by:
- **BIOL 105** Biology Orientation Seminar 1

Chemistry I. Satisfied by one of the following:
- **CHEM 130** General Chemistry I
- **CHEM 190** Foundations of Chemistry I, Honors

Chemistry II. Satisfied by one of the following:
- **CHEM 135** General Chemistry II
- **CHEM 195** Foundations of Chemistry II, Honors

Organic Chemistry I. Satisfied by one of the following:
- **CHEM 330** Organic Chemistry I
- **CHEM 380** Organic Chemistry I, Honors

Organic Chemistry I Laboratory. Satisfied by:
- **CHEM 331** Organic Chemistry I Laboratory

Organic Chemistry II. Satisfied by one of the following:
- **CHEM 335** Organic Chemistry II
- **CHEM 385** Organic Chemistry II, Honors

Calculus. Satisfied by one of the following:
- **MATH 115** and Calculus II
- **MATH 116** Calculus I
- **MATH 125** Calculus I
- **MATH 145** Calculus I, Honors

Statistics. Satisfied by one of the following:
- **BIOL 570** Introduction to Biostatistics
- **MATH 365** Elementary Statistics
- **PSYC 210** Statistics in Psychological Research

Physics I. Satisfied by one of the following:
- **PHSX 114** College Physics I
- **PHSX 211** General Physics I
- **PHSX 216** and General Physics I Laboratory
- **PHSX 213** General Physics I Honors

Physics II. Satisfied by one of the following:
- **PHSX 115** College Physics II
- **PHSX 212** General Physics II
- **PHSX 236** and General Physics II Laboratory
- **PHSX 214** General Physics II Honors

Molecular, Cellular, and Developmental Biology Requirements (34-35)
Satisfied by completing courses below. These additional science courses are included in the MCDB major hours and GPA calculations.

Principles of Molecular & Cellular Biology. Satisfied by one of the following:
- **BIOL 150** Principles of Molecular and Cellular Biology
- **BIOL 151** Principles of Molecular and Cellular Biology, Honors

Principles of Organismal Biology. Satisfied by one of the following:
- **BIOL 152** Principles of Organismal Biology
- **BIOL 153** Principles of Organismal Biology, Honors

Principles of Genetics. Satisfied by one of the following:
- **BIOL 350** Principles of Genetics
- **BIOL 360** Principles of Genetics, Honors

Evolutionary Biology. Satisfied by:
- **BIOL 412** Evolutionary Biology
Laboratory in Genetics / Cell Biology. Satisfied by one of the following:
- BIOL 405 Laboratory in Genetics
- BIOL 426 Laboratory in Cell Biology

Cell Structure and Function. Satisfied by:
- BIOL 416 Cell Structure and Function
- or BIOL 536 Cell Structure and Function (Honors)

Biology of Development. Satisfied by:
- BIOL 417 Biology of Development

Introduction to Neurobiology. Satisfied by:
- BIOL 435 Introduction to Neurobiology

Senior Seminar in MCDB. Satisfied by:
- BIOL 599 Senior Seminar: _____ (in MCDB. Must be taken in senior year.)

Introductory Biochemistry. Satisfied by:
- BIOL 600 Introductory Biochemistry, Lectures
- BIOL 650 Advanced Neurobiology
- BIOL 672 Gene Expression
- BIOL 688 The Molecular Biology of Cancer

Molecular, Cellular, and Developmental Biology Required Electives (12)
Satisfied by 12 hrs of any BIOL courses numbered 400 or higher; no more than 3 hrs of BIOL 423 Non-Lab Independent Study and/or BIOL 424 Independent Study (combined) can be used to fulfill the elective requirement.

Major Hours & Major GPA

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

Major Hours
Satisfied by 46 hours of major courses.

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

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

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

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

Major Hours
Satisfied by a minimum of 39 hours of major courses.

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

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

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

General Science Requirements (0)
Majors must complete the following general science requirements that serve as foundational courses for this major.

Biology Orientation Seminar. Satisfied by:
- BIOL 105 Biology Orientation Seminar
- CHEM 130 General Chemistry I
- CHEM 199 Foundations of Chemistry I, Honors
- CHEM 135 General Chemistry II
- CHEM 195 Foundations of Chemistry II, Honors

Chemistry I Laboratory. Satisfied by:
- CHEM 131 Organic Chemistry I Laboratory

Organic Chemistry I. Satisfied by one of the following:
- CHEM 310 Fundamentals of Organic Chemistry
- CHEM 330 Organic Chemistry I
- CHEM 380 Organic Chemistry I, Honors

Calculus. Satisfied by one of the following:
- MATH 115 Calculus I
- MATH 116 and Calculus II
- MATH 145 Calculus I, Honors

Physics I. Satisfied by one of the following:
- PHSX 114 College Physics I
- PHSX 211 General Physics I
- PHSX 216 and General Physics I Laboratory
- PHSX 213 General Physics I Honors

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

Major Hours
Satisfied by a minimum of 39 hours of major courses.

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

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

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

General Science Requirements (0)
Majors must complete the following general science requirements that serve as foundational courses for this major.

Biology Orientation Seminar. Satisfied by:
- BIOL 105 Biology Orientation Seminar
- CHEM 130 General Chemistry I
- CHEM 199 Foundations of Chemistry I, Honors
- CHEM 135 General Chemistry II
- CHEM 195 Foundations of Chemistry II, Honors

Chemistry I Laboratory. Satisfied by:
- CHEM 131 Organic Chemistry I Laboratory

Organic Chemistry I. Satisfied by one of the following:
- CHEM 310 Fundamentals of Organic Chemistry
- CHEM 330 Organic Chemistry I
- CHEM 380 Organic Chemistry I, Honors

Calculus. Satisfied by one of the following:
- MATH 115 Calculus I
- MATH 116 and Calculus II
- MATH 145 Calculus I, Honors

Physics I. Satisfied by one of the following:
- PHSX 114 College Physics I
- PHSX 211 General Physics I
- PHSX 216 and General Physics I Laboratory
- PHSX 213 General Physics I Honors
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHSX 115</td>
<td>College Physics II</td>
</tr>
<tr>
<td>PHSX 212</td>
<td>General Physics II and General Physics II Laboratory</td>
</tr>
<tr>
<td>PHSX 214</td>
<td>General Physics II Honors</td>
</tr>
</tbody>
</table>

**Teaching Biology Course Requirements (1)**

**Principles of Molecular & Cellular Biology. Satisfied by one of the following:**
- BIOL 150 Principles of Molecular and Cellular Biology (4)
- BIOL 151 Principles of Molecular and Cellular Biology, Honors (4)

**Principles of Organismal Biology. Satisfied by one of the following:**
- BIOL 152 Principles of Organismal Biology (4)
- BIOL 153 Principles of Organismal Biology, Honors (4)

**Principles of Genetics. Satisfied by one of the following:**
- BIOL 350 Principles of Genetics (4)
- BIOL 360 Principles of Genetics, Honors (4)

**Evolutionary Biology. Satisfied by:**
- BIOL 412 Evolutionary Biology (4)

**Principles of Ecology. Satisfied by:**
- BIOL 414 Principles of Ecology (3)

**Cell Structure & Function. Satisfied by one of the following:**
- BIOL 416 Cell Structure and Function (3)
- BIOL 536 Cell Structure and Function (Honors) (3)

**Research Methods. Satisfied by:**
- BIOL 508 Research Methods (3)

**Senior Seminar. Satisfied by:**
- BIOL 599 Senior Seminar (must be taken in senior year) (1)

**Choose 1 Course. Satisfied by one of the following:**
- BIOL 413 History and Diversity of Organisms (3)
- BIOL 429 Introduction to Systematics (3)

**Choose 1 Course. Satisfied by one of the following:**
- BIOL 400 Fundamentals of Microbiology (3)
- BIOL 401 Fundamentals of Microbiology, Honors (3)
- BIOL 408 Physiology of Organisms (3)
- BIOL 600 Introductory Biochemistry, Lectures (3)

**Teaching Biology Required Electives and Laboratory. (0)**

**Teaching Biology Elective. Satisfied by:**
- BIOL 423 Non-Lab Independent Study (3)
- BIOL 424 Independent Study (3)

**Teaching Biology Laboratory. Satisfied by:**
- BIOL 423/BIO 424 Lab (4)

**Teaching Biology Education Requirements. (0)**

**Approaches to Teaching Science and Mathematics I. Satisfied by:**
- LA&S 290 Approaches to Teaching Science and Mathematics I (1)

**Approaches to Teaching Science and Mathematics II. Satisfied by:**
- LA&S 291 Approaches to Teaching Science and Mathematics II (1)

**Knowing and Learning in Mathematics & Science. Satisfied by:**
- C&T 360 Knowing and Learning in Mathematics and Science (3)

**Classroom Interactions in Mathematics and Science. Satisfied by:**
- C&T 366 Classroom Interactions in Mathematics and Science (3)

**Reading and Writing Across the Curriculum. Satisfied by:**
- C&T 448 Reading and Writing Across the Curriculum (3)

**Project-Based Instruction in Mathematics & Science. Satisfied by:**
- C&T 460 Project-Based Instruction in Mathematics and Science (3)

**Student Teaching. Satisfied by:**
- C&T 500 Student Teaching (3)

**Special Topics Seminar. Satisfied by:**
- C&T 598 Special Course (3)

---

**Rationale for Teaching Biology**

UKanTeach encourages the pursuit STEM field-specific majors and sub-plans that interest students. Teaching Biology was designed to provide a comprehensive foundation in biological sciences, integrating theoretical knowledge with practical laboratory skills. This curriculum is structured to support students' development in both academic and professional aspects, preparing them for careers in the biological sciences, education, and related fields.
with UKanTeach requirements in mind but is not recognized as a traditional biology field. Students interested in biology and UKanTeach would be better served to pursue a biology degree other than Teaching Biology. For this reason, we propose eliminating the Teaching Biology sub-plan that is part of the B.S. Biology degree. UKanTeach supports this change.
# Program Change Request

**Date Submitted:** 10/13/16 5:09 pm

**Viewing:** **REL-BA/BGS : Religious Studies, B.A./B.G.S.**

**Last edit:** 10/13/16 5:09 pm

Changes proposed by: h208s676

---

**Catalog Pages Using this Program**

- Bachelor of Arts and Bachelor of General Studies in Religious Studies

---

**Academic Career:** Undergraduate, Lawrence

**Program Type:** Degree/Major

**Department/Program:** Religious Studies (REL)

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

**Degree Code:** Bachelor of Arts - BA

**Degree Code #2:** Bachelor of General Studies - BGS

**Consulting School(s)/College(s):**

**Consulting Department(s):**

**CIP Code:** 380201

**Program Name:** Religious Studies, B.A./B.G.S.

**Do you intend to offer a track(s)?**

- No

**Do you intend for this program to be offered online?**

- No

**Effective Catalog:** 2017 - 2018

---

## Program Description

**Degree Requirements**

**Religious Studies Program**

The Religious Studies major consists curriculum is organized into the basic areas of required courses, distribution requirements, Western, Eastern, and electives, North American religions, and method and theory in the study of religion. The required introductory course A core of courses provides broad exposure to the range of issues, perspectives, and capstone seminar focus on theoretical and methodological issues methods in the study of religion. Distribution requirements encourage students to approach the study of religion from a variety of angles, from a focus on individual religions to the interaction between religions in specific regions to the exploration of comparative issues and themes. Electives allow students to tailor their course of study to their specific interests and pursue a depth of knowledge in particular aspects of the study of religion.

The program encourages interdepartmental and interdisciplinary cooperation as part of a comprehensive program. This cooperation is reflected at the undergraduate level in cross-listed and cross-referenced courses and in the design of the major.

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

---

[Image of the catalog page showing the program change request and the details of the Religious Studies Program.]
The major consists of at least 27 hours in religious studies. 15 hours must be in courses numbered 300 and above, and 8 of these junior/senior hours must be completed in residence at KU. The 27 hours may include no more than 12 transfer hours, no more than 12 hours from study abroad, and no more than 15 hours in combination of the two.

**Religious Studies Major Course Requirements**

Religious Studies Core Knowledge and Skills (3)

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

**Introduction to Religion.** Satisfied by:

- REL 104 Introduction to Religious Studies 3
- or REL 105 Introduction to Religious Studies, Honors

**Specific Religious Traditions (3)**

Satisfied by 1 course (3 hours) chosen from the following:

- REL 107 Jews, Christians, Muslims
- REL 109 Jews, Christians, Muslims, Honors
- REL 124 Understanding the Bible

Overview of Judaism, Christianity, or Islam. Satisfied by 1 course (3 hours) chosen from the following:

- REL 125 Understanding the Bible, Honors
- REL 311 Religion of Ancient Israel
- REL 315 History and Literature of Early Christianity
- REL 325 Introduction to Judaism
- REL 331 Native American Religions
- REL 345 Christianity
- REL 350 Islam
- REL 570 Studies in Judaism

Overview of Religious Tradition other than Judaism, Christianity, or Islam. Satisfied by 1 course (3 hours) chosen from the following:

- REL 360 The Buddhist Tradition in Asia
- REL 365 Hinduism
- REL 376 Studies in Early Christian Literature and History
- REL 372 The Dead Sea Scrolls
- REL 524 Ancient Egyptian Culture and Religion
- REL 525 Jews and Christians
- REL 530 Christian Origins: from the Beginnings to Augustine
- REL 543 Hindu Epics, Past and Present
- REL 557 Modern Islamic Reform Movements
- REL 560 Modern Jewish Thought

**Religion in Specific Regions (3)**

Satisfied by 1 course (3 hours) chosen from the following:

- REL 106 Asian Religions
- REL 108 Asian Religions, Honors
- REL 171 Religion in American Society
- REL 172 Religion in American Society, Honors
- REL 339 History of Religion in America
- REL 507 Religion in India
- REL 508 Religion in China
- REL 509 Religion in Japan
- REL 510 Religion in Korea
- REL 541 Gods and Goddesses of South Asia
- REL 556 Buddhists and Buddhism in China

**Religion in North America.** Satisfied by 1 course (3 hours) chosen from the following:

- REL 571 Religion in Kansas
- REL 585 New Religious Movements (Western)
- REL 586 New Religious Movements (Nonwestern)
- REL 574 American Communes

Religious Studies Required Electives. Satisfied by 3 courses (9 hours) within, or cross-listed with, the Religious Studies Department course offerings.

**Thematic Approaches to Religion (3)**

Satisfied by 1 course (3 hours) chosen from the following:

- REL 327 Religious Zionisms
- REL 341 Mysticism
- REL 357 Women and Gender in Islam
- REL 371 Religion and Society in Tension
- REL 373 The Supreme Court and Religious Issues in the United States
- REL 374 Religious Perspectives on Selfhood and Sexuality
- REL 375 The Supreme Court and Religious Issues in the United States, Honors
- REL 377 Religious Ethics and Moral Decisions
REL 378  Religion and Moral Decisions, Honors
REL 406  Reading Asian Religious Classics
REL 425  Religion and Film
REL 464  Visions in Art and Literature
REL 477  Gender and Religion
REL 534  Studies in Ritual: _____
REL 545  Yoga in Theory, Practice, and History
REL 572  Judaism and Political Theology
REL 573  Judaism and Sexuality

Religious Studies Required Electives (9) 9
Satisfied by 3 courses (9 hours) within, or cross-listed with, the Religious Studies Department course offerings.

Capstone Experience (3) 3
Satisfied by:
REL 490  Senior Seminar in Theories and Methods

Religious Studies Major Hours & Major GPA

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

Major Hours
Satisfied by 27 hours of major courses.

Major Hours in Residence
Satisfied by a minimum of 15 hours of KU resident credit in the major, of which 9 must be at the junior/senior level (300+).

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

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

Rationale for proposal
The Religious Studies Department has spent a number of months revising our undergraduate curriculum. We are proposing the changes submitted here for the 2017-2018 catalog.

We want to ensure that students get a certain amount of breadth in their study of religion. Unlike our old requirements, which focused largely on geography, our new distribution requirements highlight that there are different kinds of breadth. [...] Rationale continued in ‘additional information’ box...

Additional Information
We want to make sure that students gain an appreciation for the core features, historical development, and diversity of particular traditions or sets of traditions. We also want them to consider how religions look different in different regions, developing in close interaction with other religions and cultural forces in that region (for example, studying Christianity in Korea or the interaction between religions in India or China provides different perspectives on religion than focusing on individual traditions). Lastly, we want students to explore the variety of critical and interdisciplinary lens they can use to study religion.
Program Change Request

Date Submitted: 10/13/16 5:09 pm

Viewing: REL-MIN : Religious Studies, Minor

Last edit: 10/13/16 5:09 pm
Changes proposed by: h208s676

Catalog Pages
Using this Program

Minor in Religious Studies

Academic Career
Undergraduate, Lawrence

Program Type
Minor

Department/Program
Religious Studies (REL)

School/College
College of Lib Arts & Sciences

Consulting
School(s)/College(s)

Consulting
Department(s)

Program Name
Religious Studies, Minor

Do you intend to offer a track(s)?
No

Do you intend for this program to be offered online?
No

Effective Catalog
2017 - 2018

Approval Path
A. 10/14/16 1:28 pm
Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
B. 10/18/16 1:49 pm
Rachel Schwien (rschwien): Approved for CUSA Subcommittee
C. CUSA Committee
D. CAC
E. CLAS Final Approval
F. Future Academic Catalog

Program Description

Religious Studies Minor

The Religious Studies minor consists of a required course, distribution requirements, and electives. The required introductory course focuses on theoretical and methodological issues in the study of religion. Distribution requirements encourage students to approach the study of religion from a variety of angles, from a focus on individual religions to the interaction between religions in specific regions to the exploration of comparative issues and themes. Electives allow students to tailor their course of study to their specific interests and pursue a depth of knowledge in particular aspects of the study of religion. Requirements for the Minor

Religious Studies Minor Course Requirements

Students selecting this minor must complete a course in each of the following areas:

Introduction to Religious Studies (3)

Satisfied by one of the following:

REL 104 Introduction to Religious Studies
or REL 105 Introduction to Religious Studies, Honors

Specific Religious Traditions (3)

Satisfied by 1 course (3 hours) chosen from the following:

REL 107 Jews, Christians, Muslims

Degree Requirements

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...
REL 109 Jews, Christians, Muslims, Honors
REL 124 Understanding the Bible
REL 125 Understanding the Bible, Honors
REL 311 Religion of Ancient Israel
REL 315 History and Literature of Early Christianity
REL 325 Introduction to Judaism
REL 331 Native American Religions
REL 334 Native American Religions, Honors
REL 345 Christianity
REL 350 Islam
REL 367 Studies in Judaism
REL 368 The Buddhist Tradition in Asia
REL 369 Hinduism
REL 515 Studies in Early Christian Literature and History
REL 523 The Dead Sea Scrolls
REL 524 Ancient Egyptian Culture and Religion
REL 525 Jews and Christians
REL 529 Christian Origins: from the Beginnings to Augustine
REL 534 Hindu Epics, Past and Present
REL 557 Modern Islamic Reform Movements
REL 560 Modern Jewish Thought

Religion in Specific Regions (3)
Satisfied by 1 course (3 hours) chosen from the following:

REL 106 Asian Religions
REL 108 Asian Religions, Honors
REL 171 Religion in American Society
REL 172 Religion in American Society, Honors
REL 399 History of Religion in America
REL 507 Religion in India
REL 508 Religion in China
REL 509 Religion in Japan
REL 510 Religion in Korea
REL 541 Gods and Goddesses of South Asia
REL 555 Buddhists and Buddhism in China
REL 571 Religion in Kansas
REL 585 New Religious Movements (Western)
REL 586 New Religious Movements (Nonwestern)
REL 671 American Communes

Thematic Approaches to Religion (3)
Satisfied by 1 course (3 hours) chosen from the following:

REL 327 Religious Zionisms
REL 341 Mysticism
REL 353 Women and Gender in Islam
REL 371 Religion and Society in Tension
REL 373 The Supreme Court and Religious Issues in the United States
REL 374 Religious Perspectives on Selfhood and Sexuality
REL 375 The Supreme Court and Religious Issues in the United States, Honors
REL 377 Religious Ethics and Moral Decisions
REL 378 Religion and Moral Decisions, Honors
REL 406 Reading Asian Religious Classics
REL 425 Religion and Film
REL 464 Visions in Art and Literature
REL 477 Gender and Religion
REL 534 Studies in Ritual: ______
REL 545 Yoga in Theory, Practice, and History
REL 572 Judaism and Political Theology
REL 573 Judaism and Sexuality

Religious Studies Minor Required Elective (6)
Satisfied by completing 6 additional hours in REL courses at the 300 level or above.

Religious Studies Minor Hours & Minor GPA

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

Minor Hours
Satisfied by 18 hours of major courses.

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

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

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

---

**Rationale for proposal**
The Religious Studies Department has spent a number of months revising our undergraduate curriculum. We are proposing the changes submitted here for the 2017-2018 catalog.

We want to ensure that students get a certain amount of breadth in their study of religion. Unlike our old requirements, which focused largely on geography, our new distribution requirements highlight that there are different kinds of breadth. [...Rationale continued in 'additional information' box...]

**Additional Information**
We want to make sure that students gain an appreciation for the core features, historical development, and diversity of particular traditions or sets of traditions. We also want them to consider how religions look different in different regions, developing in close interaction with other religions and cultural forces in that region (for example, studying Christianity in Korea or the interaction between religions in India or China provides different perspectives on religion than focusing on individual traditions). Lastly, we want students to explore the variety of critical and interdisciplinary lens they can use to study religion.

**Supporting Documents**

**Program Reviewer Comments**

---

Key: 317
**Program Description**

Communication is central to human behavior. A minor in SPLH can be combined with a variety of majors to better prepare students to work in careers related to normal speech-language-hearing processing and development as well as careers that serve individuals with communication disorders. Typical related careers include neuroscience, medicine, health related professions, education, and assistive technology. Students are encouraged to select a specialized track within the minor to match their interests and career aspirations.

**Degree Requirements**

**Requirements for the Minor: Communication Neuroscience Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPLH 120</td>
<td>The Physics of Speech</td>
<td>4</td>
</tr>
<tr>
<td>SPLH 261</td>
<td>Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPLH 462</td>
<td>Principles of Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>SPLH 463</td>
<td>Principles of Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>SPLH 466</td>
<td>Language Science</td>
<td>3</td>
</tr>
<tr>
<td>SPLH 620</td>
<td>The Communicating Brain: The Ultimate Personal Computer</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

**Requirements for the Minor: Speech-Language Development and Disorders Track**
### Requirements for the Minor: Hearing Science and Disorders Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPLH 120</td>
<td>The Physics of Speech</td>
<td>4</td>
</tr>
<tr>
<td>SPLH 261</td>
<td>Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPLH 463</td>
<td>Principles of Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>SPLH 516</td>
<td>Speech Perception</td>
<td>2</td>
</tr>
<tr>
<td>SPLH 568</td>
<td>Introduction to Audiological Assessment and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>SPLH 620</td>
<td>The Communicating Brain: The Ultimate Personal Computer</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

### Requirements for the Minor: General Track

Students who would rather create their own area of focus may take SPLH 261 for a broad overview of the discipline. Students then select a minimum of 9 credits of foundational coursework followed by a minimum of 6 credits of applied coursework. Across foundational and applied coursework, students need to obtain a minimum of 12 credits at the junior/senior level. Total required hours = 18

#### Requirements for the Minor

Speech-Language-Hearing Minor Course Requirements (0)

Survey Communication Disorders. Satisfied by:

- SPLH 261  
  Survey of Communication Disorders  
  3

Speech-Language-Hearing Required Electives. Satisfied by at least 4 SPLH courses (12 hours) from the following:

- SPLH 120  
  The Physics of Speech  
  4
- SPLH 320  
  Course SPLH 320 Not Found  
- SPLH 462  
  Principles of Speech Science  
  3
- SPLH 463  
  Principles of Hearing Science  
  3
- SPLH 464  
  Undergraduate Seminar in:  
- SPLH 465  
  Fundamentals of Clinical Phonetics  
- SPLH 466  
  Language Science  
- SPLH 499  
  Directed Study in Speech-Language-Hearing  
- SPLH 565  
  Language Sample Analysis Lab  
- SPLH 566  
  Language Development  
- SPLH 660  
  Research Methods in Speech-Language-Hearing  

Courses with clinical content can be taken as directed study with the permission and support of a faculty mentor.

#### Minor Hours & Minor GPA

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

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

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

- **Minor Hours Satisfied by 18 hours of minor courses.**

- **Minor GPA**

The three tracks are designed to offer students an opportunity to specialize within neuroscience of communication, developmental aspects of speech and language, or hearing science. Students who do not wish to specialize may still complete a generalist track which allows students to construct their own course sequence.
# Course Inventory Change Request

**Date Submitted:** 10/06/16 11:22 pm  
**Viewing:** ANTH 569: Contemporary Central America and Mexico  
**Last edit:** 10/06/16 11:22 pm  
**Changes proposed by:** bmetz

## Programs referencing this course
- LAA-BA/BGS: Latin American Area and Caribbean Studies, B.A./B.G.S.

## Academic Information
- **Programs:** LAA-BA/BGS: Latin American Area and Caribbean Studies, B.A./B.G.S.
- **Academic Career:** Undergraduate, Lawrence
- **Subject Code:** ANTH
- **Course Number:** 569
- **Academic Unit:** Anthropology (ANTH)
- **School/College:** College of Lib Arts & Sciences
- **Do you intend to offer any portion of this course online?** No
- **Title:** Contemporary Central America and Mexico
- **Transcript Title:** Contemporary Central America and Mexico
- **Effective Term:** Fall 2017
- **Catalog Description:** Mexico and Central America have formed a cultural interaction zone for thousands of years, and today share common challenges, particularly political, economic, and social ones related to the Spanish colonial legacy, U.S. involvement, and their place in the global economy. Some of the issues addressed include racism, civil war, migration, youth gangs, narco-trafficking, resource extraction, homeless children, the transition from local subsistence economies to low-income work, and struggles for indigenous rights.
- **Prerequisites:** ANTH 160 or ANTH 162, or ANTH 360, ANTH 108 or ANTH 308, or LAA 100.
- **Cross Listed Courses:**
  - ANTH 569
- **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:** Every Two Years
- **Repeatable for credit?** No
- **Principal Course Designator:** S - Social Sciences

## Course Details
- **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
I propose this course to meet KU Core Goal 4.2 because the content deals strictly with Central America, Mexico, and the perspectives and realities of the people thereof, meeting exactly the goal of enhancing respect for human diversity and expanding cultural understanding and global awareness.
ANTH 569: Contemporary Central America and Mexico

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

Yes  

Name of person giving departmental approval: Brent Metz

Date of Departmental Approval: 09/28/2016

Selected Goal(s)

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

Yes

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

Yes

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

This course has been taught 4 times since 2009. Its entire content is devoted to the cultures of Central American and Mexico, including indigenous and African-based cultures. The course is structured such that students are required to discuss, debate, and analyze readings and associated topics on Central America and Mexico in class. Students are sensitized to other worldviews, discrimination, labor exploitation, migration, gangs, narcotrafficking, poverty, gender, and other issues. Grading for discussion, exams, and term projects are designed to evaluate students’ understanding of the realities of different types of social groupings in the region.

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.)

All of the readings, discussions, and assignments are designed to enhance the students' understanding of Central American & Mexican realities. The details are provided in the last box below.

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.)

Readings are chosen and the term project is constructed with the goal of enriching students' knowledge of Central American & Mexican cultures and perspectives. The readings are updated each semester according new publications and current affairs, and in the past they have included the topics of migration, indigenous identity, gangs, narcotrafficking culture, gender, alcoholism, cooking, music, childhood poverty, civil war, struggles over land, economic development, and nationalism. Class sessions are based on discussion, with occasional debate, fishbowl (selected students answering questions in front of class), group work (with students taking alternating roles of facilitator, note-taker, presenter, and fact-checker), & pop quizzes. All of these are designed to elicit students' understanding of the readings, articulating their enhanced understandings via discussion, & enhancing other students' understandings. Exams and papers will have written & oral feedback regarding wrong answers.

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.)

All of the readings and class discussions based on the topics above are chosen on their ability to communicate Central American & Mexican perspectives and cultures to the students. While some readings involve analysis and history, they are counterbalanced by readings and discussion that help students empathize with the social actors involved, including ethnographies and testimonials. Any instructor teaching this course will have some research background in Latin America and thus will be able to provide anecdotes that better enable students to anticipate effective negotiation of cross-cultural situations.

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

The classroom exercises mentioned above (discussion, pop quizzes, fishbowls, group work, debates) are graded to evaluate and document students’ grasp of Central American & Mexican cultures and value systems. Moreover, at least 3 exams and/or papers (depending on the readings each semester) evaluate students’ understandings of Central American & Mexican realities. The final means of analysis is a term project. The students can work in groups for this if they so choose and can choose a countless topics and forms for presentation, such as mock grant proposals, video productions, local service learning with the Lawrence Centro Hispano, well researched letters and petitions, and more. They consult regularly with the professor from the selection of topic and form, compilation of an annotated bibliography, prospectus, and final product.
KU Core Documents

**CONTEMPORARY syllabus 2013.docx**

**Course Reviewer Comments**

Rachel Schwien (rschwien) (10/04/16 1:16 pm): subcommittee requested further clarification on KU Core questions 2 and 4. Also requested removal of reference to specific instructor

Rachel Schwien (rschwien) (10/05/16 8:10 am): Rollback: rollback to dept for additional information
CONTEMPORARY CENTRAL AMERICA & MEXICO
ANTH 501 #68185, ANTH 775 #68186, LAA 302 #69520

Spring 2013  Dr. Brent Metz
3 credits  bmetz@ku.edu
Fraser 633  Office 609 Fraser
M 5:30-8:00  Office Hrs: M F 1:45-3:30
Blackboard: https://courseware.ku.edu/lawrence_login.html  Tel: 864-2631

Prerequisites: There are no prerequisites, but as a combined upper level undergraduate and graduate course, the course will be challenging for those without background in the region and anthropology. The professor will do his best to meet the knowledge of those with little knowledge and bore those with much.

Course Goals: By the end of the semester you should be a budding expert on contemporary Mesoamerica and able to hold an informed conversation with anyone on the subject. Your knowledge of anthropology and the human condition will also have deepened. The skills you will develop include critical reading, writing, organizational aptitude, oral expression, and cultural and political sophistication.

Description: Mesoamerica, a cultural region encompassing Mexico, Guatemala, El Salvador, western Honduras, western Nicaragua, and northwestern Costa Rica, has for thousands of years been an interactive zone in which food, language, artistic, religious, and other factors have been shared via trading and conquest. Having the highest American indigenous population density at the time of the European invasion, experiencing colonization by feudalistic and Catholic Spaniards, and being subject to other political and economic domination after independence in 1821, Mesoamerica has been characterized by racial, class, and gender exploitation. In this course we will briefly review the history of Mesoamerica and then read publications on recent transformations in the region. Some of the issues discussed include civil war, struggles for indigenous rights, criminal violence and narco-trafficking, tightening global integration, and migration.

Expectations: Minimally, the assignments should be closely read before the class for which they are assigned. It is highly unlikely that students will get an A or B if they don’t. Class sessions will be devoted to ensuring that everyone has understood the readings, accentuating the most important parts, and introducing additional information. Students are responsible for any announcements given in class, so if you miss class, ask your prof if you missed any changes to the syllabus. Out of fairness to your fellow students and the prof, a common structure with common deadlines will be applied to all, such that deadlines cannot be adjusted for each student’s convenience. On Blackboard you will find some of the required readings, assignments, grades, handouts, supplementary readings, and contact info for the prof and fellow students.

The main rule of thumb for classroom etiquette is to be respectful of other students. Food or drink is fine as long as the smell, sound, sight, or digestion of it does not distract others. Use of a laptop to take notes is encouraged, but playing video games, surfing the web, checking e-mail, texting, reading the newspaper, etc., is disrespectful, distracting, and unacceptable. Cell phones should be turned off or placed in silent mode. Coming and going from class should only be done if absolutely necessary. The professor, following the University Code of Academic Conduct 2.6.4, is obligated to eject any student who is disruptive.

Special Considerations: Students whose disabilities or unique physical, emotional, or mental attributes require special consideration should consult the professor immediately. The same goes for students whose observance of religious holidays require special consideration.

Grading: Grades are based on the number of points earned throughout the semester. Everyone starts with 0, and points can only be earned by demonstrating your expertise in contemporary Mesoamerica. No points will be gifted out of sympathy or compassion. It is your knowledge and input that is being evaluated, not whether you have been “good” or “bad”.

Undergrads: Grading will consist of 2 in-class exams, one final non-comprehensive take-home exam, and contribution to discussion. All of the exams will have questions on the graduate student presentations, so be sure to take notes on them. Part of the Exam 1 will include a geography quiz on the Central American countries, major cities of Central America and Mexico, and the states of Mexico. Study maps can be found on Blackboard under “Reading Aids.” Contribution points consist of oral participation to discussion regarding assigned readings and videos. There are no attendance points, only contribution points, because student participation in discussion is one of the best learning tools available for both themselves and others. The professor reserves the right to call on you, give pop quizzes, hold impromptu
debates, small group discussions, and demand summary statements of the readings, all of which will be graded. Obviously, contribution points cannot be ‘made up’.

Students can choose between two grading options: one with built-in extra credit and one without. **Option 1** includes the extra credit and consists of writing a term paper in the form of an 8-10 page (1” margin, Times New Roman 12 pt font, double-spaced) grant proposal. Beyond the extra credit, this is a good option for students serious about careers or graduate school. The proposal process is explained in the handout below and includes:

a) the submission of one-paragraph research topic with 5+ *academic* sources by Apr 1 (-5 pts if late or poor);
b) a polished draft submitted by Apr 22 (-5 pts if late);
c) a critique of another student’s draft worth +5 pts if done well, due on Apr 23; and
d) the final proposal, in which the draft critique is taken into consideration, due by Apr 29 (+35 pts).

The proposal process is worth 40 points, and 10 extra credit points will be added to the value. For example, if a student earns 90% on their proposal, they will receive not 36 points (.9x40), but 45 (.9x50).

**Option #2** consists of only the exams and contribution and is meant for students uninterested in contemporary Mesoamerica and extra credit.

Excuses for tardiness on exams and the term paper will only be considered if you notify the professor immediately about a *documented* emergency. For example, if you have a car problem, you must notify the professor immediately and eventually provide a bill of repair or police report. If you get sick, you will need a Dr.’s note. Funerals will require a service bulletin or a newspaper obituary. Make-ups must be completed within one week of the original exam. Late papers will lose 7% for every 24-hour period after the deadline.

*Plagiarism is presenting someone else’s words or work as your own. Plagiarism applies to material taken from a book, article, the Internet, or another student without citation. Plagiarism is a violation of the Academic Code of Conduct of the University of Kansas and carries penalties ranging from failure of the assignment to suspension from the university. Plagiarism on an assignment will result in an F for that assignment, and any additional plagiarism will result in failure of the course.*

<table>
<thead>
<tr>
<th>Option #1: Exams, Contribution, &amp; Grant Proposal</th>
<th>Option #2: Exams &amp; Contribution only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution</td>
<td>Contribution</td>
</tr>
<tr>
<td>45 pts</td>
<td>45 pts</td>
</tr>
<tr>
<td>In-Class Exam #1</td>
<td>In-Class Exam #1</td>
</tr>
<tr>
<td>55 A-</td>
<td>55 A-</td>
</tr>
<tr>
<td>202.5 C-</td>
<td>166.5 A-</td>
</tr>
<tr>
<td>157.5</td>
<td>129.5 C-</td>
</tr>
<tr>
<td>In-Class Exam #2</td>
<td>In-Class Exam #2</td>
</tr>
<tr>
<td>45 B+</td>
<td>45 B+</td>
</tr>
<tr>
<td>196 D+</td>
<td>161 B+</td>
</tr>
<tr>
<td>151</td>
<td>124 D+</td>
</tr>
<tr>
<td>Take-home Final</td>
<td>Take-home Final</td>
</tr>
<tr>
<td>40 B</td>
<td>40 B</td>
</tr>
<tr>
<td>187 D</td>
<td>153.5 B</td>
</tr>
<tr>
<td>142</td>
<td>116.5 D</td>
</tr>
<tr>
<td>Proposal</td>
<td>TOTAL</td>
</tr>
<tr>
<td>40 B-</td>
<td>185 B-</td>
</tr>
<tr>
<td>180 D-</td>
<td>148 B-</td>
</tr>
<tr>
<td>135</td>
<td>111 D-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>C+ 173</td>
</tr>
<tr>
<td>225 C+</td>
<td></td>
</tr>
<tr>
<td>Contribution</td>
<td></td>
</tr>
<tr>
<td>45 pts</td>
<td></td>
</tr>
<tr>
<td>A 255.5 pts</td>
<td></td>
</tr>
</tbody>
</table>

**Grad Students:** Besides contribution points and the exams listed above, grads must do:

1. Two 12-minute critical review presentations of supplemental readings (see sign-up sheet). Grading will depend on your organization, staying within a 12-minute time frame, accuracy, and comparison/contrast with course readings. Missing your date, bumbling through an article, and summarizing without critiquing will get you fewer points. Use of overheads, Powerpoint, or other media is to your advantage. All students will be tested on these presentations in the exams. 15 pts each x 2 = 30 pts.

2. A 10-page, doubled-spaced, 1” margin, Times New Roman 12 pt font research paper or proposal. The proposal process is explained in the handout below and includes:
   a) the submission of one-paragraph research topic with 8+ *academic* sources by Apr 1 (-5 pts if late or poor);
   b) a polished draft submitted by Apr 22 (-5 pts if late);
   c) a critique of another student’s draft worth +5 pts if done well, due on Apr 23; and
   d) the final proposal, in which the draft critique is taken into consideration, due by Apr 29 (+55 pts).
In-Class Exam #1  55  A-  247.5
In-Class Exam #2  45  B+  239
Take-home Final  40  B  228
2 in-class critical reviews  30  B-  220
Proposal  60  B  228
TOTAL  275  C  200.5

Required Texts


Articles are on Blackboard under “Readings” and “Supplementary Readings” (see Calendar below).

For email postings on Latin American opportunities and events, subscribe to AMERICAS-L listserv at jfarmer@ku.edu.

### CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Readings</th>
<th>Est. time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Jan 28</td>
<td>Introduction <em>Understanding Central America: The Common History</em> pp.47-59; <em>Global Forces and System Change in Central America</em> pp.15-45; <em>Crisis &amp; Transformation</em> pp.1-10 FILMS (time permitting): “Mexican Prehispanic Cultures” (30 mins) Anthro Dept</td>
<td>2½ hrs</td>
</tr>
<tr>
<td>Mon Feb 18</td>
<td><em>Global Maya:</em> pp.3-96 FILMS (time permitting): “Between Light &amp;: Shadow Maya Women in Transition” 27 mins “Daughters of Ixchel” 29 mins</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Mon Mar 4</td>
<td>IN-CLASS EXAM (55 pts, includes map quiz) FILM (time permitting): “Cicatriz de la Memoria”</td>
<td></td>
</tr>
<tr>
<td>Mon Mar 11</td>
<td><em>Reimagining National Belonging:</em> pp.1-62</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Mar 25</td>
<td>Reimagining National Belonging:</td>
<td>pp.63-128</td>
</tr>
<tr>
<td></td>
<td>FILM (time permitting): “Enemies of War” 57 mins OR</td>
<td>Watson Brief DVDs</td>
</tr>
<tr>
<td></td>
<td>“Five Centuries Later” 54 mins</td>
<td>HD320.5.Z63 F47 1992</td>
</tr>
<tr>
<td></td>
<td>FILM (time permitting): “El Salvador: Not for Sale” (30 mins) EGARC</td>
<td>AMS 1011</td>
</tr>
<tr>
<td></td>
<td>“El Salvador: Children of a Rape” 66 mins Films on Demand</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 1</td>
<td>Last Day to Submit Topic + 5 Academic Sources for OPTION 1 (-5 pt if late or poor)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INDIGENERITY IN THE MEXICAN CULTURAL IMAGINATION: pp.1-66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FILM (time permitting): “Mexico: Revolution &amp; Rebirth” (45 mins, FILMS ON DEMAND)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Mexico: Revolution 1910-1940” #67</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 8</td>
<td>INDIGENERITY IN THE MEXICAN CULTURAL IMAGINATION: pp.67-116</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Zapatista”</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 15</td>
<td>IN-CLASS EXAM (45 pts)</td>
<td>DVD JV6456.D4 2005</td>
</tr>
<tr>
<td>Mon Apr 22</td>
<td>Submit Draft of Research Proposal for Peer Review for OPTION 1 (5 pts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JESUS &amp; THE GANG: pp.1-71</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FILM: “18 with a Bullet” 58 mins</td>
<td>BlackBerry Films on Demand</td>
</tr>
<tr>
<td></td>
<td>“New Mafia” 2005, 52 mins, Films on Demand</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 29</td>
<td>Revised Research Proposal Due before 5:30 for Option 1 (35 pts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. JESUS &amp; THE GANG: pp.72-138</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FILM (time permitting): “Mexico’s Drug Wars” 50 mins FILMS ON DEMAND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Cause for Murder: Fighting Corruption in Mexico” (2002) 57 mins FILMS ON DEMAND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Everyone Their Grain of Sand” 2005, on corruption &amp; lack of development on Mexican border</td>
<td>87 mins DVD HD330.T55 E84 2004</td>
</tr>
<tr>
<td>Mon May 6</td>
<td>COURSE EVALUATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FRANCISCO PRESENTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAKE-HOME EXAM ASSIGNED (NOT COMPREHENSIVE) 40 PTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td></td>
</tr>
</tbody>
</table>


FILM (time permitting): “Voices of the Sierra Tarahumara” (~60 mins) DVD
   HN120.T36
   “Sikapaka No Se Vende” 15 mins  HD9535.G92 S57 2005

Mon May 13  Take-home Exam (not comprehensive) due before 10:00 p.m. (40 pts)

### Grad Student Options for Critical Reviews

   AND  
   AND  
   AND  
   AND  
<table>
<thead>
<tr>
<th>Date</th>
<th>Reference</th>
</tr>
</thead>
</table>
AND  
http://www.stratfor.com/weekly/20100405_mexico_and_failed_state_revisited?  
The research proposal allows you to explore a topic and a people that interest you most. There are 4 submissions for the proposal: a) a realistic topic and 5+ (8+ for grds) academic source bibliography by Monday April 1, b) the submission of a draft for peer review on April 22, c) the submission on a critique of a classmate’s draft on April 23 to both the prof and the student, and d) the submission of your final proposal on Monday April 29 before 5:30 p.m. Grading will be based on your research effort, application of course information and concepts, quality, and polish of your writing. Proposals should be as realistic as possible, and examples can be found on the Blackboard website. Remember, you must cite your sources on the proposals as with a regular term paper.

<table>
<thead>
<tr>
<th>BASIC FORMAT FOR A RESEARCH PROPOSAL</th>
<th>BASIC FORMAT FOR A PROJECT PROPOSAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening Paragraph Summary: “I propose to study X among the Y people. This issue is relevant and important because of…[the current state of research in the scholarly community].”</td>
<td>1. Opening Paragraph Summary: “I propose [to use your money wisely] to do X project, and it’s timely and will have a positive impact because of Y(s).”</td>
</tr>
</tbody>
</table>
| 2. Three pages explaining the current state of research on the topic and your research contributions to the topic
   Examples:
   • These scholars have studied X about home gardens, and I will contribute to this literature by looking at Y
   • These authors report that indigenous movements emerge under conditions of structural adjustment; I will investigate whether this is true in Paraguay
   • These scholars have reported that indigenous story-telling is a key means of counterhegemony; I will investigate the extent to which folk songs can be seen in the same light
   • The World Bank, UN, and International Labor Organization define indigeneity as X, and I will investigate whether this matches with indigenous self-definition among the Kuna | 2. Three pages explaining how the problems the project wishes to solve are important, and how similar projects among other groups have worked or not worked.
   Examples:
   • Ayahuasca tourism has proven important in X areas, but have had Y problems. Here are the successes and failures.
   • Bilingual education is important, but as seen in these countries, it’s effective in some ways and not in others.
   • Many scholars and officials have said that overpopulation is a critical problem for subsistence farmers, but there are debates about how to implement a successful family planning program. |
| 3. Three pages on the background of your people, and how your topic is relevant to them.
   Examples:
   • The Kaqchikel Maya have this history, contemporary situation, and this is why weaving is interesting to study.
   • Paraguay is an interesting country to study indigeneity because the national language is Guaraní but most culture is lost. I will study national perceptions of indigeneity there.
   • The Miskitos have this background, which is great for studying how the market impacts indigenous identity. | 3. Three pages on the background of your people, and how your project is relevant to them.
   Examples:
   • The Lacandon Maya use ayahuasca, and I want to develop a tourism project that avoids X problems
   • Guatemala, with its Maya population, is a relevant country for trying new culturally sensitive family planning strategies.
   • Argentina’s indigenous languages have largely disappeared, but many activists are interested in re-learning the language. |
| 4. Two pages on the methods you will use to explore the topic among the society you’ve chosen.
   Examples:
   • I will be trained in the Kaqchikel language at X, I will live among them, and I will take interviews w/ assistants.
   • I will interview government officials, take videos of indigenous festivals, and collect school materials relating to indigenous history.
   • I will spend time in the archives to investigate how indigenous lands have shrunk over the centuries, then I will interview informants about land changes within their lifetime. | 4. Two pages on your strategy and plans for addressing the problem.
   Examples:
   • I will spend X time hiring X people. We will have forums in indigenous communities to hear their concerns and understandings about X. Then my team and I will implement plan Y.
   • I will gain permission and collaboration from Ministry of Education, then employ educated native speakers to help write textbooks for schools. We’ll try them on students.
   • My indigenous team and I will collect as many different home remedies as possible and put them in a encyclopedia to be distributed in X manner. |
| 5. Separate calendar of intended research | 5. Separate calendar for project activities |
| 6. References Cited [not just non-academic web sources!!!] | 6. References Cited [not just non-academic web sources!!!] |
CRITIQUE OF APPLICANT’S PROPOSAL DRAFT
5 points possible

Your name________________________ Colleague’s name________________________

What did you like about the proposal?

What is the major topic and ethnic group that the applicant intends to research? Do they need to be limited or expanded to make them more realistic?

Does the applicant demonstrate that s/he is an expert on the topic and ethnic group, and thus a safe bet for the good use of my money? What evidence does the applicant present to support his/her argument? What additional evidence would make the application stronger?

In what parts of the proposal is there room for improvement? Were there any places where you were lost or confused? Please mark in the text. (you may point them out in the draft or list them here)

Does the bibliography have 2-3 academic sources for the topic, and 2-3 for the people?
Course Inventory Change Request

Date Submitted: 09/22/16 10:38 am

Viewing: EALC 420: Daily Life in China From the Opium War to 1911 the Present

Last edit: 10/06/16 3:51 pm
Changes proposed by: kmcmahon

Programs referencing this course
- C&T-BSE: Secondary Teacher Education, B.S.E.
- EALC-BA: East Asian Languages and Cultures, B.A.

Academic Career
Undergraduate, Lawrence

Subject Code: EALC
Academic Unit: Department
East Asian Languages& Cultures (EALC)
School/College: College of Lib Arts & Sciences

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

Title
Daily Life in China From the Opium War to 1911 the Present

Transcript Title
Daily Life in China Opm Wr to 1911 War-Pres

Effective Term
Spring 2016

Catalog Description
This course examines everyday Daily life in and issues of social and cultural interaction between China and Western nations from the mid-19th century Opium War to the end of the last dynasty in 1911. The focus is on living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics include: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China's last imperial rulers. These topics are weighed against the backdrop of the decline of China's last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west. Not open to students with credit in EALC 620. Fiction, travel diary, historical sources, film, and personal accounts will make up course materials.

Prerequisites
None

Cross Listed Courses:

Credits
3

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

Associated Components
- Discussion optional – Voluntary 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 No

Typically Offered
3

Repeatable for credit?
No

Principal Course Designator
NW - Non-Western Culture

Course Designator
H - Humanities
W - World Culture

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

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

Yes  No

<table>
<thead>
<tr>
<th>Name of person giving departmental approval</th>
<th>Date of Departmental Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie Childs</td>
<td>October 21, 2015</td>
</tr>
</tbody>
</table>

Selected Goal(s)

- **Goal 4, Learning Outcome 2**
  - State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

  Students will begin by learning the basic structure of Chinese government and society in premodern times, which they will keep in mind as they examine everyday life and the dramatic changes that China experienced during the last decades of its last dynasty. Questions that students must master include: How does traditional Chinese society organize itself? What is the social hierarchy and how does each member define his or her role in it? How does Chinese society organize and define gender roles? How did Euro-westerners living in China in the 1800s view China and how did the Chinese view them. How did drugs and addiction turn into one of the main points of contact between the two cultures? They will answer these questions through knowledge gained by reading literary and historical texts of the period as well as recent scholarly accounts of the period.

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

  The instructor will emphasize the importance of understanding Chinese culture in terms of its own perspectives, in particular, its own terminology and ways of organizing itself. Students will be asked to escape the confines of their own cultural categories and see the way another, particularly distant, culture defines itself. They will also learn about living spaces, working conditions, and modes of leisure. Another topic will be dominant Euro-Western views of China beginning in the 19th century and how those views determined how China was perceived and perceived itself as it became a modern nation.""

  *See attachment for additional explanation* **

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.)
Cultural beliefs, behaviors, and practices will become apparent through the study of key character types in Chinese literature and history of the late imperial era. They will study the relations between social superiors and inferiors, gender relations in both traditional terms and as they changed because of incipient modernization. They will learn about the historical experience of opium smoking in nineteenth-century China, when the notion of drug addiction first entered the world scene and acquired the definition it has today. They will encounter the entire range of social classes in late imperial China and how individuals in each class behaved and was expected to behave according to cultural norms and practices.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.) Students will write about ten short papers on assigned topics, which require close reading and analysis of texts and explanation of ideas, values, social relations, and cultural and literary character types. The texts will include: fiction by both men and women, biography, history, poetry, and drama. Quizzes and tests will include factual questions as well as short and long essay questions on topics lectured and discussed in class. Students in the 620 section will write a research paper on a topic selected after a series of meetings and consultation with the instructor.

Karen Ledom (kjh) (11/24/15 9:32 am): Submitted description was altered to match the one the department just got approved at the 10/2015 CAC meeting.
Karen Ledom (kjh) (11/25/15 1:47 pm): Note they are also proposing for BA Writing Requirement and KU Core 4.2
Karen Ledom (kjh) (02/28/16 4:07 pm): Rollback: At dept's request, rollback to fix the KU Core rationale and remove the BA Writing request.
Karen Ledom (kjh) (02/28/16 4:08 pm): Rollback: At dept's request, rollback to fix the KU Core rationale and remove the BA Writing request.
Rachel Schwien (rschwien) (10/03/16 4:51 pm): Per department 10/3 - does not want this course considered for the BA specific writing requirement
Rachel Schwien (rschwien) (10/04/16 1:35 pm): requested additional clarification for KU Core question 2
“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.”

The instructor will emphasize the importance of understanding Chinese culture in terms of its own perspectives, in particular, its own terminology and ways of organizing social relations, space, and time, now and then contrasting with examples from the students’ own culture. Students will be asked to escape the confines of their own cultural categories in order to be able to articulate the way another both distant and past culture defines itself. A key topic will be dominant Euro-Western views of China beginning in the 19th century and how those views determined how China was perceived and perceived itself as it became a modern nation. Several exercises will be carried out in this regard, one of the chief ones having to do with views of 19th century Western travelers to China. Students will read about this both through texts used in class and a book that they select on their own by a 19th century Western traveler (which will result in a short research paper; some books can be found online, some are held at Watson). A central topic in this exercise will be the formation on a mass level of opium smoking and addiction in 19th century China. Students will look at how opium smoking came about because of the commercial and cultural contacts between China and the West at the end of the 18th century and how it functioned as a symbolic separator between “sleepy, backward” China and the “vigorous, forward-looking” West in the 19th and early 20th centuries. These questions will come to bear on the modern formation of the concept of addiction and the laws against dangerous drugs. Another key scenario is that of daily life contacts between Chinese and Westerners, whether at the level of emperors, empresses, and officials, or the level of commoners employed as servants for foreign missionaries. How did Westerners describe the Chinese? Who were these 19th century Westerners, how did they define themselves, and how much do we still have in common with them? How did Chinese react to and interact with Western visitors? How did both Chinese and Westerners have to accept or reject the value assumptions of each other as they both entered the space of global modernity?
EALC 420/620

Daily Life in China from the Opium War to 1911.
Instructor: Keith McMahon

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, how it played a role in the life of people of all classes, and including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the lives of prostitutes and the people they interacted with, and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. All such topics will be weighed against the backdrop of the decline of China’s last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west.

The class will begin by using biography and fiction to view life in China before and just after the beginning of the decline of the last dynasty. The first topic will be imperial rulership as viewed from the life of an emperor who ruled just before the beginning of China’s decline in the 19th century. Next we will look at the history of opium smoking in this period, the daily life of opium smokers, and how 19th century Westerners generalized about China based on their view of opium smoking as a symbol of a broad range of non-Western, “Asiatic” behavior. The present concept of addiction takes its roots in early debates about opium addiction in China and Euro-America. The formation of these and other types of cross-cultural perceptions and misperceptions will make up an important part of what needs to be understood about Chinese modernity and modernity in general.

The next topic will be gender and sexuality in China on the verge of modernity, which we will view by reading two novels about the culture of prostitution, one from the beginning of our period, the other from the end. We will join these with an autobiography of a working woman in the late 19th-early 20th century, through the three of which we will study sexual roles, male and female character types, and the inter-play between class status and gender roles.

Lastly, we will return to imperial rulership and study the life and times of the last woman ruler in China, Dowager Cixi, under whom China lived out its final years of dynastic rule. How was she a pivotal figure in the transition between traditional China and the modern nation that China was beginning to become.

**420 students** will write short papers (*to be announced in class*), take quizzes, tests over units, and a final exam. The final grade is an average of the points scored on all these assignments. If you miss an assignment, you will miss that number of points. Handing an assignment in late will be penalized. Quizzes will be relatively short and mainly factual (10 to 40 points). Papers will be from 1 to 5 pages (10 to 50 points). Tests will include both factual and essay questions (75 to 100 points).

**620 students** will write short papers (*to be announced in class*), take quizzes, tests over units, and a final exam. They will also write one research paper of 15-20 pages on a topic to be decided upon after discussion with the instructor. They will be assigned readings which they must summarize in typed detailed notes to be handed in one week before handing in the paper. The final grade is an average of the points scored on all these assignments. If you miss an
assignment, you will miss that number of points. Handing an assignment in late will be penalized. Quizzes will be relatively short and mainly factual (10 to 40 points). Short papers will be from 1 to 5 pages (10 to 50 points). Tests will include both factual and essay questions (75 to 100 points). Papers will be from 100 to 150 points.

**Final exam:** Tuesday, May 16, 1:30 to 4 in Wescoe 4041.

All writing in this class will be graded according to standards of a college humanities course (e.g., English, History, Philosophy). English department standards, the best in the university, will be our model. The formal college writing style is required.

Rules of Academic Misconduct will apply in all cases of cheating, copying, or plagiarizing. Any plagiarizing will result in an F for the assignment and an official academic warning which will go into your permanent university record.

Anyone who feels they have some special circumstance having to do with a disability should see me at the beginning of the semester.

**Note:** All assignments due IN CLASS in hard copy. One point off for each day late.

**Texts:**

Blackboard readings.

Feb. 10: Short **quiz.** The business and culture of prostitution. Read “Thin Horses” (in Blackboard).
Feb. 17: Short **quiz.** Read *Courtesans and Opium,* chs. 12-22.
Feb. 19: Read *Courtesans and Opium,* chs. 23-32.
Feb. 24: **TEST** on everything covered so far.
Mar. 2: Read *The Fall of the God of Money,* pp. 45-67, Westerners on China
Mar. 4: **Quiz.** Read *The Fall of the God of Money,* pp. 69-104, Westerners on opium in China.
Mar. 9: Read *The Fall,* pp. 105-137, an 1878 opium addict.
Mar. 11: Read *The Fall,* pp. 139-73; Who smoked opium and who didn’t? **Short quiz.**
Mar. 16: Read Claude Farrere, *Black Opium* (to be handed out), and “Opium Talk,” pp. 193-215 in *The
Fall of the God of Money.

Mar. 18: **TEST** on everything since last test.

SPRING BREAK


April 1: Read *Daughter of Han* pp. 87-174. **Quiz**

April 6: Finish *Daughter of Han*.

April 8: **TEST**


April 15: *Sing-song Girls of Shanghai*.

April 20: *Sing-song Girls of Shanghai*. Short **quiz**.

April 22: *Sing-song Girls of Shanghai*.

April 27: **TEST**

April 29: The last empress. Readings in Blackboard.

May 4: The last empress. Readings in Blackboard

May 6: Review for final.

**NOTE:** All assignments due IN CLASS in hard copy.

Office hours: Wednesday afternoon, 2:30 to 5:00.


Qiu Jin: one day
Short course description:

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon daily life and issues of social and cultural interaction between China and Western nations from the Opium War to the present. Fiction, travel diary, historical sources, film, and personal accounts will make up course materials.

Original:

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. These topics will be weighed against the backdrop of the decline of China’s last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west.

Alternate:

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, habits, behaviors, and routines of people of all social levels, from emperors and empresses to working men and women, servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, how it played a role in the life of people of all classes, and including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the lives of prostitutes and the people they interacted with, and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. All such topics will be weighed against the backdrop of the decline of China’s last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west.
EALC 420/620 paper topic. Due ....

Come to see me as soon as possible with a book you have chosen so that I can give you your go ahead. Start reading it, and for your critique on the book, think about the following questions. You should also check out two other books from approximately the same period. You will read parts of these for the sake of comparison.

Read Chapters Three and Four in *The Fall of the God of Money*. This will set you up for framing the book(s) you have chosen. Then besides what the book narrates, think about how the author generalizes about China. Think of the author as the particular person he or she is, but also as a person of his or her times and cultural background. Why did the author go to China? How does he/she relate to the Chinese? How does he/she get around? Where does he/she stay and under what living conditions? What is his/her degree of self-sufficiency? Is this travel writing, reportage, or scholarship (or a combination)?

What are the author’s attitudes toward the Chinese and how are such attitudes shared with other such travellers? What kind of observations did s/he make about China? about daily life, work habits, eating, living conditions? How does s/he feel about China? What is the foreign community like in China? In general, what kind of assumptions did the author make about the Chinese?

Come to see me during or before the week of Feb. 27 with typed notes of the chapters in *The Fall of the God of Money*, of the book that you are reading for your paper, and a half a page or so of general information about the other two books.

For the paper itself, answer the above questions using examples, details, and quotes. You may organize your paper according to sections on specific themes such as those discussed in class or whatever is specific to the work you are reading.

Length: 10+ pages, double-spaced, with one-inch margins. Include a proper bibliography, even if it is only a few books. Illustrations are fine too.
EALC 420/620, paper topic. Due ....

420 students, two typed pages, about 700 words.
(one typed, double-space page with 12 point font is about 300-400 words)

Choose between these questions:

1) Study the marriage of Ning Lao T’ai-t’ai and ask yourself why she was frightened on the day of her marriage. Imagine the scene by looking into the customs of marriage in those days, how those practices worked in her case, how female upbringing functioned in her life as a child and in preparation for marriage, and what factors went into her particular marriage arrangement.

2) Given that a poor woman is at the very bottom of the social ladder, what are her prospects for making a living if she loses the support of her family or husband? What are her various choices or opportunities, both “honorable” and not. Think of other women in the book besides Ning Lao T’ai-t’ai too and the women in Lu Xun’s stories.

620 students, write three typed pages, about 1000 words, on this topic:

Given that a poor woman is at the very bottom of the social ladder, what are her prospects for making a living if she loses the support of her family or husband? What are her various choices or opportunities, both “honorable” and not. Think of other women in the book besides Ning Lao T’ai-t’ai too and the women in Lu Xun’s stories. Your paper MUST include discussion of Lu Xun’s stories, “Storm in a Teacup” and “New Year’s Sacrifice.”

FOR EVERYONE:

In your paper, be sure NOT to refer to Daughter of Han as a “novel.” A novel is a fictional work, a made-up story. Daughter of Han is an autobiography as told by Ning to the American woman Ida Pruitt. It is made up of numerous interviews written down over a period of time. Lu Xun’s work is fiction, in this case, “short story.”
EALC 420/620, paper topic. Due ....

420 students, two typed pages, about 700 words (or more if you like).
(one typed, double-space page with 12 point font is about 300-400 words)

Choose between these questions:

1) How is addiction to opium like addiction to oil, gun, or “capital”? Use Zhang Changjia’s examples as well as ideas in The Fall of the God of Money, plus your own speculation. Include modern examples if you wish (attachment to the cell phone, playing video games, various forms of radical religious activity, junk food, sex, etc.), but DO NOT depart too far from the example of China in the 19th century. Opium is the main topic, with these other examples used for clarification. This is not an autobiographical piece, though you are welcome to use examples from your own current life.

2) Can a Chinese and a Western opium smoker be “on the same level?” Discuss this idea from the perspective of Zhang Changjia and his friends, the people in Chinese fiction, De Quincey, the Frenchman Claude Farrère, and the businessmen and doctors from England and American in the 19th century China. This question has to do with what opium came to symbolize in an international setting. China and Europe had different perspectives, though they came together as far as their agreement in early 20th century treaties to declare opium a dangerous drug.

620 students, write three typed pages, about 1000 words (or more if you like), choosing one of the above two topics.

Evaluation of the paper:
Use the style sheet I handed out previously. The same standards apply. You will be evaluated on the depth and accuracy of your discussion, and your skillful use of English. Whatever opinion or slant you may have, the main things are: demonstrating mastery of the material covered in class and your expression of that mastery in writing. Be objective (don’t waste time talking about how different things were then from now, or how different China is from Europe and North America).
EALC 420/620, a collection of facts, concepts, and quote about “drugs.”

Some binaries to keep in mind:

<table>
<thead>
<tr>
<th>TRADITIONAL FORM</th>
<th>MODERN FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>poppy</td>
<td>opium, morphine, heroin</td>
</tr>
<tr>
<td>coca leaves</td>
<td>cocaine</td>
</tr>
<tr>
<td>peyote</td>
<td>mescaline</td>
</tr>
<tr>
<td>psychotropic mushrooms</td>
<td>psylocibin, etc.</td>
</tr>
<tr>
<td>hashish</td>
<td>hybrid marijuana</td>
</tr>
<tr>
<td>legal, widely available, traditional ingredients in many pharmacopeias</td>
<td>illegal, Adangerous, AAddictiveA</td>
</tr>
</tbody>
</table>

Traditional uses of the above substances: medicine, intoxicant, relaxant, stimulant, shamanistic trance. Before the concept of addiction came about, consumption of things like opium was viewed as a habit, social custom, or at worst a bad habit.

To take the example of coca and cocaine, in Incan Peru coca was a source of physical energy. The leaves were chewed and held in the mouth, sometime mixed with lime to make an alkaline paste. People measured journey in terms of the time between doses of coca (called “cocadas” in Spanish).

The popular consumer product Coca-Cola (in its earliest phases called Peruvian Coca Wine) was in the beginning a combination of sugar, coca leaves, kola nuts, and several secret ingredients. On sale in 1886 it was advertised as the perfect drink for a “turbulent, inventive, noisy, neurotic new America.” In 1902 the company took the coca out of the leaves.

The famous detective of mystery stories, Sherlock Holmes, was a cocaine addict, but by 1904 was taken off cocaine.

Some quotes:
“The rise of the opium demon has led to the fall of the god of money.”
Zhang Changjia, 1878.

“Junk [heroin] is the ideal product ... the ultimate merchandise. No sales talk necessary. The client will crawl through a sewer and beg to buy.” William Burroughs, 1960.

“All psychoactive drugs contain chemicals that allow them to pass as the brain’s neurotransmitters, mimicking their chemical structures and behaviors so well that the brain’s receptors accept them as its own.” (p. 192)

The brain in fact synthesizes its own opiates, very similar to morphine, all of these substances being known as endorphins. LSD is similar in structure to serotonin, one of the most important neurotransmitting chemicals. (p. 194)

Many of the most powerful effects of drugs are caused by the nervous system’s attempts to compensate for the disturbances the drugs make. “When, for example, the heart rate is increased by the use of a substance such as nicotine, the nervous system adjusts the vagus nerve in order to slow the heart rate down. The system adjusts to its new supply, and equilibrium is restored until, that is, the smoker quits.” (p. 197)

“Opiates, cocaine, and amphetamines all produce an increase in the levels and activities of dopamine, which is crucial to the brain’s reward systems and its pleasure centers in the hypothalamus.” If flooded with such drugs, the brain will cut back on its own syntheses of chemicals, and will have to readjust later if the drug is stopped. (p. 197)


“In 1900, any respectable person could walk into a chemist in Britain, Europe, or America and choose from a range of cannabis tinctures or hashish pastes, either pure or premixed with cocaine or opium extracts; they could buy cocaine either pure or in a bewildering variety of pastilles, lozenges, wines or teas; they could order exotic psychedelics like mescaline or buy morphine or heroin over the counter, complete with hand-tooled syringes and injection kits.” (pp. 9-10)


Opium from India and China had a relatively low morphine content, 3-4%, whereas Turkish opium (the kind imported to England), had 10-15% morphine content (p. 8). In smoking opium, approximately 90% of the opiate effects are lost.

Numbers of smokers are very difficult to estimate, but research shows that in 1879 perhaps 1% of the total population (mainly men) were heavy users, that is, more than 5 mace a day (a mace = 3.78 grams); this number perhaps increased to 2.5% by 1906 (p. 53).

The chief motive given by users (interviewed in hospitals, detoxification centers, and so forth) was self-medication, to fight pain, fever, and cough (p. 74). Opium was proven effective against malaria, cholera, dysentery, and the plague.
EALC 420/620 Historical notes.

OPIUM WAR -- 1839-1842
Britain forced China to give in to: free trade, the ceding of Hong Kong to Britain, and the setting aside of areas in five ports (Canton, Amoy, Fuzhou, Ningbo, and Shanghai) for settlement by merchants and missionaries (and their families) with consular representatives.
Opium was not mentioned in the treaty, but the understanding was that trade in it was now allowed.
Foreigners were not allowed beyond the treaty ports.

TAIPING INSURRECTION -- 1850-64
One of the major social revolutions of all history. At its finish, 20 to 30 MILLION people were dead. Defeated with the help of foreign military support.
Originated in the south in Guangxi and Guangdong Provinces, one factor being the unsettling effect of commercial contact with Western nations in the Canton area.
The leader: Hong Xiuquan, 1814-1864, who learned about Christianity from contact with missionaries in Canton. He believed himself to be the younger brother of Jesus Christ. He also believed his mission was blessed with the heavenly mandate to destroy the Manchus and recover China for the Han Chinese.
He was a charismatic visionary who espoused equal distribution of land, equality of sexes, and anti-Manchuism. In addition, he banned adultery, slavery, prostitution, opium smoking, gambling, footbinding, concubinage, and arranged marriage.
The rebellion began in 1850 and by 1853 was a million or so strong. It went from Guangxi to Hunan, Hubei, and then Anhui, eventually taking Nanjing as its capital.

SECOND OPIUM WAR -- 1857-60
Further concessions won from the Chinese:
the right to post diplomatic ministers in Beijing (based on the Western notion of nation state and the representational equality between nation states).
right to travel and preach anywhere in China.
new treaty ports.
进一步 clarification of extraterritoriality (e.g., foreigners guilty of crime in China to be tried by the consul of his or her own country).
Opium was now completely legalized and firmly established as a taxable commodity.
EALC 620, selected bibliography for travel books on China in the 19th and 20th centuries (up to World War II).

These books are all worthy of selection, but you are encouraged to browse the nearby books in the same shelves. After you choose your book, meet with me as soon as possible for approval. Do not decide upon a book without FIRST consulting with me, EVEN IF it is on this list!!!


----. Wandering in Northern China.


LaMotte, Ellen. Peking Dust. 1919. DS 721.L3

Miller, George A. China Inside Out. 915.1/M61 ("...the inscrutable passivity of Chinese facial non-expression," p. 21).


Smith, Arthur H.  *Village Life in China*.  915.1/Sm5

EALC 420/620 quiz.

I. Answer the following (2 points each).
1. Besides further opening trade relations, what did the Treaty of Nanking grant Britain?

2. Before China grew most of its own opium, where did its opium come from?

3. Merchants of mainly what country sold this opium to the Chinese?

4. What is the Chinese word for the opium pipe (as translated into English)?

5. What was a common two-word term for opium in China (as translated into English)?

II. 420 students CHOOSE ONE OF THE FOLLOWING. 620 students ANSWER BOTH OF THE FOLLOWING (10 points). Use about half a page.

1. Briefly characterize and define what I've called the scientific side of Europe's interest in China and contrast this with its "sentimental" compliment.

2. Describe Zhang Changjia's version of opium and the history of fire. What is your evaluation of this interpretation of his? (your evaluation must demonstrate a significant engagement of this question).
I. Short answers (20 points)
1. Besides churches, name two other institutions that missionaries used to aid their effort.
2. The ceding of Hong Kong to Britain occurred in what year?
3. What were the traditional uses of opium in China and Europe?
4. How did opium take off in its "new" use in China?
5. What does "a concubine is not a hall" mean (hall as contrasted with a room)?
6. Name three categorically distinct occupations of Ning Lao Taitai.
7. The Qing dynasty ended in what year?
8. What right did the missionaries gain after the Second Opium War of 1857-60?
9. What is one of the main differences between Ning's working for Chinese and for Westerners?
10. Who said "The rise of the opium demon has led to the fall of the god of money"?

II. Write a unified and detailed answer of about a page on the following. 420 choose TWO. 620 choose THREE. (20 each)
1. Discuss the three generations of women as presented in Daughter of Han and describe the historical changes they reflect and experience. How does the life and personality of each reflect her generational position?
2. Discuss the various aspects of female seclusion using both information from lecture AND from your readings. How did this phenomenon manifest itself in Daughter of Han, for example?
3. Tell me about prostitution and polygamy: the basic situations of each and the ways these worked, and how they appear in Daughter of Han and works discussed in "Eaten by Wild Dogs."
4. Discuss Zhang Changjia's "Opium Talk." What in general is this work about? What does it say? How does it differ from the novels discussed in "Eaten by Wild Dogs"? Give me your impressions of this work.

III. Choose ONE of the following and write a page and a half. 620 students should hand this one in typed, two-three pages, by 11:45 TOMORROW. (40 points)
1. "Knowledge about the Orient was intimately linked to European domination of the Orient" (James Hevia, 1995). This is a statement I quoted to you a few weeks ago. Explain what it means and give examples. Discuss the ramifications of this statement in terms of how the Euro-American related to the Chinese. Examples from the readings will throw light on this; and you will also rely on information given in class lectures.

2. In 1895 a former missionary to China, Reverend R.H. Graves, wrote: "The devil never made a wiser move than when he introduced opium-smoking among the Chinese. It just suits the natural disposition of the people, as alcohol suits the active, impetuous disposition of the West."
Discuss what this statement means, especially in terms of what must be Graves' attitudes towards China. Take from both readings and class lectures.
Quiz 420/620

I. Short answer (2 points each)
1. Name the dynasty that ended in 1911.

2. Describe briefly the type of bed northern Chinese traditionally used.

3. What picture or image is above the traditional Chinese stove?

4. If we are smoking opium and I am subservient to you, what actions will I perform?

5. How is a new bride conveyed to her new home (i.e., her husband's family)?

II. 420 students choose ONE of the following; 620 students answer BOTH. Use about half a page or so. (10 points).
1. What kinds of scenarios (situations, scenes, relationships) would be found that involved opium and prostitution? Use examples from "Eaten by Wild Dogs" and/or Daughter of Han.

2. Discuss the layout and the principles of the layout of the typical Chinese house. Include reference to religious, moral, and social hierarchical aspects.
Quiz EALC 420/620

I. Short answer. 420 students answer 1-6, 530/620 answer all.

1. Ideally the front door of a traditional Chinese home faces what cardinal direction? (1)
2. Where is the spirit screen located? (1)
3. What is the special feature of the kang? (2)
4. What are some of the main things that happen to a girl when she reaches 13? (3)
5. Each year at Chinese New Year's Ning Lao T'ai-t'ai smeared a sweet liquid on whose mouth? (1)
6. What are two privileges (or rights) of the main wife in a polygamous marriage? (2)
7. Why was work more available in Chefoo than in Penglai? (1)
8. The revolution that Ning refers to took place in what year? (1)
9. What were the privileges of a chaste widow? (1)
10. As a female peddler, Ning had access to what kind of houses and why? (2)

II. Write about half a page or more. 420 students choose ONE ONLY. 530/620 students answer BOTH. 10 points each.

1. How is the transition to modernity figured in the three generations from grandmother to granddaughter in Daughter of Han?

Quiz 620

I. Short answer. 20 points.
 Identify the parts of the house plan at the right.
 1. 
 2. 
 3. 
 4. 
 5. 
 6. Ning lived in what dynasty?
 7. What was the best praise for a young woman just before marriage?
 8. What process does a girl customarily begin at age 7 or 8 in 19th century China?
 9. What province does Ning come from?
 10. What is an example of female sequestration?

II. Essay questions. 20 points. Write in complete sentence using formal English. Write at least half a page.

Contrast a Chinese servant working for Christian missionaries versus working for Chinese families.
EALC 420 TEST …. 100 points total.

I. Short answer. **Choose 10 of 11.** 3 points each, 30 total. Answer these questions on this sheet.
1. When did the Qing dynasty end and what was China called in English after that?
2. Besides churches, what other two prominent institutions did missionaries establish in China in the 19th century?
3. What is a queue, what ethnic group did it originate with, and when did it disappear?
4. How was a kang heated?
5. What structural similarities did the grounds of the Imperial Palace have with a compound house? Name three.
6. Name two rules of female sequestration.
7. What was a common name for opium in 19th century Chinese (in English)?
8. What was the implied meaning of that term?
9. What were the traditional uses of opium? Name two.
10. How did opium smoking come about?
11. What are some of the descriptive terms Lord Jocelyn used in 1841 that later became classic in descriptions of opium smokers?

II. Brief essay answer. 10 points each, 20 total. **CHOOSE TWO ONLY.** Please write your answers on a separate sheet.
1. What was the purpose and result of the Royal Commission on Opium?
2. What kind of woman might become a concubine and why? Use examples from *Daughter of Han*.
3. What is unmistakably modern about Su Teh? Use references from the book that identify the particular features of the modern woman Su Teh.
III. One essay. 50 points total. Write at least a page, preferably more. **Choose ONE only** of the following two questions. Write your answer on a separate sheet.

1. Based on what you know about opium smoking in 19th century China, what elements went into the formation of the present international laws against dangerous drugs? Keep in mind the generalizations made about opium versus alcohol and the conflation between the opium smoker and China as a whole.

2. Discuss Western approaches to China in the 19th century as seen in travel books, scholarly studies, and other sources. The notion of modernity must be a part of this answer. So besides what the Westerner saw and described, also write about the mentality of the Westerner as a representative of a modern nation.
I. Short answer. 5 points each, 60 total. Answer these questions on this sheet.
1. When did the Qing dynasty end and what was China called in English after that?
2. Besides churches, what other two prominent institutions did missionaries establish in China in the 19th century?
3. What is a queue, what ethnic group did it originate with, and when did it disappear?
4. How was a kang heated and in what part of China is it common?
5. What structural similarities did the grounds of the Imperial Palace have with a compound house? Name three.
6. Name two rules of female sequestration.
7. What was a common name for opium in 19th century Chinese (in English)?
8. What was the implied meaning of that term?
9. What were the traditional uses of opium? Name three.
10. How did opium smoking come about?
11. What are some of the descriptive terms Lord Jocelyn used in 1841 that later became classic in descriptions of opium smokers?
12. Name three provisions of the Nanking Treaty. Be specific

II. Brief essay answer. Choose TWO ONLY. 10 points each, 20 total. Please write your answers on a separate sheet.
1. What was the purpose and result of the Royal Commission on Opium?
3. What is unmistakably modern about Su Teh? Use specific, biographical references from the book that identify the particular features of the modern woman Su Teh.

III. Two essays. 50 points each. Write at least a page, preferably more. Answer BOTH of the following questions. Write your answers on a separate sheet.

1. Based on what you know about opium smoking in 19th century China, what elements went into the formation of the present international laws against dangerous drugs? Keep in mind the generalizations made about opium versus alcohol and the conflation between the opium smoker and China as a whole.

2. Discuss Western approaches to China in the 19th century as seen in travel books, scholarly studies, and other sources. The notion of modernity must be a part of this answer. So besides what the Westerner saw and described, also write about the mentality of the Westerner as a representative of a modern nation.
I. Short answer, in two or three sentences (except for #2). 10 points.
1. In terms of written references to opium, what is unusual about Zhang Changjia’s “Opium Talk”?

2. What was the common Chinese term (translated into English) of the opium pipe? What related term describes two people smoking opium together?

3. What does Zhang Changjia say about quitting opium?

4. How is opium like a jealous lover?

5. How did opium function in the brothel?

II. 20 point essay, write about a page.
Discuss Peng Yang’ou’s novel Souls from the Land of Darkness in the context of Chinese nationalism at that time. How did Chinese see themselves and what role did opium play in the nationalist cause?

III. For 620 students only; 20 point essay, write about a page.
Discuss the female addict, using examples and contrasting her with the male addict in terms of gender roles.
I. Short answer, in two or three sentences (okay, four is fine) except in questions one and two where just a name or date is required. 5 points each.
1. Who led the Northern Expedition in 1927, what party was he associated with, and what was the official English name of China at this time?

2. Who was his main enemy, what faction did that enemy belong to, and when did they finally win?

3. What is a child bride?

4. The Fortune Silk Store, characterized by “austere simplicity,” was replaced by a new type of store that was characterized by what contrasting qualities?

5. How are coeds viewed in the eyes of the peasants in Shen Congwen's story?

6. What kind of opium smoking character would NOT appear in Chinese novels of the 1800s and why?

II. Short essay (one or two paragraphs). CHOOSE TWO ONLY. 15 points each.
1. Describe and discuss Claude Farrere’s romanticization of opium smoking in his collection of stories called Black Opium.

2. What does Shanghai represent as an urban setting in the stories we have read? Keep in mind the idea of modernity and the social and political realities that applied in Shanghai of the 1920s and 30s.

3. Describe the difference between Zhang Changjia who wrote in 1878 and those writing about opium after 1895.

III. Long essay. One or two pages. 40 points.
The writers we have read found in the realist short story of the early 20th century a model for themselves. What did they see in realism that appealed to them and how did they apply what they saw as they wrote their stories? Use material from Mao Dun, Shen Congwen, and Wu Zuxiang and other stories we have read. Demonstrate your knowledge of the contents in these stories.
EALC 620 Test, ..... 

I. Short answer, in **two or three sentences** (or slightly more, but be careful of time) except in questions one and two where just a name or date is required. 5 points each.
1. Who led the Northern Expedition in 1927, what party was he associated with, and what was the official English name of China at this time?

2. Who was his main enemy, what faction did that enemy belong to, and when did they finally win?

3. What types of women were addicts and how are they portrayed?

4. The Fortune Silk Store, characterized by “austere simplicity,” was replaced by a new type of store that was characterized by what contrasting qualities?

5. How are coeds viewed in the eyes of the peasants in Shen Congwen's story?

6. What kind of opium smoking character would NOT appear in Chinese novels of the 1800s and why?

II. Short essay (**one or two paragraphs**). 15 points each.
1. Describe and discuss Claude Farrere’s romanticization of opium smoking in his collection of stories called *Black Opium*.

2. What does Shanghai represent as an urban setting in the stories we have read? Keep in mind the idea of modernity and the social and political realities that applied in Shanghai of the 1920s and 30s.

3. Describe the difference between Zhang Changjia who wrote in 1878 and those writing about opium after 1895.

III. Long essay. **One page or more**. 40 points.
   The writers we have read found in the realist short story of the early 20th century a model for themselves. What did they see in realism that appealed to them and how did they apply what they saw as they wrote their stories? Use material from Mao Dun, Shen Congwen, and Wu Zuxiang and other stories we have read. Demonstrate your knowledge of the contents in these stories.
I. Short answer. 20 points. Two and three points answers require more detail (two or three sentences at the most, except for question 1).
1. Give three terms for opium besides yapian. (3)
2. What is "opium extract broth"? (2)
3. What is a boy actress? (2)
4. What is "passing one's craving on either side of the gun"? (2)
5. In what year was the Nanking Treaty drawn up? (1)
6. In what year was Hong Kong ceded to Britain? (1)
7. What is a courtesan (write a clear sentence, not just one word)? (1)
8. What are some of the descriptive terms Lord Jocelyn used in 1841 that later became classic in descriptions of opium smokers? (3)
9. What was the Royal Commission on Opium? (3)
10. What is a literatus? (2)

II. Essay questions. Write half a page or more. 20 points (10 each).
1. How did late Qing nationalism deal with/make use of the opium question? Include reference to the novel Souls from the Land of Darkness.
2. Using the example of the life story of Fenglin, describe the life of a prostitute in the late Qing (conditions, settings, scenarios, etc.).

III. FOLLOW INSTRUCTIONS: 420 students choose ONE. 530 and 620 students choose THREE. 10 points each. Write a half a page or more.
1. How did Zhang Changjia describe himself and his friends as they smoked opium together and how does this contrast with what you would see in Chinese fiction and other sources?
2. How does Zhang Changjia use opium to describe the current historical situation of China?
3. Who in China smoked opium and who did not? What does this evidence say about Chinese society as fiction reflects it? Use the examples from Tales of Boy and Girl Heroes (the novel with the warrior woman) and Precious Mirror of Boy Actresses, and include reference to alcohol (and tobacco if you wish).
4. According to Zhang Changjia, what does opium do to the addict? Include his reference to opium lovesickness. Keep in mind larger meanings that he implies or that you may infer.
I. Short answer (10 points)
1. What is China called after 1911?
2. What was the main plank of the language reform of the May 4th movement?
3. What does Ah Q do for a living?
4. Where does he live in the village?
5. What hierarchy is at work making it such that marrying a women "off to the mountains" is a good bargain?

II. Essay questions. Write about half a page. 420 students CHOOSE ONE. 620 students ANSWER BOTH. Remember that in order to answer these questions intelligently, you must provide adequate background and context. (10 points each)
1. What is Ah Q's notion of revolution? How do others in the story perform the "revolution"?
   You may cite other stories as well.
2. The narrator in "Happy Family" tries to write about an ideal family. What are these ideals and how do they address or respond to both his current reality and the traditional customs of family in China?
Course Inventory Change Request

Date Submitted: 09/22/16 2:11 pm

Viewing: EALC 620: Daily Life in China from the Opium War to 1911

Last edit: 10/06/16 3:51 pm

Changes proposed by: kmcmahon

Academic Career: Undergraduate, Lawrence

Subject Code: EALC

Academic Unit: Department of East Asian Languages & Cultures (EALC)

School/College: College of Liberal Arts & Sciences

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

No

Title: Daily Life in China from the Opium War to 1911 the Present

Transcript Title: Daily Life in China from the Opium War to 1911 the Present

Effective Term: Fall 2016

Catalog Description: This course examines everyday Daily life in and issues of social and cultural interaction between China and Western nations from the mid-19th century Opium War to the end of the last dynasty in 1911, present. The focus is on living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics include: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China's last imperial rulers. These topics are weighted against the backdrop of the decline of China's last dynasty and the concurrent impact of Modernity in the form of social, political, and technological change, especially as effected by the intrusion of the Euro-west. Not open to students with credit in EALC 420. Fiction, travel diary, historical sources, film, and personal accounts will make up course materials.

Prerequisites: An upper-level course on China or East Asia or consent of instructor. None

Cross Listed Courses:

Credits: 3

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

Associated Components

(Open)

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

MD Course Category

Course Offered

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? Yes No

Typically Offered: Every Three Years

Repeatable for credit? No

Does this course fulfill RSRS (Research Skills Responsible

Credit Hours)? Yes No

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. 09/23/16 1:12 pm
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/18/16 1:53 pm
   Rachel Schwien (rschwien): Approved for CUSA Subcommittee
Principal Course Designator: NW - Non-Western Culture

Course Designator: H - Humanities, W - World Culture

Rationale for Course Proposal:

Through examination of daily life of people at all social levels, students will learn about China in its late imperial phase, just before its launch as a modern nation. Students will read and write extensively about topics including gender and sexuality, the culture of opium smoking, the life of peasants and city working people, and the imperial government and its male and female rulers.

Supporting Documents:
- 420-620 handouts.docx
- 420-620 quiztest.docx
- 420-620 style sheet.docx
- 420-620 syllabus 2016.docx

KU Core Information

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

Name of person giving departmental approval: Maggie Childs

Date of Departmental Approval: 10/21/2015

Selected Goal(s):

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

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

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

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China's last imperial rulers. These topics will be weighed against the backdrop of the decline of China's last dynasty and the impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-West.
Selected Learning Outcome(s):

**Goal 4, Learning Outcome 2**

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

Students will begin by learning the basic structure of Chinese government and society in premodern times, which they will keep in mind as they examine everyday life and the dramatic changes that China experienced during the last decades of its last dynasty. Questions that students must master include: How does traditional Chinese society organize itself? What is the social hierarchy and how does each member define his or her role in it? How does Chinese society organize and define gender roles? How did Euro-westerners living in China in the 1800s view China and how did the Chinese view them. How did drugs and addiction turn into one of the main points of contact between the two cultures? They will answer these questions through knowledge gained by reading literary and historical texts of the period as well as recent scholarly accounts of the period.

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

The instructor will emphasize the importance of understanding Chinese culture in terms of its own perspectives, in particular, its own terminology and ways of organizing itself. Students will be asked to escape the confines of their own cultural categories and see the way another, particularly distant, culture defines itself. They will also learn about living spaces, working conditions, and modes of leisure. Another topic will be dominant Euro-Western views of China beginning in the 19th century and how those views determined how China was perceived and perceived itself as it became a modern nation.,** See attachment for additional explanation**

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.)

Cultural beliefs, behaviors, and practices will become apparent through the study of key character types in Chinese literature and history of the late imperial era. They will study the relations between social superiors and inferiors, gender relations in both traditional terms and as they changed because of incipient modernization. They will learn about the historical experience of opium smoking in nineteenth-century China, when the notion of drug addiction first entered the world scene and acquired the definition it has today. They will encounter the entire range of social classes in late imperial China and how individuals in each class behaved and was expected to behave according to cultural norms and practices.

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

Students will write about ten short papers on assigned topics, which require close reading and analysis of texts and explanation of ideas, values, social relations, and cultural and literary character types. The texts will include: fiction by both men and women, biography, history, poetry, and drama. Quizzes and tests will include factual questions as well as short and long essay questions on topics lectured and discussed in class. Students in the 620 section will in addition write a research paper on a topic selected after a series of meetings and consultation with the instructor.

EALC 420620 syllabus.docx
EALC 420 620.pdf

KU Core Documents

Karen Ledom (kjh) (02/28/16 4:07 pm): Rollback: At dept's request, rollback to fix the KU Core rationale and remove the BA Writing request.

Karen Ledom (kjh) (02/28/16 4:08 pm): Rollback: At dept's request, rollback to fix the KU Core rationale and remove the BA Writing request.

Rachel Schwien (rschwien) (10/03/16 4:52 pm): Per department 10/3 - does not want this course considered for the BA specific writing requirement

Rachel Schwien (rschwien) (10/04/16 1:36 pm): requested additional clarification for KU Core question 2
“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.”

The instructor will emphasize the importance of understanding Chinese culture in terms of its own perspectives, in particular, its own terminology and ways of organizing social relations, space, and time, now and then contrasting with examples from the students’ own culture. Students will be asked to escape the confines of their own cultural categories in order to be able to articulate the way another both distant and past culture defines itself. A key topic will be dominant Euro-Western views of China beginning in the 19th century and how those views determined how China was perceived and perceived itself as it became a modern nation. Several exercises will be carried out in this regard, one of the chief ones having to do with views of 19th century Western travelers to China. Students will read about this both through texts used in class and a book that they select on their own by a 19th century Western traveler (which will result in a short research paper; some books can be found online, some are held at Watson). A central topic in this exercise will be the formation on a mass level of opium smoking and addiction in 19th century China. Students will look at how opium smoking came about because of the commercial and cultural contacts between China and the West at the end of the 18th century and how it functioned as a symbolic separator between “sleepy, backward” China and the “vigorous, forward-looking” West in the 19th and early 20th centuries. These questions will come to bear on the modern formation of the concept of addiction and the laws against dangerous drugs. Another key scenario is that of daily life contacts between Chinese and Westerners, whether at the level of emperors, empresses, and officials, or the level of commoners employed as servants for foreign missionaries. How did Westerners describe the Chinese? Who were these 19th century Westerners, how did they define themselves, and how much do we still have in common with them? How did Chinese react to and interact with Western visitors? How did both Chinese and Westerners have to accept or reject the value assumptions of each other as they both entered the space of global modernity?
EALC 420/620, syllabus.

EALC 420/620

Daily Life in China from the Opium War to 1911.
Instructor: Keith McMahon

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, how it played a role in the life of people of all classes, and including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the lives of prostitutes and the people they interacted with, and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. All such topics will be weighed against the backdrop of the decline of China’s last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west.

The class will begin by using biography and fiction to view life in China before and just after the beginning of the decline of the last dynasty. The first topic will be imperial rulership as viewed from the life of an emperor who ruled just before the beginning of China’s decline in the 19th century. Next we will look at the history of opium smoking in this period, the daily life of opium smokers, and how 19th century Westerners generalized about China based on their view of opium smoking as a symbol of a broad range of non-Western, “Asiatic” behavior. The present concept of addiction takes its roots in early debates about opium addiction in China and Euro-America. The formation of these and other types of cross-cultural perceptions and misperceptions will make up an important part of what needs to be understood about Chinese modernity and modernity in general.

The next topic will be gender and sexuality in China on the verge of modernity, which we will view by reading two novels about the culture of prostitution, one from the beginning of our period, the other from the end. We will join these with an autobiography of a working woman in the late 19th-early 20th century, through the three of which we will study sexual roles, male and female character types, and the inter-play between class status and gender roles.

Lastly, we will return to imperial rulership and study the life and times of the last woman ruler in China, Dowager Cixi, under whom China lived out its final years of dynastic rule. How was she a pivotal figure in the transition between traditional China and the modern nation that China was beginning to become.

420 students will write short papers (to be announced in class), take quizzes, tests over units, and a final exam. The final grade is an average of the points scored on all these assignments. If you miss an assignment, you will miss that number of points. Handing an assignment in late will be penalized. Quizzes will be relatively short and mainly factual (10 to 40 points). Papers will be from 1 to 5 pages (10 to 50 points). Tests will include both factual and essay questions (75 to 100 points).

620 students will write short papers (to be announced in class), take quizzes, tests over units, and a final exam. They will also write one research paper of 15-20 pages on a topic to be decided upon after discussion with the instructor. They will be assigned readings which they must summarize in typed detailed notes to be handed in one week before handing in the paper. The final grade is an average of the points scored on all these assignments. If you miss an
assignment, you will miss that number of points. Handing an assignment in late will be penalized. Quizzes will be relatively short and mainly factual (10 to 40 points). Short papers will be from 1 to 5 pages (10 to 50 points). Tests will include both factual and essay questions (75 to 100 points). Papers will be from 100 to 150 points.

**Final exam:** Tuesday, May 16, 1:30 to 4 in Wescoe 4041.

All writing in this class will be graded according to standards of a college humanities course (e.g., English, History, Philosophy). English department standards, the best in the university, will be our model. The formal college writing style is required.

Rules of Academic Misconduct will apply in all cases of cheating, copying, or plagiarizing. Any plagiarizing will result in an F for the assignment and an official academic warning which will go into your permanent university record.

Anyone who feels they have some special circumstance having to do with a disability should see me at the beginning of the semester.

**NOTE:** All assignments due **IN CLASS in hard copy.** One point off for each day late.

Texts:


Blackboard readings.


Feb. 10: Short quiz. The business and culture of prostitution. Read “Thin Horses” (in Blackboard).


Feb. 17: Short quiz. Read *Courtesans and Opium,* chs. 12-22.

Feb. 19: Read *Courtesans and Opium,* chs. 23-32.

Feb. 24: **TEST** on everything covered so far.


Mar. 2: Read *The Fall of the God of Money,* pp. 45-67, Westerners on China

Mar. 4: **Quiz.** Read *The Fall of the God of Money,* pp. 69-104, Westerners on opium in China.

Mar. 9: Read *The Fall,* pp. 105-137, an 1878 opium addict.

Mar. 11: Read *The Fall,* pp. 139-73; Who smoked opium and who didn’t? **Short quiz.**

Mar. 16: Read Claude Farrere, *Black Opium* (to be handed out), and “Opium Talk,” pp. 193-215 in *The
Fall of the God of Money.
Mar. 18: **TEST** on everything since last test.
SPRING BREAK
April 1: Read *Daughter of Han* pp. 87-174. **Quiz**
April 6: Finish *Daughter of Han*.
April 8: **TEST**
April 15: *Sing-song Girls of Shanghai*.
April 20: *Sing-song Girls of Shanghai*. Short **quiz**.
April 22: *Sing-song Girls of Shanghai*.
April 27: **TEST**
April 29: The last empress. Readings in Blackboard.
May 4: The last empress. Readings in Blackboard
May 6: Review for final.

**NOTE:** All assignments due IN CLASS in hard copy.
Office hours: Wednesday afternoon, 2:30 to 5:00.


Qiu Jin: one day
Short course description:

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon daily life and issues of social and cultural interaction between China and Western nations from the Opium War to the present. Fiction, travel diary, historical sources, film, and personal accounts will make up course materials.

Original:

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, social customs, and gender relations of people of all social levels, from emperors and empresses to servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the history of prostitution and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. These topics will be weighed against the backdrop of the decline of China’s last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west.

Alternate:

This course will examine everyday life in China from the mid-19th century to the end of the last dynasty in 1911. The focus will be upon living conditions, habits, behaviors, and routines of people of all social levels, from emperors and empresses to working men and women, servants, prostitutes, and concubines. Other topics will be: the culture of drugs in the form of opium smoking, how it played a role in the life of people of all classes, and including how opium served as a key point of contact between China and the Euro-west; sexual culture, especially in the form of the lives of prostitutes and the people they interacted with, and gender roles and values in China on the verge of modernity; interactions in daily life between Chinese and Westerners in China; and the experience of China’s last imperial rulers. All such topics will be weighed against the backdrop of the decline of China’s last dynasty and the concurrent impact of modernity in the form of social, political and technological change, especially as effected by the intrusion of the Euro-west.
Course Inventory Change Request

New Course Proposal

Date Submitted: 09/30/16 10:09 am

Viewing: HIST 229 : United States in the 1960s

Last edit: 09/30/16 10:09 am

Changes proposed by: acon

Programs referencing this course
HIST-BA/BGS: History, B.A./B.G.S.
HIST-MIN: History, Minor

Academic Career Undergraduate, Lawrence
Subject Code HIST Course Number 229
Academic Unit Department History (HIST)
School/College College of Lib Arts & Sciences
Locations Lawrence

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

Title United States in the 1960s
Transcript Title United States in the 1960s
Effective Term Spring 2017

Catalog Description
In the Sixties, millions of Americans rejected socially-sanctioned established wisdom, long-standing cultural precepts and conventional political policies and practices. In this gateway course we will examine how and why they did so, why so many other Americans rejected their challenges to the status quo, and what difference these rebellions made in Americans' lives. By placing their struggles in historical context, we will think about how and why people make and resist social change and how historical circumstances restrain and enable people's individual and collective ability to act and to make their own futures. Through readings, lectures, discussion, and various assignments students will have opportunities to debate the great questions of that era and ponder the relevance of historical events and understandings to their own lives and to the life of the nation, as they sharpen their analytic abilities and their capacity to communicate those analyses effectively.

Prerequisites None

Cross Listed Courses:

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 Every Three Semesters

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

Describe how: This course will count as category 1 course for the History major and minor.

Rationale for Course Proposal
The Sixties era was a major time of social, cultural, and political change in the United States. A lecture format course on this topic will provide students with a critical perspective on an era that has done so much to shape the modern United States, especially in regard to issues of equality, democratic practice, and the United States’ role in the world.

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>Eve Levin</td>
<td>9-21-2016</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 focuses on the effort of social change activists in the 1960s era to create a more inclusive and just American society. In particular, this course will examine the efforts of African American activists, Latino activists, women activists, and gay activists. The course will also explore how and why some Americans fought those efforts.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1
State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)

All three major paper assignments, as shown on the syllabus, focus on struggles over diversity and inclusivity in the United States in the Sixties era. Each exam will also include an essay component on social change activists who struggled to create a more diverse American society. All course readings, with the exception of the text on the Vietnam War, focus on issues of human diversity within the United States.

Explain how your course or educational experience will generate discussion among students, leading to examination of students' own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)

During the Sixties era activists asked fundamental questions about the nature and practice of equality, democracy, and freedom in the United States—course readings and lectures will prompt discussions on value systems in the United States.

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)

A majority of readings are by people of color and/or women, including Peniel Joseph’s book on Black Power and Roberta Price’s book on life in the counterculture (which addresses issues of gender and sexuality). We will also examine how Americans socially constructed issues of gender, race, and ethnicity in the Sixties era and how that process generated activism and public policy reform.

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)
As stated above all major writing assignments and exams, as shown in the syllabus, will be used to evaluate student work on issues of culture and value systems within the United States. Specifically, students will be asked to use those assignments and exams to examine the efforts of social change activists, especially within the African American, Latino, feminist, and Gay and Lesbian communities to foreground issues of equality, democratic citizenship, and group solidarity in their struggles for greater social justice.
**History 2**

**ALL DATES Listed below are illustrative**

**David Farber**

**The United States in the Sixties**

In the Sixties, millions of Americans rejected socially-sanctioned established wisdom, long-standing cultural precepts and conventional political policies and practices. In this gateway course we will examine how and why they did so, why so many other Americans rejected their challenges to the status quo, and what difference these rebellions made in Americans’ lives. By placing their struggles in historical context, we will think about how and why people make and resist social change and how historical circumstances restrain and enable people’s individual and collective ability to act and to make their own futures. Through readings, lectures, discussion, and various assignments students will have opportunities to debate the great questions of that era and ponder the relevance of historical events and understandings to their own lives and to the life of the nation, as they sharpen their analytic abilities and their capacity to communicate those analyses effectively.

**Course Requirements**

**Essays**

You are required to write three short essays, each of which will be scored on a 15 point scale. Each essay must be 800-1000 words (3-4 pages double-spaced). Due dates for each paper assignment are listed below in the class schedule. The paper assignments are given toward the end of this course syllabus. No late papers will be accepted.

**Oral History**

You are required to do an oral history interview and to write up that interview according to the oral history instruction sheet provided at the end of this course syllabus. You may turn in your oral history for a grade anytime after November 1 and no later than the last day of class.

**Midterm Exam**

This 75 minute exam will include both short answer and essay questions. A study guide will be provided.

**Final Exam**

The final exam will include both short answer and essay questions. Most of the exam will be based on course material introduced after the midterm exam. Two final essay questions will ask you to draw on material studied throughout the semester. A study guide will be provided.

**Required Books**

These books are available at the bookstore and are on reserve at the Library:

- David Farber, *The Age of Great Dreams* (Hill and Wang)
- Peniel Joseph, *Waiting 'til the Midnight Hour* (Holt)
- Alice Echols, *Sweet Scars of Paradise* (Holt)
- Van Gosse, *The Movements of the New Left* (Bedford/St. Martins)
- Mark Lawrence, *The Vietnam War* (Oxford)

Blackboard: I will use Blackboard to communicate with students and to post course documents including the syllabus, study guides, and the occasional course reading.

**Schedule**

<table>
<thead>
<tr>
<th>August</th>
<th>28</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>The Age of Contradictions</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>Social Hierarchies</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Atomic Nightmares</td>
</tr>
</tbody>
</table>
Reading: Farber, *The Age of Great Dreams*, 3-24; Gosse, 1-7 and docs. 2, 5, 6

11 Kennedy versus Nixon: Establishment Wisdom

13 Cuba and the Third World

Reading: Farber, *The Age of Great Dreams*, 25-66; Gosse, 8-16, doc. 8, 9
JFK Inaugural Address.
http://www.yale.edu/lawweb/avalon/presiden/inaug/kennedy.htm

18 Racial Justice: Background

20 Racial Justice: The Struggle

Reading: Farber, *The Age of Great Dreams*, 67-89; Gosse docs. 7, 13, 14;
begin Joseph, *Waiting ’til the Midnight Hour*

25 Triumphant Liberalism and the Beginnings of White Student Activism

27 Freedom Summer and the Free Speech Movement

Readings: Farber, *The Age of Great Dreams*, 90-116; Gosse docs. 11, 16, 17, 19;
continue Joseph, *Waiting ’til the Midnight Hour*

October 2 The Goldwater Movement and The Rise of the New Right

4 Black Power

**PAPER ONE DUE OCTOBER 4**

**MIDTERM EXAM STUDY GUIDE PROVIDED**

Reading: Goss docs. 15, 22, 24, 25

9 The New Left as a National Movement

11 Midterm Exam

Study for Midterm
Reading: Lawrence, *The Vietnam War*

16 Vietnam War

18 Vietnam War

Reading: Farber 117-137; Gosse 16-23, doc. 27; continue Lawrence, *The Vietnam War*

23 The New Left and the Anti-War Movement

25 Chicago ’68

Reading: Farber, *The Age of Great Dreams*, 138-166, Gosse docs. 20, 26, 28

30 Drugs and the Counterculture

November 1 Counterculture as a Movement

Reading: Farber, *The Age of Great Dreams*, 167-211; begin Echols, *Scars of Sweet Paradise*

**PAPER TWO DUE OCTOBER 30**

6 Counterculture and Right Livelihoods

8 American Radicals in an International Context
Readings: Farber, *The Age of Great Dreams*, 212-238, Gosse, 23-35, docs. 31-32; continue Echols, *Scars of Sweet Paradise*

13 Brown Power/Red Power
15 The Women’s Liberation Movement

Reading: Gosse, docs. 34, 37, and 12, 29, and 30

**PAPER THREE DUE NOVEMBER 13**

20 Re-thinking Gender/Gay Liberation
22 THANKSGIVING

Reading: Gosse docs. 1, 35, 38, 40

27 The Sexual Revolution
29 Law and Order/Culture Wars


4 The Sixties and American Memory

Readings: Gosse, 35-38, docs, 43, 44, and 45

**Last day to turn in oral history project**

**FINAL EXAM  December 11  1-3**

**Paper Assignments**

You must write three short papers in this class. Be sure to note the due date for each assignment. **No late papers will be accepted.** Papers are due in class.

Each paper must be 800-1000 words (3-4 pages double spaced). It must have a title. Pages must be numbered. Presentation counts. Be sure to start your essay with a strong and clear thesis paragraph that states your argument. In other words, your thesis must lay out your claim. Be as clear and direct as you can in your thesis. **Do not just write a laundry list of factors and events.** Obviously, no single right answer exists for any of these assignments, but you will use the body of your paper to prove your thesis by using quotes, summaries, and other pieces of evidence from the text and other relevant sources you care to use (which could include lectures and other readings). **You do not have to use any sources other than the book or books listed in the assignment.** Each and every paragraph in your essay should clearly relate to your thesis and to the argument you are making. In your conclusion you should summarize your argument and relate it to larger questions or significant issues raised in your essay.

Be sure to cite the material you have used to make your case. Use end notes to give those citations. If you only use the book or books listed in the assignment, you may simply cite the page number in the text, i.e., (62).

1. Black Power  **PAPER DUE OCTOBER 4**

Based on your reading of Peniel Joseph’s *Waiting ‘til the Midnight Hour*, in what ways was the Black Power movement a radical departure from the more traditional African American civil rights struggle? Be sure to use evidence drawn directly from Joseph’s account. You should also use material drawn from *The Age of Great Dreams* and the Van Gosse document collection in order to contrast Black Power advocacy with the traditional civil rights movement.
2. The New Left  PAPER DUE OCTOBER 30

In the introduction to *The Movements of the New Left*, Van Gosse writes: “What linked these movements was the importance they placed on the dignity of each individual and the right of every American to full citizenship” (1). Is this a convincing thesis? Use the primary source material collected in *The Movements of the New Left* to evaluate Gosse’s claim.

3. The Counterculture  PAPER DUE NOVEMBER 13

In *Sweet Scars of Paradise*, Alice Echols writes: “Finally, this book challenges the conventional view that remembers sex, drugs, and rock ‘n’ roll as one big happy bash” (xix). Based on your reading of Echols’ biography of Janis Joplin how would you characterize the 1960s era counterculture? Use evidence drawn from the Echols’ biography, and any other evidence you care to draw on, to justify your characterization.

**Oral History Project**

I want you to talk with a person who lived through the 1960s and write a 4-6 page oral history based on that conversation or conversations. To make that conversation interesting you’ll need to focus your questions and your written report on a particular topic or theme or event. I want you to focus on something you care about, are curious about, want to know more about in a way books and lectures cannot answer. Perhaps you might want to talk to someone who was an activist in the 1960s. You might focus your questions on why that person became an activist or you could have that person tell you, detail by detail, what one specific demonstration/protest was like. Or you might talk to someone who became involved in the drug culture of the Sixties and have him or her describe what that culture was like or how it changed his or her life, perhaps focusing on the first time that person smoked marijuana or took LSD. Or you could talk to someone who was repulsed by the anti-war movement and have that person describe his or her feelings at the time, focusing on one particular experience or set of concerns. Or you could talk to someone who was a police officer in the 1960s and have him (it was “him” back then!) explain what it was like to control civil unrest or a riot. Or talk to a Vietnam War veteran and have him or her describe his or her experiences in the war or what it felt like coming home.

What will work best is getting someone to talk very concretely about what he or she felt or saw or did. Do not, in 4-6 pages, try to give an overview of everything your subject did, said, felt and thought during the 1960s. Oral history is best for the texture, the hard reality, and the emotions of the past. Be specific.

Your subjects will want to speculate about the Big Picture and that is your subject’s right – he or she lived through it. But your job is to peg your questions to the concrete experiences of the individual to whom you are talking. And out of all the material you gather you’ll want to figure out how to boil it down to what is most telling, most revealing about your subject and the times he or she lived through.

You might record your discussion or you might just want to take notes as you talk with your subject. It is usually easier to record your conversation and then take notes from the recording later.

You should edit your material to make it most effective. You can remove the questions or keep them in. You can present the material in a literary way, e.g., She stopped and looked sad. And then she almost whispered, “I never thought he would . . . .” Or you can just edit the quoted material – selecting the most useful statements. You can also paraphrase some material but the bulk of your project must be made up of direct quotations. **Either in a preface to the edited transcript or in the body of the piece you must give biographical information about your subject – name (if the person does not want their real name used that is okay), background, date and place of birth, and other information that will help your reader understand who your person is and who that person was in the Sixties era.**

**Plagiarism and Cheating Policy**

Plagiarism and cheating are not allowed. Any student caught plagiarizing or cheating will receive an F for the course and may be referred to university administrators for further disciplinary action.
Course Inventory Change Request

Date Submitted: 05/24/16 11:34 am

Viewing: ITAL 301: Introduction to Italian Literature and Textual Analysis

Last edit: 08/26/16 10:47 am
Changes proposed by: cjewers

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. 09/23/16 1:09 pm
Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
2. 10/04/16 12:28 pm
Rachel Schwien (rschwien): Approved for CUSA Subcommittee

Catalog Pages referencing this course

Programs

Academic Career: Undergraduate, Lawrence
Subject Code: ITAL
Course Number: 301
Academic Unit: Department French & Italian (FREN)
School/College: College of Lib Arts & Sciences

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

Title: Introduction to Italian Literature and Textual Analysis

Transcript Title: Intro. to Italian Literature

Effective Term: Spring 2017

Catalog Description: Readings, textual analysis, and writing on a broad selection of Italian texts from different genres and periods, ranging from the medieval origins to contemporary literary culture. This course develops cultural and critical literacy as well as oral and written proficiency, and is a gateway to upper-division courses in the major and minor. Emphasis on study of Italian literature in its cultural context, history, politics, and society. Representative works and trends from origins to Renaissance.

Prerequisites: ITAL 240 or reading knowledge of Italian.

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

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 course redesigns an existing course that serves as an introduction to Italian literary culture. Formerly part of a two-course chronological sequence, it is now intended to stand alone as an introduction to reading, analyzing, and thinking critically about a variety of texts and genres in Italian. It emphasizes breadth of knowledge, and the acquisition of the language skills and methodologies needed to be able to read, comprehend, discuss, and analyze key works in Italian. It is the gateway...
### KU Core Information

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

Yes

**Name of person giving departmental approval**

CAJewers

**Date of Departmental Approval**

January 2016

**Selected Goal(s)**

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

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

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

  3: Students will develop breadth and depth of knowledge of Italian culture and its historical development through a range of literary texts, genres, and documents, and develop critical thinking by engaging with ideas and cultural assumptions. Themes and analyses will address contemporary issues related to social inequality, gender, discrimination, ethnic identity, and family dynamics, and national unification and cultural identity.

**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.)

  This course is intended for students who have never read any Italian literature, and who have little knowledge of the literary culture of Italy. It serves as an introduction to the genres, culture, and ideas that have shaped Italian culture, and so brings them from an initiation to the topic, to an overview of the corpus, language, and methodologies they need discuss and conduct analysis. It thus broadens and deepens their knowledge of the topic, while allowing them to work on their oral and written skills in Italian. Students will experience a variety of assignments (test, short essays, papers, oral presentations), and have lectures and discussions on assigned topics and texts. There will be continual assessment of their progress throughout the semester.
ITAL 301: Introduction to Italian Literature and Textual Analysis

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.)

As stated above, students will learn methodologies related to the analysis and critique of ideas in a set of texts - how to read, identify ideas, themes, and topics and discuss them. They will conduct analysis of representative works from the Middle Ages to the present day, and see how over time ideas and culture change. They will be able to identify key concepts and ideas and discuss them, and write about them. This course helps them with their critical thinking, and with their ability to express and formulate complex ideas.

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.)

One reason for the redesign of this course is to place greater emphasis on contemporary culture and ideas, and look through the lens of Italian literature at modern Italian culture and the formative ideas and periods of the past that make it what it is today. It emphasizes how we formulate ideas about culture, and how Italian culture has developed over time, and invites students to reflect on this by using their own experience of their culture, and the beliefs and norms that are a part of it.

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.)

Continuous assessment throughout the semester consisting of quizzes, essays, reading responses, examinations, presentations, and a paper will be used to evaluate student progress, and their understanding of the ideas and methodologies of the course. Outcomes assessment will also be used to gauge student success in being able to analyze important themes and ideas and relate them to their own experience.

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.)

This course is devoted entirely to other-cultural material, since it analyzes Italian literary culture. Lectures are in Italian, and all coursework is completed in the target language. Literature is read in context, and is used to formulate ideas about Italian culture and social history, and key themes and topics. These include: the socio-economic tension between northern and southern Italy, migration and immigration, discrimination between social classes and genders, and issues of poverty and social injustice, and national identity. Key periods to be considered include World Wars I and II, fascism, and post-War reconstruction.

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.)

Exposure to the ideas as stated above will enable students to evaluate concepts related to Italian literary culture and contemporary society, and also relate the experience of these things to their own culture and cultural beliefs. Students will discuss these themes and topics, and write and reflect about them in the target language.

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.)

As stated above, students encounter materials, discussions, and projects - all in the target language - that are wholly related to Italian literature and culture. In reflecting on Italian culture and history, students are invited to reflect on their own culture and beliefs, and comparisons will be made between US culture, literature, and history, and Italian. The course takes a comparative approach.

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

Students will be asked to produce written responses to reading material; to engage with secondary literature and review it; midterm and final exams will test their preparation; oral presentations will be required too. A creative writing assignment will also be part of the requirements. Class discussions in the target language will be used to develop global awareness and analytical skills. This introduction to textual analysis will be capped with a final paper that enables students to apply the language skills and methodologies they have acquired and apply them to a research paper on a topic designed in conjunction with the instructor. Topics will be designed so as to measure their grasp of non-American culture, and value systems other than their own.
Readings, textual analysis, and writing on a broad selection of texts from different genres and periods, from writers of the Middle Ages to contemporary authors. Emphasis on study of Italian literature in its cultural context. Close reading approach and introduction to literary terms and concepts.

This year’s topic will be the representation of the city primarily in 20\textsuperscript{th} century Italian literature and culture through different genres and media. Among other texts, students will read and analyze poems by U. Saba, short stories by A. M. Ortese, and the acclaimed first book from E. Ferrante’s Neapolitan novels, \textit{My Brilliant Friend}. In Italian.

Prerequisite: ITAL 240 or reading knowledge of Italian.
Satisfies: Goal 4 Outcome 2 (AE42), Foreign Language Proficiency (FP), Goal 3 Social Sciences (GE3S), H Humanities (H), World Culture (W).
Goal 4.2

The course content will cover Italian culture and literature across periods and regions. Students will reflect on cultural differences, stereotypes, and will also be exposed to the socio-economic tension between North and South, waves of migration and immigration, discrimination between social classes and genders, and issues of poverty and social injustice. They will explore social beliefs and norms, that are challenged and analyzed in a variety of works. Assignments and research paper will test students’ critical thinking, and their knowledge and analysis of culture and value-systems.

Goal 3

Students will develop breadth and depth of knowledge of Italian culture and its historical development through a vast range of literary texts and documents. We will deal with issues such as national unification and cultural identity. Students will encounter a variety of genres and approaches through fiction, theater, poetry, and scholarly works. They will develop critical thinking by engaging with ideas and cultural assumptions. Students will learn how to read and analyze different types of texts that address contemporary issues related to social inequality, gender, discrimination, ethnic identity, and family dynamics.

REQUIREMENTS: Students are expected to participate actively in class discussions. Each student is required to bring to class observations, questions, and quotations drawn from the reading that they wish to discuss. Regular attendance is mandatory. More than two unjustified absences will affect your grade, while more than three will impair your course status.

Primary readings, lectures and class discussions will be in Italian. Written exams in English or Italian.

- First Oral presentation 10%
- Written (1 page) and Oral Report on a Critical Essay 10%
- Short Written Assignments (Four) 20%
- Midterm exam 20%
- Final exam 20%
- Class participation 20%
RESOURCES:

- Books on reserve
- Handouts distributed in class and posted on Blackboard
- Guest lectures
- Visits and Field trips
- Films and videos

ADDITIONAL SUGGESTED READINGS:


UNIVERSITY AND DEPARTMENTAL POLICIES

I. GRADE DEFINITIONS ACCORDING TO THE UNIVERSITY SENATE RULES AND REGULATIONS

2.2.1.1. The grade of A will be reported for achievement of outstanding quality.
2.2.1.2. The grade of B will be reported for achievement of high quality.
2.2.1.3. The grade of C will be reported for achievement of acceptable quality.
2.2.1.4. The grade of D will be reported for achievement that is minimally passing but at less than an acceptable quality.

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

III. 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 (whether copying from another student's paper, exam, or quiz, or plagiarizing printed or electronic sources or other sources), the instructor will inform the Chairperson of the Department, who—upon consulting with the instructor—will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

IV. WITHDRAWALS

Students who wish to withdraw from this class must note that they need to do so by the last day of the First Drop Period (September XX), in order for the withdrawal to have no effect on their transcripts. September XX is the last day to add a class or increase credits for Fall 2016. Withdrawals during the Second Drop Period (September XX-November XX) will result in a grade of W on the student’s transcript.

V. USE OF COURSE MATERIALS

Materials provided to you by your instructor, and/or posted for you on Blackboard, are for your use, and may not be reposted or resold to websites for any reason. Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures (https://documents.ku.edu/policies/provost/CommercialNotetaking.htm), commercial note taking is not permitted in courses in the Department of French and Italian. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University Policy.

VI. RECORDINGS
Recordings of class lectures are prohibited without the previous approval of the instructor.
A. The Northern City between Poetry and Psychoanalysis: Trieste

WEEK 1

- Introduction to the course.
- Trieste and the Italian Risorgimento.
- Introduction to 20th century Italian Poetry.
- How to read a poem.

WEEK 2

- Introduction to the poetical work of Umberto Saba (1883-1957).
  Reading: From Umberto Saba’s Trieste e una donna (1910-1912): Trieste; Verso Casa; Città Vecchia; La gatta.

WEEK 3

- Reading: From Umberto Saba’s Trieste e una donna (1910-1912): Tre vie; Una donna! E a scordarla ancor m’aggiro; Un marinaio di noi parlava.

WEEK 4

- Italo Svevo, J. Joyce, and S. Freud.
- Psychoanalysis and literature.
- How to read a short story.
  Reading: From Italo Svevo’s Tales: La madre.

* First Written Assignment (2 pages).

B. The Central City, The Capital: Roma

WEEK 5

- Standard Italian and Dialects.
- How to read sonnets in Roman dialect: G. G. Belli (1791-1863).
  Reading: From Giuseppe Gioacchino Belli’s Sonetti romaneschi: Introduzione ai sonetti; La famijja poverella; Er fatto de la fijja; Er caffettiere filosofo.

WEEK 6
- Pier Paolo Pasolini (1922-1975) and “his Roman hustlers”.
- **Reading:** From P.P. Pasolini’s *Ragazzi di vita* (1956): Chapter 5.
- Screening of Pasolini’s *Accattone* (1961).

**WEEK 7**

- How to write a review.
- Screening and review of F. Fellini’s *La dolce vita* (1960).

* Second Written Assignment (2 pages).

**WEEK 8**

**MIDTERM EXAM**

**FALL BREAK**

*C. The Italian South: Naples and Sicily*

**WEEK 9**

- How to read a play.
- Luigi Pirandello (1867-1936), a Sicilian Nobel Prize Winner.
- **Reading:** From L. Pirandello’s *Il berretto a sonagli* (1916): First Act.

**WEEK 10**

- **Reading:** From L. Pirandello’s *Il berretto a sonagli* (1916): Second Act.
- Screening of L. Pirandello’s *Il berretto a sonagli* directed by Eduardo De Filippo.

* Third Written Assignment (2 pages).

**WEEK 11**

- How to read a short story.
- Anna Maria Ortese (1914-1998).
- **Reading:** From A. M. Ortese’s *Il mare non bagna Napoli* (1953): *Un paio di occhiali: La città involontaria.*

**WEEK 12**
- How to read a novel.
- Elena Ferrante’s Neapolitan novels.

**WEEK 13**

- **Reading:** E. Ferrante’s *L’amica geniale*: *L’infanzia* (ch. 14-18); *Adolescenza* (ch. 1-10).

**WEEK 14**

- **Reading:** E. Ferrante’s *L’amica geniale*: *Adolescenza* (ch. 11-24).

November 24: **THANKSGIVING**

**WEEK 15**

- **Reading:** E. Ferrante’s *L’amica geniale*: *Adolescenza* (ch. 25-39).

* Fourth Written Assignment (2 pages).

**WEEK 16**

- **Reading:** E. Ferrante’s *L’amica geniale*: *Adolescenza* (ch. 40-62).
December XX: FINAL EXAM
Course Inventory Change Request

Date Submitted: 10/05/16 11:35 am

Viewing: PHSX 210 : General Physics I for Engineers

Last approved: 02/13/16 4:30 am
Last edit: 10/05/16 11:35 am

Changes proposed by: shark

Catalog Pages referencing this course
Bachelor of Science in Aerospace Engineering
Bachelor of Science in Architectural Engineering
Bachelor of Science in Chemical Engineering
Bachelor of Science in Civil Engineering
Bachelor of Science in Computer Engineering

Academic Career
Undergraduate, Lawrence

Subject Code
PHSX

Course Number
210

Academic Unit
Department
Physics & Astronomy (PHSX)

School/College
College of Lib Arts & Sciences

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

Title
General Physics I for Engineers

Transcript Title
General Physics I for Engineers

Effective Term
Spring 2016

Catalog Description
Introduction to classical mechanics and thermodynamics designed for students in the School of Engineering who have completed MATH 125 with a grade of C or better. Students not admitted to the School of Engineering must receive permission from instructor. PHSX 210 and PHSX 211 cannot both be taken for credit.

Prerequisites recommended.
MATH 125 with a grade of C or better; co-requisite MATH 126; courses in high school physics and/or chemistry

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
No

Repeatable for credit?
No

Principal Course Designator
N - Natural Sciences

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?
Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AE-BS) Aerospace Engineering, B.S.</td>
</tr>
</tbody>
</table>

Describe how:
This course is a requirement for several majors in the SoE. I do not know all of them
and I don't want to take the time to list all of them.

Rationale for Course Proposal
We want to add Goal 3 approval.

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>Christopher Fischer</td>
<td>10/05/16</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.

The goal of PHSX 210 is to provide students the opportunity to develop an understanding of the principles and methods of physics, with a particular focus on classical mechanics. In this course students are presented with concepts and theories central to all of physics. Students need to be able to (a) understand the development and range of applicability of these theories, and (b) discuss how these principles and methods can be applied to contemporary problems.

Selected Learning Outcome(s):

Goal 1, Learning Outcome 1
State what assignments, readings, class discussion, and/or lecture topics instruct students how to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools. (Please limit responses to 1000 characters).

Already a Goal 1 course. Just adding Goal 3.

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

Already a Goal 1 course. Just adding Goal 3.

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

Already a Goal 1 course. Just adding Goal 3.

Goal 3 - Natural 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 a combination of homework assignments, in class exercises, and exams focused on classical mechanics the students will develop a deeper knowledge of the concepts of energy, momentum, and force. This includes extending their understanding of these concepts beyond the classical definitions and concepts learned from the readings and lecture presentations to applications to problem solving. In doing so, this course prepares students for the material they will encounter in their advanced courses and equally importantly helps them to develop their applied mathematics skills.

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

Students begin this course learning about the conservation laws (conservation of energy and conservation of momentum) that are central to all of physics. The students then continuously apply these basic principles to solve an increasing variety of problems throughout the semester. In this way, the students synthesize not only the deeper meaning of these concepts, but also develop the critical thinking skill set necessary to apply them. All of this material is covered using daily homework assignments, 2 to 3 exams during the semester, 1 comprehensive final exam, and in class discussions.
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.)

Classical mechanics is the starting point in understanding contemporary physics research. Students will learn about how the basic principles of energy and momentum conservation serve as the foundation of more advanced physics and, perhaps equally importantly, learn how these principles are also the basis of the engineering thermodynamics courses they will encounter later in their majors. In this way, the students will be able to immediately export the knowledge learned in the course to ongoing research across many fields of study in physics, astronomy, chemistry, and engineering. All of this will be accomplished through the students’ participation in homework assignments, in-class discussions, and exams.

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.)

Students will be evaluated on the basis of their performance on homework assignments (assigned daily), in-class exams (2 or 3 during the semester), and a comprehensive final exam. We have identified a set of homework and exam questions spanning all topics covered in the course (i.e., drawn from all homework assignments and exams) that have solutions which require the successful application of the tasks associated with this learning outcome. Together, these questions constitute 75% of the student’s final course grade and will be used (with some variation) every semester to evaluate both the performance of the students in achieving this learning outcome and the performance of the course in enabling the students to achieve this learning outcome.
PHSX 210: General Physics I For Engineers

Course Goals and Objectives
This course is the first semester of a sequence of introductory calculus-based physics courses that are designed primarily for students in the physical sciences and engineering. The main subjects covered this semester are classical mechanics and thermodynamics, which involve describing how and why things move. As such, this course has four principal objectives:

1. **Develop an understanding of the principles and methods of physics.** In this course you will be presented with concepts and theories central to all of physics. You will need to be able to (a) understand the development and range of applicability of these theories, and (b) discuss how these principles and methods can be applied to contemporary problems.

2. **Develop your ability to apply mathematical principles and associated quantitative reasoning to solving problems.** This course will emphasize the direct application of the physics concepts we learn to quantitative problem solving. Homework assignments and exams will require the use of numerical techniques (direct calculation) and non-numerical techniques (algebra, trigonometry, and calculus).

3. **Practice your ability to think abstractly about mathematics.** Of particular emphasis in this course will be the application of calculus to physics both for understanding concepts and for solving problems. As such, you will be learning (and in some cases re-learning) techniques and continually developing your ability to apply mathematics correctly in your problem solving approaches.

4. **Develop and practice your capacity for critical thinking.** Throughout this course you will be tasked with solving many different problems using a few basic physical laws. This will require you to: (a) analyze the information given in a problem; (b) assess the validity of any assumptions required for the application of a particular concept, equation, or approach; and (c) test the validity of your solution either by demonstrating that it makes physically realistic predictions under certain limits or by deriving it through an independent approach.

Your ability to think critically, employ quantitative reasoning, and apply mathematical principles is essential to your success in this course since they form the basis of all the problem solving you will do.

---

1 KU Core Goal 1, Outcome 1
The secret of freedom lies in educating people, whereas the secret of tyranny is in keeping them ignorant.
--- Maximilien Robespierre

Text
We will be using *The Energy of Physics, Part I: Classical Mechanics and Thermodynamics* by Christopher J. Fischer. This textbook can be purchased directly from the publisher through the following website:

https://students.universityreaders.com/store/

Please contact me if you are unable to purchase the book online through this link.

Additional example problems will be posted on Blackboard to compliment those in the textbook.

Course Format
This course will be taught in a hybrid format. You will be assigned reading from the textbook to be completed before coming to class. There will be no formal lecture during class. Instead, class time will be devoted to active learning exercises; specifically: conceptual quizzes, discussion, and problem solving (in groups). Your task is to learn as much as you can from the reading material before coming to class, and then use time during class to practice what you have learned by solving problems. You are, of course, encouraged to ask me, the UTAs, and/or your peers questions during class to clarify the material and/or the associated problem solving strategies.

The *motivation for the hybrid format of the course* is to give you the maximum amount of time possible to practice solving problems in the presence of me and the UTAs (who can offer help, if necessary) and to get help specifically tailored to your needs. Although the concepts of physics are relatively easily to learn and memorize, the *application* of these concepts to solving problems takes a lot of practice. Your problem solving skills will improve the most by actually solving problems, rather than watching me solve a problem for you, or reading solutions in a textbook.

If necessary, I may from time to time supplement the active learning activities with a short lecture. And, when possible, I will include demonstrations at the beginning of class.
The professors are the enemy. Write that on a blackboard 100 times.
-- Richard Nixon

Conceptual Quizzes
At the beginning of almost every class there will be a qualitative quiz on physics concepts. You will use the ABCD cards to vote for the correct answer for each question. You will not receive a grade for these quizzes. Rather, the motivation for these quizzes is to give you an opportunity to reflect on your understanding of the concepts in the course and to practice your critical thinking skills. Similarly, these quizzes help me assess everyone’s understanding of the material. These quizzes can also be followed by a discussion of the whole class, if necessary, to clarify the associated concepts and/or to explore them further. The conceptual quizzes, together with their solutions, will be posted on Blackboard after each class.

In-Class Assignments
A set of problems will be assigned during each class that must be completed and turned-in before the end of that day’s class. This in-class assignment will consist of qualitative and/or quantitative problems based upon the reading assignment for that day. You are free to collaborate with each other when completing the homework assignment and to ask me or the UTAs for help.

Groups
The class will be divided into groups of 5 or 6 people. Each group will submit a solution to each in-class assignment and all members of the group that were present that day will receive the same score for that assignment. Initial group membership will be determined randomly. Group membership will be randomly reassigned after the first exam. Following the second exam, students may form their own groups (within the 5 or 6 person limit).

Homework Assignments
The homework is an opportunity for you to practice your problem solving skills. Homework will (typically) be assigned during each class. However, the homework will be posted on Blackboard before class – usually at least 24 hours before class. Therefore, you should prepare for each class by completing the assigned reading and starting on the homework assignment. You will submit your answers to the homework problems online through Blackboard. You are allowed an unlimited number of submissions for each assignment before that assignment’s submission deadline and your grade for the assignment will be the highest grade obtained from all of your submissions. I will post solutions for the homework assignments on Blackboard.

Here is the strategy I want you to follow when working on the homework:

1. Complete the reading assignment before starting the homework.

2. Allow yourself no more that 5 to 7 minutes per problem on the homework assignment (set a timer, if necessary, to keep yourself on schedule). Of course, you are encouraged to reference the textbook and your formula sheet as you work through the problems. If you feel as though you are not making significant progress toward a solution in those 5 to 7 minutes, move on to the next problem.

3. After working through all the problems. Take a break from your assignment (at least 15 or 20 minutes).
Education is a weapon whose effects depend on who holds it in his hands and at whom it is aimed.

-- Joseph Stalin

4. Start working through the problems again. As before, allow just 5 to 7 minutes to solve each problem (and use the textbook and formula sheet as a reference). If you are still not making significant progress toward a solution in those 5 to 7 minutes, circle the problem, and then move on to the next problem. When you have worked through all the problems, stop working on the assignment until you have talked with me or the UTAs about each of the problems you circled on the assignment.

5. Ask me or the UTAs about all of your circled problems during my office hours and/or during class. As mentioned previously, time will be reserved during each class for working on that day’s homework assignment. You are encouraged to use this time to discuss the homework with your peers, the UTAs, or me. Although it is perfectly acceptable for you to work alone, I encourage you to work in groups. Also, feel free to get up and move around the classroom to talk with other students. It is likely better to interact with different students than to always work within the same group.

6. You should not spend more than ~2 to 3 hours on reading and homework outside of class for each hour during class.

The motivation for assigning homework is that although it is often easy to learn the concepts in this course either from attending class or from reading the textbook, learning how to solve problems is best achieved by actually solving problems. Your problem solving and critical thinking skills won’t develop too much if you simply read through solutions in textbooks (or online) or watch me (or someone else) solve problems for you. Similarly, the motivation for encouraging you to work in groups is that explaining your solution/reasoning to someone else is an excellent way of testing whether you truly understand the material.

**Exams**

There will be three “section” exams and one comprehensive final exam in this course. The dates for these exams are TBD. There will also be a comprehensive final exam.

*There will be assigned seating for each exam* and your seat assignment will likely be different for each exam. Positive photographic ID is required at all examinations. Calculators which can store and display formulas are permitted for exams only if you demonstrate that the calculator’s memory has been completely cleared.

I will post the formula sheet for the course on Blackboard. You are allowed to add a few additional notes to this formula sheet and use it for your exam. I will also have extra copies of the formula sheet present at the exam.

**Grading**

Your percentage score for this course will be determined from your scores on the exams, homework, and in-class exercises using the following recipe:

<table>
<thead>
<tr>
<th>Grading Recipe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exams (15% each)</td>
<td>45%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
</tbody>
</table>
The foundation of every state is the education of its youth.

--Diogenes

Your letter grade will be determined from this percentage score for the course using the following scale: 90% or above is an “A”, 80% to 89% a “B”, 70-79% a “C”, 60-69% a “D”, <60% an “F”.

There will be no curve in this class for any exam, assignment, or for the final course grade.

It is incumbent upon you to check the posted scores on Blackboard to verify that the information is correct; there will be a 48 hour statute of limitations on contacting me to correct any errors.

Class Participation
When you attend class, please participate appropriately and do not distract others. Examples of behavior that I classify as distracting are: talking with other students about material not pertinent to the class/homework; browsing the web; sending email, text messages or tweets; playing games; reading the newspaper; cooking; conducting animal sacrifices; etc. Please keep in mind that material on the exams may well be drawn from the material covered in class so it would be helpful for you to attend and participate in the discussions.

Attending class also provides you an excellent opportunity to work on the homework with your peers and to get assistance with the homework from me and the UTAs. The hybrid format of the course allows for the course to be structured to help you specifically, so please take advantage of it.

MySuccess
I will be using MySuccess this semester in this course. You will receive “kudos” for positive achievements (such as scoring well on an exam) and “flags” for negative achievements (such as missing several days of class). This information is also available to your advisor, and you might be contacted concerning it. As always, please talk to me directly about any concerns you have about your performance in the course.

Academic Misconduct
A student discovered cheating in any aspect of the course will be charged with Academic Misconduct and a written report will be sent to the Dean of the student’s school. There are severe penalties for Academic Misconduct, including the possibility of receiving a failing grade in the course. Examples of Academic Misconduct include, but are not limited to: submission of material done by or copied from someone else; cheating on exams; using unauthorized material during the exam.
Students with Disabilities
The KU office of Disability Resources 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 DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY).

Information about their services can be found at http://disability.ku.edu. Please also contact me privately in regard to your needs in this course.

Sexual and Racial Harassment
The University has strong rules against any ethnic, racial, or sexual harassment, as described in the Student Handbook.

How to Succeed
Being successful in this class will require effort on your part. Here are a few tips as to how best to approach this class.

- Complete the reading assignments before coming to class.
- Attend every class and bring with you to class paper, a pen or pencil, your ABCD voting card, and a calculator.
- Ask questions during class! If you don’t understand something, ask about it. This is true whether we just talked about it, or we discussed it a week ago.
- Come to my office hours immediately when you start to have trouble in the class. Don’t put off getting help, since that will likely result in you falling even farther behind. If you can’t attend my office hours, let me know and I’ll arrange an appointment to meet you at a different time.
- Don’t cram for exams or homework at the last minute! This is not an effective strategy for learning the material. Rather, work continuously throughout the semester. This is much more effective than cramming for 15 hours for the exam.

Blackboard Discussion Board
PHSX 210 has a Blackboard site where you can find homework assignments, announcements, and other course-related documents/information.

There is a discussion board for this course on Blackboard. I encourage you to use this discussion board to discuss the homework, exams, and concepts in the course. I also want you to use this discussion board to post/exchange answers for the homework assignments; I ask only that you also post solutions (even if it’s only text) detailing how you obtained the answers. In other words, don’t just post the answers, post the solutions! Please use Blackboard to exchange answers rather than an outside website so that I may interject my own comments, if necessary, and so that everyone has equal access to information.
Extra Credit
The course is divided into thirds. The following extra credit will be assigned after each third of the course:

- 1 point to each member of the team with the highest attendance for that section.
- 1 point to each member of the team with the highest average exam score for that section.
- 1 point to each member of the team with the highest average score for in-class exercises for that section.

This extra credit is added directly to your final course grade.
WGSS 361: Youth, Sex, and Romance in Post-WWII United States

Date Submitted: 09/30/16 9:50 am

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

**Academic Career**  Undergraduate, Lawrence

**Subject Code**  WGSS  **Course Number**  361

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

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

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

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

**Transcript Title**  Youth, Sex, and Romance

**Effective Term**  Fall 2016

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

**Prerequisites**  None

**Cross Listed Courses:**

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

**Credits**  3

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

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

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

**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

Submitting the course for KU Core Goal 4.1 on behalf of Professor Beth Bailey

### 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>Eve Levin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Departmental Approval</td>
<td>9-26-2016</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.
Youth, Sex, and Romance in Post-World War II America (History 361) uses an easily accessible topic to prompt undergraduates to think about the relationship of different categories or groups of Americans—by age, gender, ethnicity or race, and sexuality—to the various and changing forms of authority over sexual behavior.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 1
State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.)
This course is about historical change over time, focusing on cultural, social, sexual and ideological diversity. All class meetings, discussions and lectures address those issues. The assignment to create a guide to youth, sex, and romance for a specific group of entering KU students, along with lectures on gay liberation, on the creation of dating, and on conflicts between youth and adults, all focus on diversity and communication or conflict between different groups.

Explain how your course or educational experience will generate discussion among students, leading to examination of students’ own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)
The course begins with an anonymous survey of student opinions on issues related to sex and sexual behavior, which I use throughout class to compare to historical attitudes and opinions. Students learn to identify and evaluate the historical assumptions on which popular texts, regulations of youth, and actions are based; awareness that these change over time prompt students to discuss their own values and assumptions.

Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)
This course identifies assumptions of cultural normalcy and the ways those assumptions affect a variety of different populations. For example, assumptions about proper sexual behavior structure legal restrictions and justice; are written into school curricula; affect access to various social and financial benefits; and shape expectations for behavior. In this course, students read primary sources written by members of different groups, and are assigned to do oral histories (a way to reach members of a variety of ethnic/racial, religious, regional, and historical groups or cohorts). They also are required to locate and comment on articles from historical newspapers or magazines produced for a variety of groups, including African Americans, religious groups, and specific regions.

State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)
Class assignments require students to analyze primary sources, identifying the historical value systems and assumptions on which they are based and their portrayal of different groups. We discuss, for example, excerpts from the Kinsey report (which portray sexual, class, age, and gender diversity) and the 1962 film Where the Boys Are (which portrays men and women as fundamentally different creatures); in addition, all class assignments require students to examine change over time (historical diversity). I evaluate their contributions to class discussion and their written work based on how well they demonstrate that they understand change over time and the relationships of various groups of Americans to the changing rules and conventions in 20th century American courtship.
Youth, Sex, and Romance
in Post-WWII America

OR:
A history of what came before hooking up, "yes means yes," and Tinder

Most people don’t think of sex and romance as having a history. And youth seems just a
natural stage of life. But the nature of “courtship,” the definitions of sex, and the
meaning of “youth” have changed dramatically over time (and vary among different groups
and categories of Americans), and people struggle over those definitions right up to the
current day. In this class we will try to make historical sense of those struggles by
focusing a volatile and complicated period in America’s history: the years from World War
II through the recent past. And in many cases, we’ll focus on KU.

We will look at a wide range of material from those years, asking questions such as: What
rules governed the sexual behavior of young people over this period, and what happened to
those who broke them? What groups were marginalized, and why did that matter? Who
struggled for authority to define those rules, and what sorts of authority seemed most
compelling to America’s youth? What roles have parents, high schools and colleges, and
peer groups played in controlling sex and defining romance? How important is technology?
How did the women’s movement and the gay liberation movement change ideas about sex
during the 1970s? What “counts” as sex at different historical moments? What are “the
rules” today, and do they accurately describe behavior?

In this class students will develop several academic skills. We will analyze different kinds
of primary sources, practice making clear historical arguments, and sharpen critical
thinking skills by approaching the various claims of diverse groups who engaged in debate
about sex, romance, and youth with critical eyes, trying to understand—in historical
context—how and why they made their arguments.

COURSE REQUIREMENTS

PARTICIPATION
This class will combine lecture, discussion, and (some) work in groups. In class, we’ll work
with a variety of sources, some of which you’ll locate and some of which will be provided.
Do the readings carefully (we’ll talk about what that means) and come to class prepared to
discuss them. There will be occasional short in-class quizzes. Your participation grade will be based on your level of preparation for class discussion, your contributions to those discussions, your quiz grades, and how well you fulfill assignments to identify material for class discussion and analysis. Missing class will harm your participation grade.

ATTENDANCE
I expect you to be in class, and you are responsible for everything that happens during class periods.

PROJECT
Working in small groups, students will create—in the format of your choice—a “guide” to sex and romance at the University of Kansas, written for incoming or transfer students. With the “guide,” include a 500 word statement that explains to a future historian what he or she needs to take into account when using this document as a primary source. Detailed assignment will be posted and discussed in class. During the last two weeks of class, groups will present their projects.

SHORT PAPER
Analysis (3 pp.) of young adult novel, Mr. and Mrs. Bo Jo Jones

ORAL HISTORY
You will have two options: an oral history of someone who was a teenager or young adult in the period from WWII through the early 1960s, or of someone who was a teenager or young adult in the period of the “sexual revolution” (mid-1960s through 1970s). We will discuss oral history techniques in class, and I will hand out/post a detailed assignment sheet.

EXAMINATIONS
There will be an in-class midterm and final. I will distribute a study guide for each.

ASSIGNED READINGS
We will be working extensively with primary sources in this class, some of which you will be responsible for locating. All other assigned readings, primary or secondary, will be available on Blackboard or through KU library resources. You do not need to purchase any books, but you will need to be able to rent or stream the film Where the Boys Are (1960).

PRIMARY SOURCES YOU WILL LOCATE:
Several times throughout the semester you are asked to find articles from magazines or newspapers that were published during the historical era we are discussing in class. There are several options for locating them, and I’ll show you the possibilities during an early
class session. You might consider focusing on magazines or newspapers targeted at a group in which you're interested—that's a way to think about whether there are coherent conventions for all youth or whether race/ethnicity or (though such will be more difficult to identify) distinctions of region, religion, class, or sexuality matter.

**GRADING:** 100 point scale; corresponds as usual to letter grades
- Participation: 20 POINTS (including quizzes, class assignments, preparation)
- Short Paper: 15 POINTS
- Oral History: 15 POINTS
- Project: 15 POINTS
- Midterm: 15 POINTS
- Final: 20 POINTS

**ADVANCE WARNINGS**
There is very little sexually explicit material assigned or shown in this class, but there will a small amount. This course is not required for any major or program, so if you do not wish to view such material, please select a different course.

**ACADEMIC HONESTY**
I take the issue of academic honesty very seriously. Plagiarism (definitions and examples of which we will discuss in class) is grounds for automatic failure in this class, as is cheating on in-class exams. I will also make an official report of any such instance. Following is a link to KU's academic integrity policies:
https://studentaffairs.ku.edu/academic-integrity

**ASSISTANCE FOR SPECIAL NEEDS**
The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at http://www.access.ku.edu. Please contact me privately within the first two weeks of this course if you need academic accommodations.

**TO CONTACT PROFESSOR:**
Email is the best way to reach me quickly, especially if you have a question or have a problem obtaining readings, etc. But I encourage you to come talk to me during office hours—even if you don’t have a specific question!

**POLICY ON LATE ASSIGNMENTS:**
I will not accept late assignments without prior arrangement (and a good reason) unless
you were physically unable to email me. Nonetheless, most fundamentally: don't disappear. If you are having difficulty completing an assignment on time, let me know. We'll figure it out.

### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jan 20</strong></td>
<td>Introductions; class survey</td>
</tr>
</tbody>
</table>
| 25 | Survey results;  
**To discuss:** “Whatever Happened to Teenage Romance?” *NYT* (2004)*  
(http://www.vanityfair.com/culture/2015/08/tinder-hook-up-culture-end-of-dating) |
| 27 | “She had her hat on”: the Origins of the Date  
**To discuss:** Rona Wilk, “What's a Crush?”  
Kathy Peiss, “Charity Girls and City Pleasures,” both in *OAH Magazine* (July 2004)* |
| **Feb 1** | Rating, Dating, and Popularity: College Life in the '20s and '30s |
| 3 | World War II: Wholesome Influences & Victory Girls; Prostitution, Penicillin, & “Perversion”  
**Assignment:** find magazine or newspaper article on any of the above topics |
| 8 | *Kinsey* (documentary; view in class)  
**Assignment:** find magazine or newspaper articles about Kinsey and *Kinsey* reports |
| 10 | Working with Sources: Kinsey, Petting, and Public Outrage  
**To discuss:** Kinsey excerpts* and magazine articles you bring to class |
| 15 | Sex, Psychiatry, and the Purpose of College |
| 17 | The Marriage Education Movement  
**To discuss:** Marriage text chapters* |
| 22 | Visit KU Archives |
24  What We Found: working with primary sources  
Midterm Study Guide handout

29  Married, with Children  
To discuss: Elaine Tyler May, *Homeward Bound* excerpt*

Mar 2  To discuss: *Where the Boys Are* (1962) [view before class!]

7  MIDTERM  (paper assignment handed out)

9  Adult Authority and Teen Culture: Going Steady  
View, in class, dating advice films  
*Assignment*: find magazine/newspaper article from 1950s on “going steady”  
*To discuss*: excerpt from *Why Wait Till Marriage?*; articles you found  
*Oral History (1st option) due*

14, 16  SPRING BREAK

21  The History of Sex Ed

23  Cautionary Tales  
Discuss: *Mr. and Mrs. Bo Jo Jones*  
*Paper Due*

28  The Pill at KU  
*Assignment*: find magazine article from 1960s about “the Pill”  
*To discuss*: Beth Bailey, "Prescribing the Pill," *Journal of Social History*, Summer 1997, and your articles

30  Group Meetings for Final Project

Apr 4  Sexual Revolution(s)  
*To discuss*: Bailey, *Sex in the Heartland*, excerpt*  
Allyn, *Make Love, Not War*, excerpt*

6  Parietals, Student Responsibility, and Coed Dorms: “Getting to Know Each Other as People”  
*Oral History Option 2 Due*

11  Gay Liberation  
*Assignment*: find magazine or newspaper article on “gay liberation”
To discuss: "Gay is Good"*

13
STDs, Nostalgia, and the return of Courtship
To discuss: Fein and Schneider, *The Rules* (excerpts)*

18
Defining Rape: A History
To discuss: "Do Women Provoke Sex Attack?" *Cosmopolitan, 1960*

20
Defining Consent
*Assignment*: find newspaper article on responses to Antioch Policy
To discuss: Antioch College Policy (1993)* and responses from the time to it that you find
"No Means No" documents*
KU policy and sexual assault prevention materials*

25
Project Presentations

27
Project Presentations

May 2
Project Presentations (if needed)
How We Got Here: The Question of Causality

5
Final Meeting; study-guide for exam and course assessment

FINAL EXAMINATION: Tuesday, May 10 10:30 am -- 1:00 pm